FACTORS AFFECTING PERFORMANCE OF TEACHER TRAINEES IN KERICHO TEACHERS TRAINING COLLEGE

BY

JOSEPH KIPKOSGEI CHERUIYOT

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MOI UNIVERSITY
ELDORET

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DECLARATION

DECLARATION BY THE CANDIDATE

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Signature:………………………………………….. Date:………………….………

JOSEPH K. CHERUIYOT

EDU/PGCM/1030/08

DECLARATION BY THE SUPERVISORS

This research thesis has been submitted for examination for approval by the university supervisors.

Signature:………………………………………….. Date:………………….………

Prof. Jackson K. Too

Department Curriculum

Instruction and Educational Media

Moi University

Signature:………………………………………….. Date:………………….………

Rev. Prof. Ayub Walaba

Department of Curriculum

Instruction and Educational Media

Moi University

DEDICATION

This study is dedicated to the almighty God for being with me throughout the study. I dedicated and extend my gratitude to my beloved wife Truphena J. Cheruiyot for her support. I also wish to dedicate this work to my children Kevin and Cynthia for comments and counseling.

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ABSTRACT

Teachers are the torch bearers in creating social cohesion, national integration and a learning society. They not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturating role of education. No nation can even marginally slacken its efforts in giving necessary profession. Thus teachers and teacher trainee, the key factor in all educational development , need to be professionally equipped with teaching competencies, commitment and determination to perform at their best. The quality of education is a direct consequence and outcome of the quality of teachers , teacher trainee and teacher education system. The purpose of this study is to investigate the factors affecting performance of teacher trainees in Kericho teachers training college. In order to achieve the purpose of this , six research objectives were addressed that is: to establish the extent to which teacher trainees are aware of the factors that affects performance, to establish the extent to which teaching / learning resources affects performance of teacher trainee , to establish the extent to which teachers' knowledge and skills affects performance of teacher trainee , to establish the extent to which teachers attitudes and beliefs affects the performance of teacher trainees, to establish the extent to which student/ trainee attitude affects their performance and to find out the extent to which school environment affect performance of teacher trainee in Kericho teachers training college. The theoretical framework of this study is derived from the functionalist conception of education. The study adopted a case study research design. Purposive sampling is used to select the respondents. a sample of 180 students , 30 teachers, 1 principal, 1 examination officer and 2 HOD formed the respondents of the study. Data is collected by use of structured questionnaires, interview schedules and observation checklist. Data from the research instruments were analyzed using descriptive and inferential statistical analysis. With the help of SPSS, data is analyzed using correlation and regression analysis. Descriptive frequency statistics, tables, bar graphs were used to present the data. Correlation analysis is used to test the hypotheses and established the significant relationship between independent and the dependent variables using the standard significance level of 0.05. The outcome of the study is therefore expected to help the Ministry of Education to re-examine its policies regarding the teacher's trainee education using the results and knowledge. It is hoped that the findings and recommendations will be used to address the factors affecting performance and advice the Ministry of Education in redefining policies concerning teaching and learning in teacher training colleges.

LIST OF ABBREVIATION

A.S.A.L	Arid and Semi Arid Lands.
C.D.S.Q	College Dean of Student's Questionnaire
C.D.C.Q	College Dean of Curriculum Questionnaire
D.O.C	Dean of Curriculum
EFA	Education for All
H.O.D	Head of Department
IR	Instructional Resources
K.I.E	Kenya Institute of Education
MDGS	Millennium Development Goals
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
N.C.E	National Common Entrance
PTA	Parent Teachers Association
P.T.E	Primary Teachers Examination
T.O.R	Terms of Reference
TP	Teaching Practice
T.T.C	Teachers Training College
UNESCO	United Nations Education and Scientific Organization

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Overview

This chapter contains the background to the study, statement of the problem, objectives of the study, research questions, hypotheses of the study, justification of the study significance of the study, limitations of the study, assumptions of the study, scope of the study, conceptual framework, definition of operational terms and summary of the chapter.

1.2 Background of the Study

Education is not only a tool to impart knowledge but it is a channel used to educate an individual as well as to form individuals who are intellectually, spiritually, emotionally, and physically balanced. Therefore, educators need to equip themselves with good qualities that are required in order to uplift the education of our country to a higher level that can indirectly form more Kenya citizens who are competent, skilful, knowledgeable and experienced. This will also protect the stability of our country and strengthen ones' life principles. Teachers need to be highly motivated and committed in carrying out their duties as responsible educators.

Education is the training and instruction designed to give knowledge to children and young people in schools and colleges (Cowie, 1989). Education is the social instrument through which we can guide nation's destiny and shape its future (Panda, 1988). The purpose of education is not merely to contribute to the continuity of culture but also change peacefully and r~tional1y the material foundations of civilization (Pervaiz *et al.*,

1994). The traditional goal of education is transmission of the culture, the preservation of the past and the present and the development of intellect (Farooq, 1994). Education should help in improving the capabilities and skills of the students and introduce new ideas and values among them (Khalid, 1983). Education is the process through which knowledge is transmitted from one individual or section of society to another individual or section. The teacher is the most important factor of the teaching-learning process. The school's most important influence is the teacher.

Smith, (1937) stated that education has been viewed as an important input in the development process through the human capital embodied in beneficiaries and reflected in the acquired and useful abilities of all the inhabitants or members of the society (who undergo education) (Smith, 1937). The acquisition of such talents is a capital fixed and realized, as it were in a person. These talents, as they make a part of his (her) fortune so do they likewise of that of the society to which she/he belongs. Improved dexterity of a workman's may be considered in the same light as a machine or instrument of trade which facilities and abridges labour and which though it costs a certain expenses, repays the expense with profit.

Maria M., (1907) outlines the importance of teaching materials to be simple to enable pupils to discriminate what is to be learned and hence adjust to the prevailing immediate environment, she called for the need of careful organization of the child's environment, the regulation of his liberty and the provision of the special materials for his use.

In Kenya today, there is little concern for learners' environment and therefore the

geographical and economic background determines the level of achievements. Denilon's (1962). The study associated the "residual factors" in economic growth of nations with education. Consequently, the government adopted an approach in education in appointing numerous commissions to check the development and prospects of education. The Ndegwa Commission 1970 (original) Terms of Reference (TOR) is not really to look into the education perceive, it is mandated to look into the working conditions for the civil servants and how education could be integrated to accelerate the rate of national development. But further addressed itself to the issues of education that promotes national unity as well as cultural and social equity, restructuring the inspectorate arm of the ministry to make it more efficient, reflective and decentralizing the distribution of school equipment and resources.

In general therefore, it is necessary to provide physical facilities since only the economically better endowed regions obtain better results in students performance in national exams. The Tananarive Conference on the development of higher education in Africa of September 1962 under the UNESCO and United Nations Economic Commission for Africa played a complementary role. It dealt with the role that higher education is to play in the development of African countries in the cultural, social and economic fields. The foregoing commissions of Education reveal the level of efforts so far dedicated to improving the education and training. New political dispensation provides a rare opportunity for the society to collectively ensure their input in the process by advocating policy frameworks that recognizes their role as partners.

1.3 Statement of the Problem

There is a national outcry that the performance of P.T.E in public TIC is low and the trend persisted for some years. The Minister for Education (2001), lamented that the grades in English and Mathematics were poor after 2001 KCSE results were released. The development of education in Kenya has been confronted by several factors which range from low participation, high istage rate, regional and gender inequalities, poor performance, inappropriate or inadequate legal framework, structure of education system. The general performance of student from arid zones impacts significantly on the performance. The macro economic social environment in which education is offered also improved significantly the performance. There has been a consistent decline in examination performance in all subjects which has affected general performance in P.T.E exams since the poor environment has become the greatest attribute. It is noted particularly that performances in all the subjects in 1995 were below the 1990 levels. Deolalikar (1990) concluded on the basis of an analysis of KCSE over six year period that secondary schools students absorb less than a third of the material target posing the challenge of improving examination performance. Urban public schools perform better than their rural counterparts; private schools in both rural and urban areas perform equally well (Kirukam Development Consultant 2000). The result is a higher, inadequate availability of teaching/learning resources, tutor's knowledge and skills, Teachers' attitudes and beliefs, teacher / trainee attitude, in conducive college environment and teacher trainee motivation factors in Teacher Training College.

1.4 Purpose of the Study

The purpose of this study is to investigate the factors affecting performance of teacher Trainees in Kericho Teachers Training College in Kericho County.

1.5 Objectives of the Study

The following objectives guided the study:

1. To establish the extent to which the teacher/trainees are aware of the factors that affect their performances.

2. To establish the extent to which teaching/learning resources affects performance of teacher Trainees in Kericho Teachers Training College.

3. To establish the: extent to which Tutors knowledge and skills affects performance of teacher Trainees in Kericho Teachers Training College.

4. To establish the extent to which Tutors' attitudes and beliefs affects the performance of teacher Trainees in Kericho Teachers Training College.

5. To establish the extent to which Student / trainees attitude affects their performance in Kericho Teachers Training College.

6. To find out the extent to which college environment affect performance of teacher Trainees in Kericho Teachers Training College.

1.6 Research Questions

To address the above objectives, the study is guided by the following main research question and specific research questions:

1.6.1 The Main Research Question

What are the factors affecting the performance of teacher trainees in Kericho Teachers Training College in Rift Valley?

Specific Research Questions

1. To what extent are the teacher trainees aware of the factors that affect their performance in Kericho teachers training college?

2. How do teaching/learning resources affect performance of teacher trainees in Kericho teachers training college

3. To what extent are Tutors knowledge and skills affect performance of teacher Trainees in Kericho teachers training college?

4. Is there any relationship between tutors' attitudes/beliefs on performance of teacher Trainees in Kericho teachers training college?

5. To what extent do Student trainee attitude affect their performance in Kericho teachers training college?

6. How college environment and motivation do affects performance of teacher Trainees in Kericho teachers training college?

1.7 Hypotheses of the Study

To address the above objectives, the following hypotheses is tested:

H01: There is no significant relationship between teaching/learning resources and performance of teacher trainees in Kericho teachers training college

H02: There is no Significant relationship between the tutors knowledge and skills and performance of teacher trainees in Kericho teachers training college

H03: There is no significant relationship between the tutors' attitudes/beliefs and

performance of teacher trainees in Kericho teachers training college

H04: There is no significant relationship between school environment, motivation and the performance of teacher trainees in Kericho teachers training college

1.8 Justification of the Study

The philosophical justification for this study rested on the need for the study to serve as a basis for reflection in future studies that will generate appropriate and developmentally based assessment procedure of school readiness in Kenya. The information from this study will inform public policy on the importance of quality education and providing a firm foundation for teacher trainees' performance and success in the wake of Free Primary Education (PPE) policy and influence the perspective of different stakeholders (parents, teachers, District Education office trainers and others) on holistic assessment of performance of teacher trainees in teachers training colleges. Research carried out in the USA established that those students exposed to high-quality education programme portray high readiness to learn (Woodhead, 2007). With regard to the fact that several works have been done in this area (Hoffman and Pearson, 2004; Cruickshank and Metcalf, 1990; Aaronson, et aI., 2007; Betts, et aI., (2003); Clotfelter, et aI., 2007) it is note-worthy that most of the studies on performance of teacher trainees reflect some common deficiency. It is therefore necessary to carry out a study on the factors affecting performance of teacher trainees in Kericho teachers training college in Kericho County.

1.9 Significance of the Study

This study investigated the factors affecting performance of teacher trainees in Kericho teachers training college in Kericho County. The findings are expected to reveal various important factors that influence the performance of teacher trainees at teachers training college level. There are few studies carried out in this area, therefore this study would add value to academic knowledge to teachers, head teachers and curriculum developers on the choice of instructional methods to be used in teacher training college.

The attention given to teacher education and their teachers training development has in many cases lagged behind given to other parts of the education system (MOEST, 2005). There is a wide recognition that teacher education, training and professional development need to be integrated, in ways that operationalized lifelong learning for teachers but the resources allocated to it are usually inadequate and the opportunities too few (Koech R., 1999). This best describes the situation in Kenya. The world is changing in all spheres: scientific and technological, political, economic, social, and cultural. There is growing awareness among policy-makers, business leaders and educators that the educational system designed to prepare learners for an agrarian or industrially-based economy will not provide students with the knowledge and skills they will need to thrive in the 21st century's knowledge-based economy and society.

Fortunately, the Ministry of Higher Education Science and Technology has proposed radical changes in the learning institutions to be inline with the current information age where information communication technologies are key issues for ~he advancement and

development of education sector and Kenya as a whole (MOEST, 2005). Teachers being curriculum implementers will playa pivotal role in this. These objectives will only be realized if the teachers will receive further training on such current issues/changes in content and the use of modern pedagogical skills in teaching. All of these challenges on the part of teachers can conveniently be tackled through improvement in performance of teacher trainee in teachers training college.

The findings of this study would also add value to the existing pool of knowledge on appropriate and effective teaching methods. Finally the research would reveal areas which will need further research. The study would throw more light and attention among the teacher trainee and the tutor - related variable under investigation and performance of teacher Trainee in teacher training college. The outcome of the study is therefore expected to stimulate the stakeholders to improve upon the isolated variables which have been found to have direct causal relationships with teacher trainee's performance in teacher training college, with a view to enhancing student performance.

The study will provide a model of competency which could be used as a basis for the development of teacher-training policy and the design and implementation of a teacher-training curriculum. The study will also provides an integrated approach model for developing teacher competence in teacher training institutions. It is hoped that the development of this model will also be a contribution to the literature on how to develop teacher competency in teacher training institutions.

1.10 Scope and Limitation of the Study

1.10.1 Scope

The study focused on factors affecting performance of teacher Trainees in Kericho teachers training college in Rift Valley. The aspects covered in the study includes the various teaching methods used by the tutors, teaching learning resources, tutors knowledge and skills, tutors' attitudes and beliefs, teacher / trainee attitude, college environment and motivation factors that affect performance of teacher trainee in Kericho teacher training college. This information will be collected from the students, the principal, deputy principal, DOC, DOS, HOD, Examination Officer, Head of Subjects and tutors in Kericho teachers training college. The study took place between January 2013 and June 2013.

1.10.2 Limitations of the Study

The study may encounter a number of limitations which may impede answering the research questions and objectives. The limitation in this study is attributed to the sample size (1296) and generalization of the findings. The adequate assessment of the factors affecting performance of teacher trainees in Kericho teachers training college in Kericho County, Kenya requires a consideration of a large number of tutors and teacher trainees that cut across the teacher training colleges in Kenya. It is not possible to cover a large number of teachers training colleges in the country. This meant that only a small sample is viable, tenable and possible. The findings of this study is therefore confined to 1296 respondents, the principal, deputy principal, DOC, DOS, HOD, Examination Officer, tutors and Head of Subjects of Kericho teachers training college

The limitations of the study reduced the generalization of the results to other colleges in the country. This is because the study college may be influenced by other unique factors due to diverse resources and instructional methods. However, despite the abovementioned shortcomings.

1.11 Assumptions of the Study

i.   The assumption underpinning this study is that performance of teacher Trainees in teacher training college is influenced by the range of factors including government policy, school practice, family support, teaching methods used by the tutors, teaching/learning resources, tutors knowledge and skills, tutors' attitudes and beliefs, teacher / trainee attitude, school environment and motivation factors that affect performance of teacher trainees in teachers training college

ii. The assumption that while there is a range of government policies document related to performance of teacher Trainees in Teachers Training College, knowledge and understanding of the document by Teacher Training College stakeholders is limited

iii. The assumption is that understanding of the relationship between teacher Trainee/Tutor related and performance of teacher Trainee in Teachers Training College will contribute to the overall improvement of the effectiveness of the school and performance of the teacher Trainee.

iv. The assumption is that during the study it is assumed that the answers to be given through the research instruments were true reflections of the respondent's answers and that utmost honesty guided answering of the questions

v. The assumption is that the study population for the study operated within the same environmental conditions, hence giving related responses that will be true and reliable concerning factors affecting performance of teacher Trainees in Kericho teachers training college in Kericho County, Kenya.

1.12 Theoretical Framework

The theoretical framework of study is grounded in the functionalist conception of education. Functionalism is the oldest, and still the most dominant, theoretical perspective in sociology and many other social sciences such as education. This perspective is built upon two emphases: application of the scientific method to the objective social world and use of an analogy between the individual 'organism' and 'society'. The study presumes a functionalism, view of 'society' specific to the middle years of the twentieth century, a time characterized by a high degree of occupational specialization, shared norms and values, stability, and the tendency to maintain equilibrium in the presence of social changes.

According to Murphy (n.d), underlying functionalism is the fundamental metaphor of the living organism, its several parts and organs, grouped and organized into a system, the function of the various parts and organs being to sustain the organism, to keep its essential processes going and enable it to reproduce. Similarly, Jarvie (1973) opined that members of a society could be thought of as cells that institute organs whose function is to sustain the life of the entity, despite the frequent death of cells and the production of new ones. Functionalism analyses examine the social significance of phenomena, that is, the purpose they serve a particular society in maintaining the whole

Whawo (1993), citing Hearn and von Bartalanffy, sees society as an open system that maintains equilibrium through a feedback process or that portion of a system's output that is feedback to the input and affects succeeding outputs and adjusts future conduct by reference to the past. Heylighen and Joslyn (1992) see functionalism as the 'Trans-disciplinary' study of the abstract organization of phenomena, independent of their substance, type, or spatial or temporal scale of existence. Functionalism investigates both the principles common to all complex entities, and the models, which can be used to describe them. Teachers training colleges are component parts of a system in the society and tend to maintain themselves in a steady state. A steady state occurs when a constant ratio is maintained among the components of the system, given continuous input to the system. A burning candle is often used as an example of a steady state. Upon being lighted, the flame is small, but it rapidly grows to its normal size and maintains the size as long as its candle and its environment exist. It is also self-regulatory; using the above illustration, a sudden drift caused the flame to flicker, but with the ceasing of the drift, the flame regains its normal characteristics (Whawo, 1993).

According to an Internet source, structural functionalists view schooling as essential to society, in that it sorts and sifts above average students from average and below average students. It does this in order to ensure that the more talented students rise to the top of the socio-economic status system. Another major role of structural functionalism is that it teaches the skills and norms of society. Structural functionalists believe that in order for society to remain a viable system all components must function together and thus require a system to instill similar beliefs and values to each member of that society. Hurn (1995) asserts that according to functionalist theory those who excel in society are those

who have worked the hardest for their position, a social phenomenon called meritocracy. According to Hurn (1995) "this is a society where ability and effort count for more than privilege and inherited status".

Society needs the best and the brightest to function at the highest levels, and therefore it gives its highest rewards to this same group of people. He also theorized that society functions much better economically when there is more education for the individual or for society at large and an individual's acquisition of additional skills provides benefits to the society in which he lives. He further stated that the more education there is the less likely "there will be much inequality. Whereas, human capital theorists see education as an investment in which those who feel that the benefits of college outweigh the money are the ones that rise to the top of the socio-economic pyramid. Those who do not decide to further their education, then, are less deserving of the rewards that society has to offer. This is the basic fundamental way that functionalists see education.

Durkheim (1956), feels that schools are there to teach morals to children. These morals are the ones that society has set up so that everyone is the same too much bending of the rules at home whereas school is a colder environment. In teaching morals, the schools are also teaching children that they must become part of society and have ties to society or the child and society will break down. Durkeim concluded that these were the most important things that a school could give to its children, a sense of belonging to a society.

In Talcott P. opinion, a school's main function is to socialize children by using the idea of commitments. There are two types of commitments, commitment to the implementation

of the broad values of society and commitment to the performance of a specific type of role within the social structure (Parsons, 1959). Presenting the functions education from the sociological aspect, Carr and Kemmis, (1986) drew attention to the fact that the principal functional requirements of education are first, to socialize the young into prevailing norms and attitudes so as to preserve social stability, and secondly to stratify individuals in accordance with the complex network of roles that sustains the existing social order. The critical idea here is that school does not operate in isolation and its function in society is imperative to the development of the society. While D' Aeth (1975) observed that the central objective of education is to raise the level of skills, especially technical and management skills, needed to support economic growth and to provide an adequate supply of the whole range of professional expertise needed to run a modern nation.

Basic to this perspective is the conviction that the regular patterns displayed in human action are caused by social laws operating to ensure the order and cohesion necessary for the preservation of society. Society is therefore regarded as an interdependent entity maintained through impersonal law-like processes that operate without the intervention of human purpose. Particular institutions, such as education, are presumed to be 'functional' in the sense that they exist in order to serve some of the functions that must be fulfilled for society to survive (Carr & Kemmis, 1986). Carr and Kemmis further argued that the functionalist sociology of education provides knowledge of how the social mechanism already operating in educational institutions could be modified so that the equilibrium of society could be maintained.

The researcher takes as his point of departure the functionalist approach to education because it views the school as a unified purposeful organization or simply as a system that is made up of component parts. The entire staff in the school system is viewed as a whole and they are supposed to be experts in their field. Thus, a clear picture of this 'classic' view of 'professionalism' is the first step toward understanding the contemporary meaning of professionalism for today's education and practical issues. Therefore, functionalism as a school of thought focuses on what makes society function determines its use and purpose. However, given that different situations may influence instructional processes of students and the society at large, Eraut (1994) argued that most accounts of the ideology of professionalism follow the functionalist models which accord primacy of place to the professional knowledge base. The problem, to which the concept of a profession is said to provide an answer, is that of the social control of expertise. Experts are needed to provide services which the recipients are not adequately knowledgeable to evaluate.

Hence, the emphasis put by the professions on moral probity, service orientation and codes of conduct. Equally, Leino (1996) systematically argued that professional qualifications should be designed to indicate that aspiring professionals have completed their pre-service education and training and continuously sustained their competence of qualification and competence in different ways during their practice years (Leino, 1996). It is in this same perspective that he averred that the concept of qualifications and competences form a complementary pair describing both the knowledge of and ability to perform professional task.

On a final note, therefore, the application of the functionalist approach to this study was vital because it offered the opportunity to first, define problems in systematic/functional terms. Second, view problems as always interrelated thereby lending its application to other components in the society. And third, the interdependence of the, other components of society was given consideration. Also, the purpose of this choice was not to test or refute functionalist theory, but to use it to select variables of interest and to organize the research.

An examination of the concepts to be used in this study fits into this framework because a picture of the typical outlook of professionalism was the first step towards accepting the contemporary meaning of professionalism for today's teaching and practice issues. In essence, the goal is to test how various related factors affecting the performance of teachers Trainee in teachers training college? How academic and professional qualification of teachers can influence the degree to which teachers fulfilled their teaching job. The researcher's choice of the functionalist theory does not mean that functionalist theory is not without criticism from other schools of thought. The functionalists were criticized on their view of the causes of educational failure which apportioned blame on the individuals not the society, the poor, or the rich. Functionalists were positive regarding the common social goals of education and failed to recognize that it is hard to achieve common social goals. They also criticized the functionalist's failure to see that social stability might be a result of a 'manipulated' and 'illusive' consensus. They failed to see education as necessary for motivating individuals for their own personal development rather than the sake of national economic need.

1.13 Conceptual Framework

The study based on the conceptual relationship between the independent variable and the dependent variable. The study conceptualized basing on the variables that was used in the study. In this conceptual framework, it was conceptualized that the performance of teacher trainees in teachers training college influenced by a combination of various variables, namely: Teaching/learning resources, tutors knowledge and skills, tutors' attitudes and beliefs, Student / trainee attitude, school environment and motivation factors. The focus was on the related factors that influenced performance which was the central independent variable. The performance of teacher trainees in" teachers training college depends on the related factors and eventually determined the level of achievement. The objective of any teachers training college was to build a strong foundation for cognitive, social-emotional and healthy development that enabled the student to maximize his/her learning potential. The conceptual framework will be useful to the study in various ways. Firstly the study based on the premise that various related factors plays a significant role in determining the performance of teacher trainees in teachers training college. secondly, various related factors cover a variety of tasks and roles whose effective operationalisation positively affects performance of teachers trainees in teachers training college. Given the fact that the study investigate these various related factors , the conceptual model is invaluable. The relationship between their dependent and dependent variable is summarized below.

Independent Variables

Dependence Variables

Teaching / learning resources

Teachers knowledge and skills

Teachers' attitudes and beliefs

Student/ trainee attitude

School environment and motivation factors

Performance of teachers' trainees
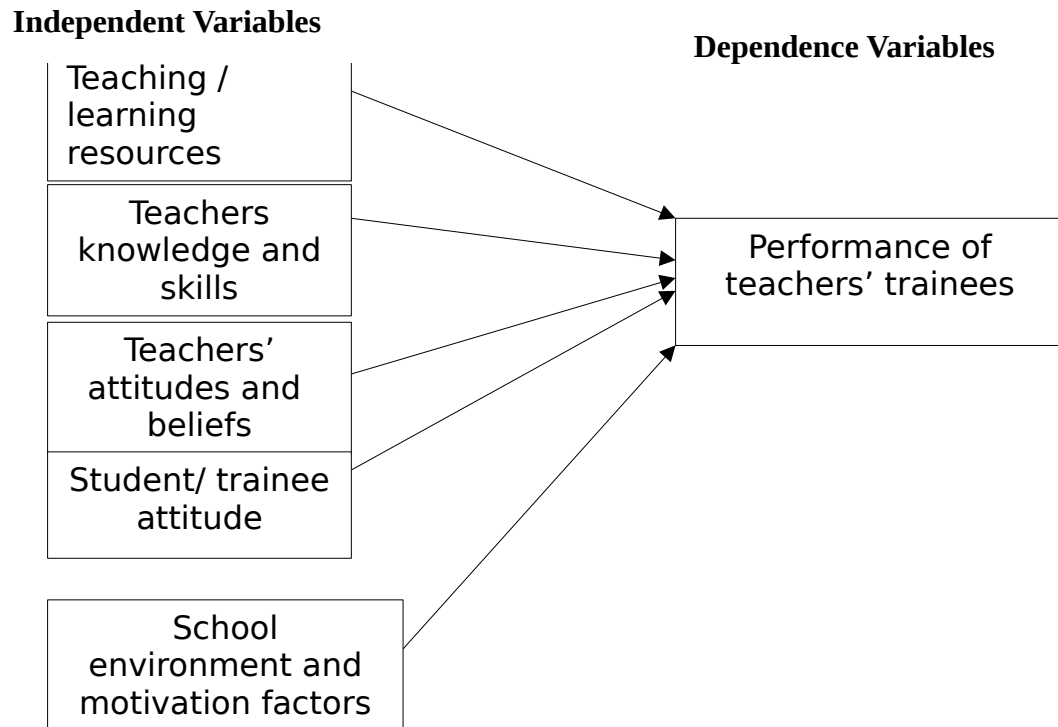
Figure 1.1: Factors Affecting Performance of Teacher Trainees in Teachers Training
College
Source: Researcher (2013)

1.14 Definition of Terms

The following are defined to convey the sense in which they were used in this study.

Influencing Factors- Those elements considered when designing a teaching method to fit the need of education goals and needs of students

Instructional Resource (IR) - Both human and material inputs used in the teaching and learning

Teaching Methods -Approaches and techniques used by teachers in teaching and learning process of students

Teaching Practice (TP) It is used to refer to a routine supervision of student teacher while out on teaching practice.

Teaching/learning resources - Teaching materials" is a generic term used to describe the resources teachers use to deliver instruction.

Tutor- means a lecturer.

Tutors factors - is a generic term used to describe the personal and cultural characteristic and experience of tutors.

1.15 Summary of the Chapter

The chapter has presented the preliminaries to the study. The background to the study has been discussed to justify the identified factors affecting performance of teacher Trainees in Kericho teachers training college in Kericho County. The chapter also presented the statement of the problem, research objectives, questions and hypotheses that the study seeks to investigate. Justification and significance of the study, scope and limitations of the study, theoretical framework and definition of operational terms are the other sections covered in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of related literature to the research problem. The review gives exploration of previous and related studies on factors affecting performance of teacher Trainees in Teachers Training Colleges in different countries, both developing and developed. Literature is sourced from a number of publications (articles, seminar papers, government policy papers, conference proceedings, training manuals, documents, research reports, business journals, textbooks, newspapers and periodicals) that shed light on the factors that affect performance of teacher trainees in colleges. The researcher conducted a critique of previous authors and identified the research gaps. Thereafter a summary is done to show how unique the study is. This chapter was subdivided into sub-sections under the following headings:

2.1 General Overview of Concepts related to Teacher Education

Education is a most powerful instrument for social progress. It is the greatest power yet known to man for is own improvement. According to Brembeck (1966), education can heal or kill, bind up or tear apart, lift or deprave. Broadly defined, it is the aggregate of all the processes by means of which a person develops abilities, skills and other forces of behaviour of positive (and sometimes of negative) value in the society in which he lives (Fafunwa, 1982). For us, education is seen as a tool used for the integration of the individual into the society so that he can achieve self-realization, develop national

consciousness, promote unity and strive for social, economic, political, scientific, cultural and technological progress (Afe, 1995).

Training differs from education. While the skills, knowledge and attitudes acquired in training are directed to improve performance in a specific vocation that of education is a broad knowledge, skills and attitude not directed to any particular job. Training does not take place in a vacuum. It involves people, money and material. However, there are five essential factors that affect training output, positively or otherwise. These are:- quality of the programme, students, teachers and instruction, equipment or facilities and overall management capacity (administrative, financial and physical)

Teaching has existed for ages so that sometimes it is difficult to trace precisely its origin. It is one of the oldest of human activities or occupations. As an activity, it consists of a body of "actions intended to induce learning, through the "conscious and deliberate efforts" by a matured or experienced person to impart knowledge, information, skills, attitudes, beliefs, etc to an immature or less experienced person (Afe, 1998). The Teacher in the educational process refers to the person who instructs to provide the teaching-learning process. He assumes various capacities as educator, instructor, tutor, lecturer, counselor, professor and so on. He is the mainstay or prime mover of the educational system. According to Aghenta (1991), as an input operator into the educational system, the teacher plays a big role in the conversion of raw materials (particularly students) into finished products i.e. graduates. Teacher Education is that component of any educational system charged with the education and training of teachers to acquire the competencies and skills of teaching for the improvement in the

quality of teachers for the school system (Afe, 1993). Having examined the basic concepts, let us now examine how the performance of teacher Trainees in Teachers Training College is influence by a combination of various variables, namely: Teaching/learning resources, Teachers knowledge and skills, Teachers' attitudes. The process of learning involves the activities in which students engage in order to make sense of or master the content they are learning. At the elementary level, differentiating and beliefs, Student / trainee attitude, school environment and motivation factors. ,.,/

2.1.1 The Influence of Teaching / Learning Resources on Performance of teacher trainees in teachers training college

One of the most critical physical characteristics of the classroom is lighting (Cowan and Cowan, 2009). The importance of an appropriate visual environment for learning tasks deserves careful consideration .The visual environment affects a leaner's ability to perceive visual stimuli and affects his/her mental attitude, and thus, performance. Cowan and Cowan (2009) agreed that the lightening of a school should be considered an active element of the total educational environment. He found that good lighting contributes significantly to the aesthetics and psychological character of the learning space.

According to Bowers and Burkett (1987), improper maintenance of fixtures led to lower than average student performance such as misinterpretation of the written word, whether on a handout or at the chalkboard. Rimm K. (2004) maintains that the occurrence of the designed can best be achieved through mobilization of instructional materials such as verbal presentations, use of media and printed communication. According to Corsaro and Molinari (2005), learning resources are important in learning because they are based on

Psychological principles of learning and can produce significant results provided they are properly used. They enable students to take active involvement in learning activity and offer a greater variety of dissemination of ideas and knowledge. Further they offer concrete conceptual thing and thereby reducing the meaningless word responses of students. Thus the applications of instructional resources pave for creative student participation and fill the classroom with evidence of student accomplishments.

Nabwire (1998), carried out a study on the use of visual aids and suggested that visual aids introduce variety in the lesson and thus stimulate learning. She further suggested that, use of instructional media results in greater acquisition of knowledge of facts and ensures longer retention of information gained. One of the most important factors in creating a differentiated learning environment involves helping students understand that some learners need to move around to learn, while others do better sitting quietly, Content is the information that students need to learn and how they will gain access to information. At the primary school level, teachers may differentiate instruction for content through the use of reading materials at varying readability levels. For students with reading problems, teachers may present ideas through both auditory and visual means they may put text materials on tape or use reading buddies. In addition, teachers may use spelling or vocabulary lists at the readiness levels of their student clusters.

Finally, teachers using the differentiated instruction approach meet with small groups as a method to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners (Yeboah, 2002). The process of learning involves the activities in which students engage in order to make sense of or master the content

they are learning at the elementary level, differentiating instructions within the process of learning often requires teachers to be creative in their methods of planning and instruction. Most often, differentiating teachers can use tiered activities through which all learners work with the same central understandings and skills, but proceed with different levels of support, challenge, or complexity. In addition they offer manipulative or other hands-on activities for pupils who need them to facilitate learning. Tutors using different instruction also tend to provide learning centers that encourage pupils to explore areas of the class topic of particular interest to them. Some tutors also develop personal agendas, task lists written by the teacher, containing both work for the entire class and work that address students' individual needs. These are completed either during a specific time or as students complete their work if it is early (Yeboah, 2002).

Teachers do often find it necessary to vary the length of time individual students may take to complete an assignment in order to provide additional support for struggling learners or to encourage more advanced learners to pursue a topic of interest in greater depth. Thus it is important to ensure that teacher. Training college tutors are adequately equipped and prepared to cope with the needs of teacher's trainee. Although, these suggestions are commendable, they may be difficult to implement in public teachers training college, where resources/facilities is inadequate. The current study showed how teaching/learning resources affect the performance of teacher trainees in teachers training college.

2.1.2 The Influence of Tutors Knowledge and Skills on Performance of Teacher Trainees in Teacher Training College

In early work on teacher productivity, researchers estimated education production training and various other controls using cross-sectional data. A subsequent generation of studies used student-level two-year test-score gains and richer sets of teacher training variables to evaluate the impact of teacher training on student achievement. The state of the literature through the year 2000 has been extensively reviewed by Wayne and Youngs (2003) as well as by Rice (2003), Wilson and Floden (2003), and Wilson, (2001). Rather than The term "value-added" has two rather different meanings in the education literature. Sometimes if refers to education production function models where the dependent variable was gain in student achievement or student learning. The second meaning, which we use here, is simply the teacher's marginal product with respect to student achievement.

While some recent studies of the determinants of teacher productivity continue to employ the gain score approach (Aaronson (2007), Hill (2005), Kane (2006) the bulk of recent research has shifted away from this methodology. the gain score studies rely on observed student characteristics or covariates to account for student heterogeneity . However, they cannot control for unobserved characteristics like innate ability and motivation . there is evidence that better trained and more experienced teachers tend to be assigned to students of greater ability and with fewer discipline problems (e.g Clotfelter et al, 2006; Feng (2005).

Given this positive matching between student quality and teacher training, the gain-score studies' inability to control for unobserved student characteristics would tend to upwardly

bias estimates of teacher value-added associated with education and training. The recent availability of longitudinal administrative databases has brought forth a new generation of studies that seek to ameliorate selection bias by controlling for time-invariant unobserved student heterogeneity via student fixed effects. In the last six years, eight studies of teacher productivity in the U.S. have employed this approach. An alternative method of avoiding selection bias is to either randomly assigning teachers to students or to exploit situations where there is an exogenous change in student assignments to teachers or in teachers to training. Five other recent studies exploit either experiments with random assignment, situations where there is "apparent random assignment" or "natural" experiments where assignment is based on exogenous factors. No matter what the methodology, nearly all of the recent studies of teacher knowledge, skills and productivity include some measure of teacher experience, which serves as a proxy for on-the-job training.

To the casual observer it may seem that experience and knowledge are two aspects of the same concept. For the purpose of the current study, knowledge is what the teacher learns during his or her professional training, while experience is the insight gained from many years of teaching. Therefore, as science teaching is a complicated undertaking, it should be pointed out that the language of science has its unique characteristics of which science teachers should be conversant. Greenwood (1990) stated that the language of science is central to the entire learning process, and for this reason teachers should not overlook the language ability of their own students, as the extent to which students master scientific technology and expressions determines their level of achievement.

Closely related to the issue of knowledge is the currency of that knowledge. Ogunbiyi (2004) poses the question whether the knowledge of professional teachers is up to date. He states that this issue is one of the fundamental problems facing science teaching today, as the majority of senior teachers have been doing the same thing, the same way from the beginning of their careers. Without additional training, or a sincere effort to keep up with the latest trends and developments, teachers will remain stuck in the past, which is likely to have an adverse effect on the achievement of their students.

Chidolue (1996) is a proponent of the trend in teacher education toward a competency performance-based instruction system, in which the competence of teachers is determined by the achievement of their students. However, many teachers are uncomfortable with this due to the factors influencing student achievement that are beyond their control, as is stated in the section on student achievement above. Despite this, the author argues that since two generally accepted desirable consequences of science education are increased achievement and improvement in student attitude toward science, these outcomes could serve as criteria for successful teaching. However, as argued earlier in this literature review, teachers may be able to improve the attitudes-of-students towards science, but they can only make contribution towards student achievement, High performance is thus not the sole responsibility of teachers, but other stakeholders (such as parents, policy makers and students themselves) have to play their part as well to compliment teacher's effort.

Despite the assumption, which has been borne out by the majority of the empirical evidence, that higher qualifications among teachers are likely to result in higher student

achievement, there are still some findings to the contrary. Betts, (2003) have shown that teacher qualifications such as experience, level of education, and subject area knowledge appear to matter more in upper grades, while on the other hand, authors such as Chidolue (1996) and Miller (2003) are of the opinion that there is a significant but inverse relationship between teacher qualification and gain in students' attitude and achievement. This means that the higher teachers' qualifications the less effective they are in motivating their students to greater achievement.

One possible explanation for this may be that highly qualified teachers may have spent more years in institutions of higher learning, and so at the start of their careers, despite their greater knowledge, they may not have sufficient experience required to motivate their students to greater achievement. Grossman (1995) states that a teacher's performance depends on the teacher's knowledge, which consists of two components, namely subject matter and general pedagogy. The teacher's knowledge is directly linked to the teacher's competences, characteristics and attitudes (disposition). Subject matter is vital for good teaching and teacher performance as teachers' knowledge of the content they teach affects both what they teach and how they teach it. Subject matter then links with general pedagogy, which includes knowledge about classroom organization and management, general knowledge of lesson structure, and general methods of teaching.

The above ideas are corroborated by Shulman (1986), who splits teacher knowledge into three parts: content knowledge, pedagogical content knowledge, and curriculum knowledge. Content knowledge is "the amount and organization of knowledge per se in the mind of the teacher", and the author stresses that teachers must not only be capable of

defining concepts for students, but they must also be able to explain why and how these concepts relate to other concepts.

Pedagogical content knowledge transcends the knowledge of subject matter and it refers to the knowledge that the teacher should have specifically for the purposes of teaching. It consists of routines and methods, and it could be said to be more procedural in nature that content knowledge. Finally, curricular knowledge is knowledge of the full range of the programmes designed for the teaching of particular subjects and topics at a given level, the variety of instructional materials in relation to those programmes and the set of characteristics that serve as both indications and contra-indications for the use of particular curriculum or programme materials in particular circumstances. Thus, although it is somewhat similar to pedagogical content knowledge, curricular knowledge is narrower in scope and it is also different because it is prescribed by the educational authorities, and unlike the other forms of teacher knowledge, the teacher is not free to add to or modify curricular knowledge at will.

A number of researchers including Westera (2001) have proposed frameworks for the domains of knowledge which inform teacher training. In line with this, Grossman (1995)has separated the knowledge that teacher trainees should receive into six domains: knowledge of content, knowledge of learners and learning, knowledge of general pedagogy, knowledge of the curriculum, and knowledge of the context, and last but not least, knowledge of self. Essentially, Grossman has expanded on the three components of teacher knowledge that were expostulated by Shulman (1986). In addition to the foregoing, Mullis, Kennedy, Martin and Sainsbury (2004) who concur with the authors

who state that teacher knowledge is an important determinant of pupil performance, also propose that teacher knowledge should be developed through preparation and training, the use of a particular instructional approach, and experience.

An aspect of teacher knowledge which has not been addressed by the authors who have' been reviewed so far is knowledge of students, which is the awareness of and familiarity with one's own students, their learning strategies, and their problems and needs in learning. Thus teachers also need to know how to cater for all learners' individual differences. Randall and Thornton (200 1) insist that if the goal of teaching is to promote learning, then teachers need to be aware of the centrality of learners to the learning process and to understand how teacher behaviour will affect individual learners. Freeman (2002) adds a voice to this aspect of knowledge, emphasizing the importance of teachers possessing a theoretical knowledge of learning, including an understanding of the physical, social, psychological and cognitive development of students. The author states that this is an area that has often been neglected in teacher education where the knowledge of the subject matter appears to be central.

In order to integrate and apply their knowledge, teachers should engage in the teaching and learning process in a number of formal and informal ways, as has been set out by Richards and Farrell (2005). First, they can gain new knowledge and understanding of their students, schools, the curriculum, and instructional methods through their own practice. This may include conscious, planned learning strategies such as self-monitoring, action research, and reflective journals; or learning may arise unconsciously as a result of everyday experiences. Learning also occurs through interactions between

teachers. One activity that may boost this process is consultation with their professional colleagues, which may give them new insights and ideas into solving old problems. This may include formal mentoring schemes, informal conversations in the staffroom, peer collaborations such as peer coaching, action research and team teaching. It must be remembered, however, that any such formal or informal consultation has to take place within the strictures of the school administration, so if there is no cooperation from the school teaching institution. Many practicing teachers also engage in learning through graduate programmes at universities. It is hoped that all of these formal and informal methods of knowledge enhancement will be useful in the long run towards improving student achievement.

Skills can be described as the minute or the "nuts and bolts" of teaching, namely the techniques which they use to transmit content and curriculum knowledge to students. From a knowledge point of view, teacher skills fall under the aspect of pedagogical knowledge. This section examines how teachers can use their skills to boost student performance. The use of proper teaching skills is necessary for the teacher to avoid laying the blame on students for inability to learn. Sometimes, at the end of the lesson, the teacher carries out evaluation and discovers that students are unable to carry out the behavioral or instructional objectives. Indeed there are many teachers who do not check students' understanding at the end of every lesson, and are shocked to find out, when examination results are released, that students have not performed as well as expected. In such a scenario, the teacher needs to examine his or her teaching methods rather than looking at students as the cause of poor performance. Therefore, teachers should plan their lessons, and this planning should include the choice of appropriate teaching

material, the choice of an appropriate teaching method for the unit being covered, intensive research on the topic to be taught, and determination of the objectives for the lesson. These objectives should be checked at the end of every lesson, or alternatively, in time constrained environments, teachers can give students homework on what has been covered during the lesson.

In conjunction with the classroom management approach, both teachers and students require adequate, well prepared instructional materials, which determine the amount of learning that occur. Good quality materials can motivate interest, maintain concentration and make learning more meaningful. Learning materials, however, are subject to resource constraints, and so in some environments, teachers and students may not have enough instructional materials. Any resource bottlenecks which hinder the use of teaching aids should be addressed with promptness, as the use of instructional materials by the teacher in the modern age cannot be overemphasized, as the traditional chalk and talk approach can no longer improve the academic performance of students in teacher training colleges.

In their study of teacher quality and student achievement, Goldhaber and Anthony (2003) found that measures of teacher academic skills are better predictors of teacher effectiveness than other measures, such as degree and experience level. This suggests that it is how a teacher teaches, rather than what he or she knows or how long he or she has been teaching, that is the crucial factor in student achievement. More light on the importance of teacher skill as the crucial factor in student achievement is shed by Marzano (1998) and Miller (2003) who collectively identify nine instructional strategies that enhance student achievement, namely: identifying similarities and differences,

summarizing and note taking, reinforcing effort and providing· recognition, homework and practice, nonlinguistic representations, cooperative learning, setting goals and providing feedback, generating and testing hypotheses, and activating prior knowledge.

The authors posit that if these techniques are used effectively, then they will enhance classroom participation and lead to better achievement by students. Perhaps not surprisingly, the literature is not unanimous on the benefits of participatory, inclusive teaching skills. There are still some proponents of the chalk and talk method, such as Webster and Fischer (2001) and Ozdemir (2003). While these authors agree that the way teachers deliver the curriculum in their classrooms has a strong and positive effect on student attitudes, which consequently has a significant effect on student achievement, they insist that the more teacher-centered the instruction, the more positive the attitudes of students and the better the achievement is. It is difficult to say with any degree of certainty whether a teacher centered mode of teaching is more effective, or vice versa, but it is possible that cultural differences may playa part in the preference for one form of instruction over another.

Heyneman & Loxley, (1983), teachers not adequately prepared to deal with the wide range of student diversity and experiences. Limited opportunities for professional growth and development of educators, including those who work in Teachers Training College settings. Regardless of the physical, cognitive, and social characteristics of a given student, little knowledge will be acquired in a congested classroom, no textbooks, a leaky roof, and an uninspired teacher with little more than basic literacy-a situation found all too often in developing countries. To no one's surprise, research indicates that the quality

of schooling will also have a significant effect on student progress and performance. (Schiefelbein & Farrell, 1978).

A primary factor associated with school quality is the teacher knowledge and skills. The ability .of the teacher to take advantage of existing materials and to create others, to respond to children's needs, and to maintain enthusiasm and hope in unfavorable conditions can create a quality learning environment the quality of the teacher. In addition to teachers, another important component of school quality is the availability of books and materials. Many students never have a book to call their own. Quality is, of course, a relative concept. What is considered quality schooling in one setting may not be classified as such in another.

Various models of teachers' professional knowledge exist that include subject knowledge as crucial to successful teaching and learning (Grossman, 1990; Shulman, 1986; Wilson, Shulman & Richert, 1987). According to the author, subject content knowledge, philosophy, knowledge of learners and knowledge of context were effective in explaining conceptual framework of teachers' professional knowledge. Curriculum is viewed as an overarching and all-encompassing construct in which the four themes are embedded. This is consistent with Bruner's (1960) view of curriculum as incorporating subject knowledge, knowledge of learners and the process of gaining knowledge.

A well trained and certified teacher must show evidence of mastery of subject matter. According to Dunhill (2000) teacher's knowledge must be of two fold nature. A good teacher must first posses a wide general knowledge and within. the confines of this general knowledge, a sound understanding of the subject he is to teach in the classroom,

Quadric K. ,(2004) collaborates that a good teacher must be well knowledgeable versed in his is area of specialization. He must know what to teach, when to teach and how to teach. In the opinion of Obanya P., (1985) the quantity and quality of the teachers' knowledge will give the teacher enough materials and confidence to teach effectively. The teacher's ability to deliver the goods refers to the teacher's manipulation of the learning experiences that goes on in the school through his instructional procedures. This skill could be acquired in the process of training.

2.1.3 Tutors' attitudes and beliefs that affects the performance of teacher trainee in teachers training college

Attitudes are habitual ways of reacting to situations. The term 'attitude' is generally reserved for an opinion which represents a person's overall inclination towards an object, idea or situation. Attitudes can be positive, negative or neutral and can also be dormant and more generalized. Attitude measurement has very wide currency, particularly in social psychology (Child, 2004).

Scales have been created for attitudes to almost every aspect of our lives from soap powders to school subjects. Measures attempt to detect one of three kinds: the cognitive attitude which is what we actually know about an object or event: the affective attitude, which is what we feel about an object or event: and the behavioral attitude, indicating how we behave towards and object or event (Child, 2004). Silberman (1970) studied four teachers' attitudes; attachment, concern, differences and interaction, he found that not only are children aware of the teachers' attitude toward them, but their actions are coloured by how they see teachers dealing with their peers. The attitude of the teachers'

toward teaching is an important variable.

Teachers have different opinions, as some believe that students should be seen, not heard but others want to encourage students to feel that the teacher is a friend. The primary attribute of a good teacher is the ability to create a warm, friendly atmosphere in the classroom. Teaching should be geared to the needs of the child: The teacher must have a positive attitude toward teaching. He must have sympathetic attitudes toward deviant students. The teacher must try to locate the causes of antisocial behaviour and help the students to improve their personality (Chouhan, 1984). Our personality fundamentally affects how we react under different circumstances. Many psychologist believe that our personalities are stable and constant, so that we are the same basic person whether we are in the role of teacher, learner, father, or son (Wright, 1987).

Chouhan, (1984) has finally concluded that the school has an important role to shape the personalities of students by creating better emotional atmosphere, better teaching methods, use of catharsis and by providing guidance and counseling. In addition to home and school, there are many other social factors which influence the development of personality. Some of these are as follows: language, social role, self-concept, Identification and interpersonal relations: These among the members of a society are important means which help in the development of certain social personality characteristics. Interpersonal relations may operate in three ways: one is attraction towards others. Members meet each other freely and discuss their problems. It refers to the concept of friendship, love and sympathy, the second is hostility which means moving against others. Hostility projects the anxiety outward and in this way discharges

it. The last is isolation which means going away or loneliness. It refers to reduce contact with external reality. It is a negative orientation.

Rao & Reddy (1992) explain that a change of attitude will not be achieved by preaching, but by showing that a need exists for certain information that can be obtained by testing and above all by practicing this in our own courses. The existing attitudes of our students are almost certainly coloured by their own experiences as takers of tests. This common experience and their existing attitudes seems to be the logical starting point if teacher accept the proposition that the development of appropriate attitude is important.

Teacher's attitudes affect performance level. Adeyanju A., (2004) asserts that a teacher who has a positive attitude towards teaching and his/her students will obviously teach more effectively than the teacher who has developed negative attitude towards the students he has to deal with. Teacher as a molder of lives must be embodiment of good character and virtues. A good teacher is one who respects truth, who is sincere in words and acts and whose personal life sets a good example to his/her students. Quadric (2004) contribute that a teacher must be caring, kind and firm in dealing with students. Firmness means the ability to ensure fair play and gives equal treatment to all students in the class. According to Adedeji (2007) a knowledgeable and brilliant teacher will command the respect of learners as well as of the wider society. A teacher must have a pleasant personality and a role model, he/she must possess good personality.

Teachers are expected to have good human relationship, highly tolerant and emotionally

balanced. A good personality trait of an effective teacher is perseverance. perseverance as an attribute assists the teacher to achieve his instructional goals even when he faces the opposition from other teachers. The teacher needs to be empathic to teach effectively, that is, he should see the pupils he teaches from pupils point of view , not from his own point of view, such emphatic approach will make the teacher relate more humanly with the pupils, understand their problems and teach more effectively than the teacher who does not understand the students and his problems . since empathy improves the teacher's understanding of the students, there is better teacher-students interaction and this will lead to better achievement . A good teacher will be willing to learn and remain a student all his life because learning is a continuum. The best teachers are those who have the humility and capacity to learn by success and failure (Castel (1975). Teachers need to realize that learning is a lifelong programe effective teacher needs to engage in activities to increase, improve, update and stimulates his knowledge and skills for improved and efficient delivery. The acquired learning activities of an effective teacher include seminars, workshops, conferences e.t.c.

For a teacher to be successful, he must have profound knowledge of the learner Dunhill (2000). The nature of the child must be studied and be understood by the teacher. He must realize that children differ in bodily health, mental ability and temperament. A good teacher must always remember that learners are products of different home environment and they have different potentials and opportunities develop their learning interests. Therefore, this study sought to find out the factors affecting performance of teachers trainee' in teachers training college in general and particularly find out the extent to which teachers' attitudes and beliefs affects the performance of teachers Trainee 10

Kericho teachers training college.

2.1.4 The extent to which college environment affect performance

Positive classroom learning environments are ones that maximize learning for all students and foster their development as holistic human beings by considering intellectual, emotional, social and physical growth (Ahmed, 2000). Establishing learning environments that facilitate positive learning outcomes for all students is indeed a challenge. They are advocating a particular way of being with students, which will require them, the teacher, to provide opportunities that maximize students' participations their own learning and to utilize teaching and learning strategies that engaged learners and are learner-centred.

Caring teachers work hard to know students by using multiple sources of knowledge and by structuring their classes to encourage oral and written dialogue that recalls, students thinking. They consciously work to create classroom atmosphere conductive to questioning, self-assessment and helpful critique. They also take great care to establish three kinds of relationships: Thus as well as planning for learning, there are aspects of the environment there that needs attention. Two of these were the physical environment and the social emotional environment. Physical environment: Teachers and students work best in a comfortable, inviting environment. At the beginning of the year, the teacher may organize the room to create such an environment, using brief colours, displays, posters, plants, mobiles, etc. Social emotional environment: The social-emotional dimension of classroom experience has, for a long time, been referred to as classroom climate. Educational researchers have long since determined that positive

classroom climates are more desirable than those that are negative. A positive social-emotional environment evolves through the interactions of teacher-student-teacher-class (group), student-calls (group) and student-student interpersonal relationships students (Arthur & Nancy, 2003).

Positive climates are those in which students feel they belong, where they are happy, extended and safe and where verbal and physical harassment on gender, racial and other grounds are prevented and addressed. More recently, the term "classroom culture" has been increasingly used to include the social-emotional dimension of learning and to acknowledge the shared beliefs, customs, attitudes and expectations of teachers and students in a classroom. The aspects of classroom and student behaviour management continue to be of major concern to teachers and so research should be relevant to individual needs. While a great deal of attention has been paid over the past decade to effective teaching practices and classroom management (Arthur and Nancy, 2003).

The teacher's professional environment influences the delivery of the instruction. Environment refers to such things as time usage, which includes time spent in actual teaching or in planning the lesson to be taught. Since teachers playa central role in the education system, portraying them in detail is critical, Many studies have shown how teacher characteristics influence quality of instruction, and hence the quality of educational opportunity. Two broad categories of teachers, characteristics are specially important (Roy, 2001).

School environments especially at the college level affect performance of teachers

trainee in teachers training college most especially, if the environment is not appropriate to the needs. Fraser, (1986) considers curriculum evaluation studies in which perceived classroom environment characteristics were included among criteria of curricular effectiveness. Also, reports several investigations in differences between students and teachers in their perceptions of actual and preferred classroom environments and draws together a diverse set of studies that explore how the nature of the classroom environment varies with other educationally important variables.

According to Welsh, (2000), explanations of school disorder have suffered from at least two deficits: (1) institutional explanations of disorder (that is, school climate) have been largely ignored, and (2) insufficient attention to appropriate measures of disorder has guided research and policy. Like people, schools have their own characteristic personalities, or climates. Using survey responses from students in middle schools in Philadelphia, the author discusses the effects of school climate on pupils transition from ECDE to primary school (such as clarity and fairness of rules) and individual student characteristics (such as age, sex, race, and dimensions of bonding) on different measures of school disorder, including victimization, avoidance, perceptions of safety, misconduct and offending.

The schools varies significantly on all measures of disorder, and school climate provided significant explanatory power for each. Results varied for different measures, though. For example, school climate predicted less serious misconduct more strongly than it predicted serious offending. School climate offers significant potential for enhancing both the understanding and the prevention of school violence. The learning environment is the

setting or physical surrounding in learning is expected to take place Newby, (1996) and non-formal environment. Normally formal learning occurs in school environment and "what is taught in these is carefully structured by means of syllabus and time tables and the teaching provided is usually carefully supervised.

Farrant, (2000) conducive school learning environment is an important consideration for effective instructional implementation in colleges. The learning environment comprises several these and a variety of factors like the number and type of classrooms or lecture halls/ theaters, laboratories resource centres, gymnasium, playing ground, field trips and libraries among others. According to Pollard, (2002) the nature of these things within environment will often influence class sizes and forms of curriculum and teaching organization. This implies that a teacher needs to have the knowledge and professional qualities to be able to anticipate and restructure the learning environment so as to plan for instruction appropriately. The learning environment should facilitate the teaching-learning process through "the acquisition of knowledge, skills, and attitudes which enables us to adjust ourselves in an effective manner to the environment."

Farrant, (2002) teachers may not always have a say on the kind of school they wish to work in, however, they have the ability, knowledge and skills to be able to manipulate the environment in which they find themselves to suit their own and specific learners characteristics. Studies did elsewhere show that school environment that is not conducive to effective learning may lead to repetition a precursor for drop-outs, (Chimombo, 2000).

2.2 Summary

The foregoing literature has exhaustively reviewed issues concerning the factors affecting performance of teacher trainees in Kericho teachers training college. This literature review has discussed the topic under different aspects, including: Teaching/learning resources, Teachers knowledge and skills, Teachers' attitudes and beliefs, Student / trainee attitude, school environment and motivation factors. The next chapter is a discussion of the research design and methodology adopted in the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The study sought to investigate the factors affecting performance of teacher trainees in Kericho teachers training college. The chapter outlines the methodology, procedures and modalities in data collection. It also covers research design and identification of the population sample size, sampling design, sampling procedure, the instruments of data collection, validity and reliability of data collected, sources of data, methods of data collection and methods of analyzing the data.

3.1 Study Area

The study focused on factors affecting performance of teacher trainees in Kericho teachers training college as defined in the study. This study is carried out in Kericho teachers training college in Kericho County. Kericho County is a Kenyan county located to the South West of the country and lies within the highlands west of the Great Rift Valley. The capital of the county is Kericho town. The county is home to the best of Kenyan Tea which is world famous for its brightness, attractive colour, brisk flavor and textures of fragrant leaves. The county has a population of 758,339 (2009 census).There are four constituencies in Kericho County namely: Ainamoi, Belgut, Bureti and Kipkelion constituencies.

Geographically, Kericho County is agriculturally productive area. It receives adequate rainfall and has good soils enabling it to practice subsistence crop farming. It also practices livestock farming, it has wide-ranging agriculture activities, which have raised the economic level of the county thus enabling most students to attain secondary education. The researcher has chosen these areas for various reasons. One of the reasons is that very little known classroom research has been done in the study area in relation to the use of feedback of students. There has been general poor performance of student teacher in primary teachers' examination. So far no study similar to the one currently under investigation has been done in the Kericho teachers training college in the recent past.

3.2 Research Design

The study adopted a case study design method of research. According to Best & Kahn (1989) a case study design method of research explores relationship in variable or subject as they are found in a social system or society. Orodho (2005) contends that the design is vital in collecting information about people's attitude opinion, habit or any of the variety of education or social issues. This survey provides both qualitative and quantitative information from a_preventative sample of sampling frame. The researcher used the following respondent's education officers, tutors, Dean of curriculum, Dean of students, HODs and student's teacher to find the state of teaching and learning facilities and policy framework in connection to the assessment of performance PTE in Kericho teacher training college.

3.3 Target Population

The term "population" refers to the totality of all objects, subject or members that conform to a set of stipulations (Neuman, 2000). The population refers to the group of study subjects that are similar in one or more ways and which form the subject of the study in a particular survey. The target population of this study comprised of students, principal, deputy principal, DOC, DOS, HOD, Examination officer, and head of subjects and tutors in Kericho teacher training college. The study population is categorized further as shown below.

Table 3.1 Target Population

S/No	Category	Number
1	Teacher trainees	1200
2	Principal	1
3	Tutors	80
5	Deputy principal	1
6	Examination officer	1
7	HODs	2
8	Head of subjects	1
9	DOS	1
10	DOC	1
	Total	**1,288**

3.4 Sampling Procedure and Sample Size

Sampling is a procedure of selecting a part of a population on which research can be conducted, which ensures that conclusions from the study can be generalized to the entire population. The researcher made use of stratified random, purposive sampling and simple random sampling, because stratified random process enabled selecting of a sample in

such a way that identified subgroups in the population would be represented in the sample in the same proportion as they existed in the population while a simple random sample enable each and every member of the population to have an equal and independent chance of being selected as respondents (Fraenkel & Wallen, 2006). The students were stratified as either male or female. Purposive sampling was used to select 180 trainees that are 30% of the student population. Teachers were selected from through simple random sampling in order to form the sample size of the study to ensure that each respondent had an equal chance of being selected.

Purposive sampling technique is used to select principal, deputy principal, DOC, DOS, HODs, Examination Officer, and head of Subjects because they are few (Amia, 2005). Also the researcher believed that they were the right people who could give the right information of the study. The sampling was done in such a way that different categories of respondents were represented in the sample. the sample size is shown in the Table 3.2.

Table 3.2: Sample size

SN	Category	Number	Sample size
1	Teacher trainees	1200	180
2	Principal,	1	1
3	Tutors	80	30

4	Deputy principal	1	1
5	Examination Officer	1	1
6	HOD	10	2
7	Head of Subjects	1	1
8	DOS	1	1
9	DOC	1	1
10	**Totals**	**1296**	**208**

3.5 Research Instruments

The data collection instruments are tools used to collect information from the intended study (sample size). The data collection instruments used in this study were developed by the researcher. The study used questionnaire for teacher trainees and tutors. Interview Guide were used to obtain information from DOC, DOS, Examination Officer, and HOS.

3.5.1 Questionnaires

Data is collected using two sets of structured questionnaires for teacher trainees, and tutors. Structured questionnaire is preferred for collecting data because in such a questionnaire, the questions, their wordings and sequence are fixed and identical to all respondents. This has the advantage of obtaining standard responses to items in the questionnaire, making it possible to compare between sets of data (Orodha 2003). the questionnaire captured respondent's perceptions on influence of teaching/learning resources, teacher's knowledge and skills, teachers' attitudes and beliefs, student / trainee attitude, college environment factors on performance of teacher trainees in teachers training college.

The questionnaire consisted of two parts: Part A was on demographic information. Part B is on factors affecting performance of teacher trainees in Kericho teachers training college where respondent expressed the extent to which they agreed or disagreed with ideas expressed in the items. The respondents answered the questionnaires by expressing their opinions where the responses were made on a five- point Likert scale ranging from (Strongly agree, Agree, Neutral, Disagree and Strongly disagree). The item reliability estimate for the Questionnaire is established using Cronbach alpha coefficient as a measure of internal consistency.

3.5.2 Interview Guide

Apart from use of questionnaires, an interview guide is also used in this study to provide in depth data which is not possible to get using questionnaire (Mugenda and Mugenda 1999). An interview method of collecting data which involves presentation of oral- verbal stimuli and reply in terms of oral-verbal responses (Kothari, 2009). Interview method provide for qualitative and in-depth date as it present opportunity to explain the purpose of the study. It ensured that there is clarification of views and opinions which would not be clearly tackled by the questionnaire. The interview question is administered to the DOC, DOS, Examination Officer, and Head of Subjects

3.5.3 Observations Checklist

Personal observations is adopted in ascertaining facts drawn from the respondents. It provided a basis to confirm some issues that may not have been clearly understood by the respondents. This technique minimized chances of recording incorrect data. The

researcher is able to observe the respondents and develop a checklist to cross-check the validity of the information given by the respondents. The checklist is filled by the researcher as he made observation within the school environment and in the classrooms lesson observations.

3.5.4 Documentary Records

The researcher used survey of documentary records methods to identify information on the factors affecting performance of teacher trainees in Kericho teachers training college. Also, the academic performance of student in the Kericho teachers training college between 2010 to 2012 KNEC were observed.

3.6 Validity and Reliability of Research Instruments

In order to reduce the risk of obtaining incorrect answer to research questions emphasis on two particular research designs were considered: reliability and validity (Saunders et al. 2007). Validity is the ability of a chosen instrument to measure what it is suppose to measure. Reliability is the extent to which research results would be stable or consistent if the same technique is repeatedly. Moreover, the way the measuring is conducted and how the information is processed affects the reliability (Fraenkel and Wallen, 2006).

3.6.1 Validity of research instruments

Validity is concerned with whether the findings are really about what they appear to be about (Saunders et al. 2007). There are three tests for validity: (construct validity; establishing correct operational measures for the concepts being studied. Internal validity for explanatory and casual studies only, not for descriptive or explanatory studies)

establishing a casual relationship, thereby certain conditions are shown to lead to another conditions. External validity; establishing the domain to which study findings can be generalized. If the question can be misunderstood, information is said to be of low meeting was arranged with the respondents in a semi-interview environment and the questionnaires were given to the respondents face-to-face, in order to give chance for any ambiguity to be explained.

3.6.2 Reliability of Research Instruments

This is about the results of the investigation, which has to be reliable. If nothing changes in a population between two investigations in the same purpose, it is reliable. From the deductive point of view if the measure yields the same results on different occasions, or from an inductive point of view if similar observation be made by different researcher on different occasions.

Kothari (2009) asserts that there may be four threats to reliability: subject error; has to do with when interview is carried out, it is of great importance to select a neural time and date. subject bias; it is a great problem in organization where management is an authoritarian character where the interviewee(s) may say what the head teacher wants them to say, not what they feel. Observer error; can be lessened with a high degree of structure to the interview schedule and observer bias; where the question about the interviewer interprets the data.

The questionnaire is tested for reliability using Cronbach Coefficient Alpha to determine the internal consistency of the items in the questionnaire. The reliability is established through the pilot-test whereby some items were either added or dropped to enable

amendment of the research instrument. After the amendment, the instruments were again pilot-tested through test-retest method in Bomet teacher college which is not be part of the sample to be considered for the study. The purpose of test-retest method is to ascertain the reliability after correlation coefficient is established in the data. Consequently, this process provided good measures of reliability because holding other factors constant, the more similar the test content and conditions of administration are, the greater the internal consistency reliability (Mugenda & Mugenda, 1999). The value of Cronbach Coefficient Alpha is generally required to be over 0.70. The reliability of the five independent variables (teaching/learning resources, tutors' knowledge and skills, tutors' attitudes and beliefs, student / trainee attitude, school environment and motivation factors) were calculated and the results were considered reliable if they yielded a reliability coefficient of 0.70 and above.

3.7 Data Collection Procedures

The researcher proceeded to collect data from the selected respondents after receiving permission from the Ministry of Education and District Education Office in Kericho. Permission is also sought from the Principal of Kericho teachers college. The researcher then, visited the college to familiarize and acquaintance with the targeted respondents. During this visit, the researcher informed the Principal and tutors about the purpose of the intended study and booked appointments for the data collection. After familiarization, data will then be collected from the respondents using the four mentioned instruments. The completed instruments was verified and collected by the researcher from the respondents.

3.8 Data Analysis

The data collected for the purpose of the study adopted and coded for completeness and accuracy of information at the end of every field data collection day. Data is captured through Statistical Package for Social Sciences (SPSS) version 13.0 which helped to generate frequency distribution tables and calculation of the type of relationship either positive or negative and give the magnitude of the relationship. Data is analyzed both qualitatively and quantitatively. Qualitative method was used to analyze the data collected through open-ended interviews and questionnaires. For quantitative analysis, correlation and multiple regression models were utilized to infer correlations, and possibly causation, from the data and also to determine the relationship between predictor variables and criteria variables. Correlation analysis is employed to establish the significant relationship between independent and dependent variables and also to test the hypothesis using the standard level of confidence of 0.05.

3.9 Ethical Considerations

Ethical considerations protect the rights of participants by ensuring confidentiality. It was unethical for the researcher to share identifying information regarding test scores and school records with anyone not associated with this study. This ethical consideration was necessary to maintain the integrity of the study as well as the integrity of the researcher (Creswell, 2002). Participants were given enough information pertaining to the study before the administration of the research instrument. The possible benefits and value of the study is explained to the participants. The nature and the rationale for the study was to explain to the respondents by the researcher. The researcher respect the individuals' rights and also safeguards their personal integrity.

The respondents completed the questionnaire voluntarily. To ensure that these learners and their teachers were protected from any victimization, biases and any infringement of their rights, the information collected in this study is not to be used to disadvantage the participants in any way. Teachers and learners were assured that their names were not to be used in this research. In this study, participants' confidentialities were not compromised, as their names were used or appeared in the collection of data. No private or secret information is divulged since the right of confidentiality of the participants was respected. Respondents were assured of confidentiality of their response, which is meant for study purposes only.

3.10 Summary of the Chapter

This chapter has presented the research procedure which is used by the researcher by providing the design and methodology. As mentioned above the appropriate research design for this study is descriptive survey. A description of the study area has also been discussed. Other sections considered in this chapter are: target population, sample size and sampling procedure. The chapter has also covered data collection instruments, pilot study, validity and reliability of the research instrument , ethical considerations and data procedure. Data analysis procedures were discussed in this chapter as well.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents data presentation, analysis, interpretation and discussion. The data was presented in summary using frequencies, percentages as well as descriptive statistics such as means and standard deviations. Further analysis using inferential statistics were carried out using statistics such as correlations.

4.1 Demographic Background

The demographic information of the respondents is sought in order to establish the demographic related characteristics of the respondents especially in relation to the factors affecting the performance of teacher trainees. The study established the demographic profile for tutors and the teacher trainees. The information sought is gender, highest level of education, age as well as the experience the tutors. The findings were summarized and presented in Table 4.1 and Figures 4.1 and 4.2.

From the study findings in Table 4.1, over half of the tutors in the institution were male, 58% (16) while 42% (12) were female. The findings also showed that majority of the tutors, 47% (12) were degree holders while 34% (10) of them were diploma holders as opposed to only 10% (3) having masters degrees. This implies that despite the fact that teacher training was qualification intensive, majority of the tutors though qualified have not furthered their education through pursue of masters degree programes. Majority of the tutors were also in the age bracket of 31 to 40 years, 51 % (14) followed by those

between 41 to 50 years, 34% (10). Those in the age bracket of 20 to 30 years accounted for only 10% (3) of the tutors which implies that since the profession requires experience, those tutors who have taught for a longer time tend to be more in the institutions. This can aptly be shown by the length of time that the tutor had been teaching in the current institution. The findings showed that majority of the tutors, 47% (12) had taught in the current institution for a period of between 11 to 15 years while 20% (6) had an experience of 6 to 10 years in the current institution.

Table 4.1: Demographic Information of the Tutors

		Frequency	**Percent**
Gender	Male	16	58
	Female	12	42
	Total	**28**	**100**
Highest level of education	P1	1	3
	Untrained Teacher	0	0
	Diploma	10	34
	Degree	12	47
	Masters	3	10
	Total	**28**	**100**
Age (years)	20-30	3	10
	31-40	14	51
	41-50	10	34
	51 and above	1	5
	Total	**28**	**100**
Length of time teaching in the current institution	0 to 5	4	13
	6 to 10	6	20
	11 to 15	12	47
	16 to 20	3	10
	Above 20	3	10
	Total	**28**	**100**

The study also sought to establish the demographic profile of the teacher trainees. The findings regarding this were summarized and presented in fig 4.1. From the study findings in Fig 4.1 and 4.2, majority of the teacher trained were female, 52% while 48% of the teacher trainees were male. The findings also showed that 51 % of the teacher, trainees were in the age bracket of 20-25 years followed by 25 -30 years of age which is - 35% of the 180 teacher trainees in the study. These findings indicate that although, female teacher trainee' dominate, their numbers are still low when we consider the number of trainees which indicates that a significant number of the females are lost in the transition from college to teaching by absorption into   other professions. This might impact on the performance of the female trained because they lack female role models to look up to.
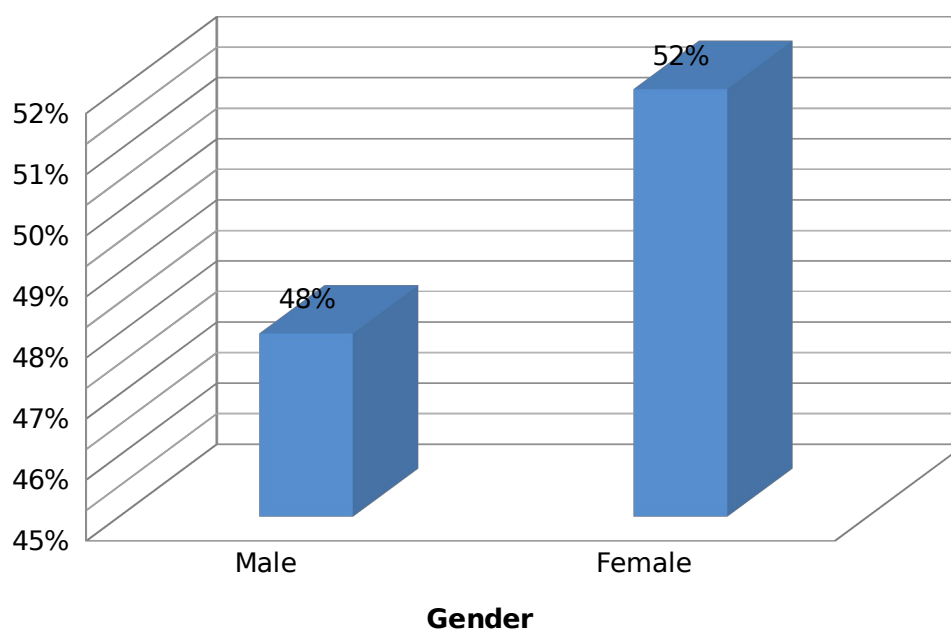
Figure 4.1: Gender of the Students
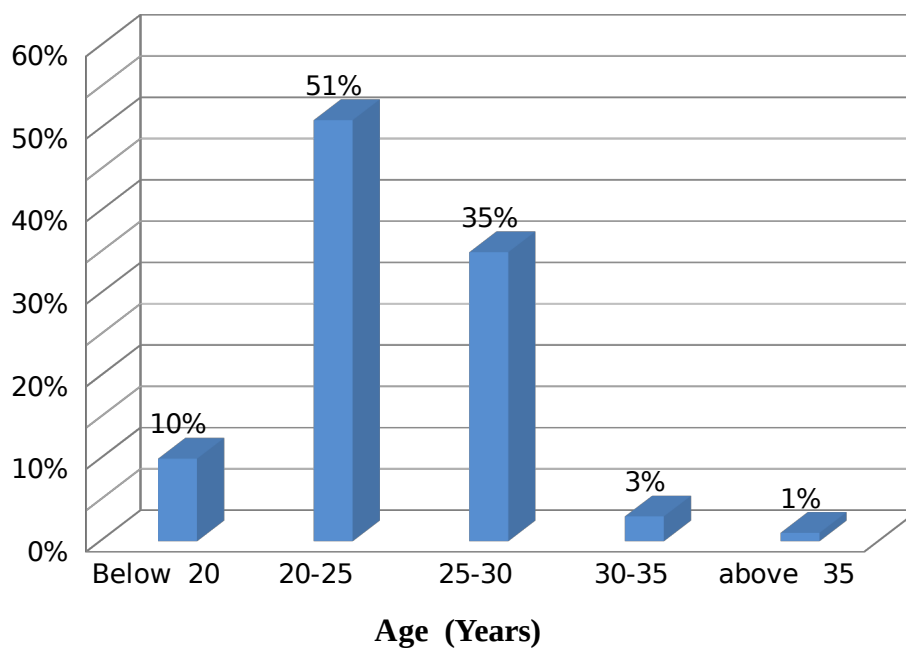
Figure 4.2: Age of the teacher trainee

4.2 Factors affecting the performance of teacher trainees in teacher training college

The study sought to determine the awareness level of both the tutors in the college as well as the teacher trainee} on the factors that affect performance of teacher trainees in the teacher training college. The respondents were required to either strongly agree (SA), agree (A), be undecided (U), disagree (D), or strongly disagree (SD) with the statements about the factors affecting the' performance of teacher trainees in teacher training college. The results regarding this were summarized and presented in Table 4.2.

Table 4.2 Factors Affecting The Performance Of Teacher Trainee Min Teacher Training College

		SA	A	U	D	SD
Friendly and fun environment	F	18	9	1	0	0
	%	65	30	5	0	0
Welcoming classroom with plenty of resources	F	14	6	5	2	1
	%	53	20	17	6	4
Availability and adequacy of learning and physical facilities	F	15	1	0	1	1
	%	55	35	0	5	5
Tutor preparation	F	13	14	1	0	0
	%	45	50	5	0	0
Tutor quality	F	15	13	0	0	0
	%	53	47	0	0	0
Experience of tutor	F	17	9	6	0	0
	%	58	32	10	0	0
Excellent parent – tutor communication	F	10	16	2	0	0
	%	34	56	10	0	0
Scope of teaching / curriculum delivery	F	20	8	0	0	0
	%	70	30	0	0	0
Conducive learning environment	F	18	10	0	0	0
	%	66	34	0	0	0
Tutor/ teacher trainee ratio	F	17	8	2	0	0
	%	60	30	10	0	0
Student attitude	F	16	8	4	0	0
	%	56	30	14	0	0

Teacher trainee						
Tutors utilize group work appropriately for Teacher trainee to develop creativity and enhance performance	F	2	10	3	13	0
	%	9	35	11	45	0
Discipline and hard work among teacher trainee usually enhance good performance	F	15	11	2	0	0
	%	54	40	6	0	0
Adequate learning facilities enhance good performance	F	22	5	1	0	0
	%	77	19	4	0	0
Tutors put in a great deal of efforts beyond that normally expected in order to increase performance	F	9	14	5	0	0
	%	33	49	18	0	0
Syllabus coverage early enough before PTE Examination increase performance	F	16	10	3	0	0
	%	57	34	9	0	0

4.3 Teaching/ learning resources/ physical facilities

4.3.1 Availability and adequacy of teaching/learning resources / physical facilities and performance of teacher trainees in teacher training college

The study also sought to determine the availability of teaching/ learning resources/ physical facilities. The tutors were asked to rate whether the teaching/ learning resources were available and adequate. The results regarding this were summarized and presented in Table 4.3. From the findings, various important teaching/ learning resources were identified as being 53% (15), chalk, 66%(19), guidance counselors facilitators, 60% (17) and chairs and table furniture, 57% (16) were available but not adequate. Those that were not available were; programmed radio lessons, 55% (15), maps, 58% (17) and diagrams 70% (20).

Table 4.3: Availability and Adequacy of Teaching/ Learning Resources/ Physical Facilities

Resources		Available	Not Available	Available and Adequate	Available Not Adequate
Text books	F	2	0	8	18
	%	5	0	30	65
Library facilities	F	6	5	2	14
' ‥	%	20	17	6	53
Programmed radio lessons	F	11	15	0	1
	%	35	55	0	5
ICT	F	l3	0	1	14
	%	45	0	5	50
Recreational facilities	F	13	0	0	15
	%	47	0	0	53
Maps .	F	9	17	0	6
	%	32	58	0	10
Illustrations	F	10	16	2	0
	%	34	56	10	0
Diagrams	F	8	20	0	0
	%	30	70	0	0
Chalk	F	10	0	0	19
	%	34	0	0	66
Guidance counselors	F	8	2	0	17
	%	30	10	0	60
Chairs and table	F	10	3	0	16
Furniture	%	34	9	0	57

4.3.2 Provision of Teaching/ Learning Resources

The study sought to determine the level of provision of the teaching/learning resources in

the teacher training college. This is mainly from the perspective of the teacher trainees

The results regarding this were summarized and presented in Table 4.4.

From the findings, majority of the respondents disagreed that; the learning resource centre/library is fully stocked with the necessary course books, 52.4% (109), the borrowing system for library books is flexible for the teacher trainee, 59.1 % (123), the penalties for overdue books are friendly to the trainee, 58.7% (122) and strongly disagreed that there are enough teaching aids in the resource centre, 63.9% (133).

Majority of the respondents however agreed that; the library is open for use by trainees all the time, 48.6% (101), the current stock in the library consist of text of old curriculum which does not meet curriculum needs , 69.2% (144) and were undecided on the fact that; employees in the library are friendly to the trainee, 51.4% (107) and there is a systematic arrangement of text books according to subjects for easy retrieval, 63.0% (131.0).

Table 4.4: Provision of Teaching/ Learning

STATEMENT		SA	A	U	D	SD
The learning resource centre/library is fully stocked with the necessary course books	F	12.0	37.0	0.0	109.0	50.0
	%	5.8	17.8	0.0	52.4	24.0
The library is open for use by trainees all the time	F	90.0	101.0	9.0	8.0	0.0
	%	43.3	48.6	4.3	3.8	0.0
The borrowing system for library books is flexible for the trainee	F	0.0	9.0	0.0	123.0	76.0
	%	0.0	4.3	0.0	59.1	36.5
The penalties for overdue books are friendly to the trainee	F	0.0	0.0	0.0	122.0	86.0
	%	0.0	0.0	0.0	58.7	41.3
There are enough teaching aids in the resource centre	F	0.0	0.0	8.0	67.0	133.0
	%	0.0	0.0	3.8	32.2	63.9
The current stock in the library consist of text of old curriculum which does not meet curriculum needs	F	56.0	144.0	8.0	0.0	0.0
	%	26.9	69.2	3.8	0.0	0.0
Employees in the library are friendly to the trainee	F	1.0	100.0	107.0	0.0	0.0
	%	0.5	48.1	51.4	0.0	0.0
There is a systematic arrangement of text books according to subjects for easy retrieval	F	18.0	59.0	131.0	0.0	0.0
	%	8.7	28.4	63.0	0.0	0.0

4.4 Tutors knowledge, skills and performance of teacher trainees in teacher training college

The study sought to establish the level of tutor knowledge and skills and how this affects the performance of teacher trainees both from the tutor and student perspective. The results were summarized and presented in Table 4.5

From the study findings , majority of the tutors strongly agreed that teacher

professional training had an effect on the performance of the teacher trainees, 67.9% (19), 53.6%(15) cited motivation of the tutor as having an effect on the performance of the teacher trainees while a similar number were of the view that in-service training had an effect on the performance of the teacher trainees. Majority of the tutors, however, strongly disagreed that responsiveness of tutors to the unique needs of trainees, 60.7% (17.0), tutor inconsistencies in standards & services offered to trainees, 57.1% (16.0), tutor absenteeism, 71.4% (20.0), tutor inability to deal with differences, 64.3% (18.0) and low tutor expectation, 60.7% (17.0) while 60.7%(17.0) and 50.0% (14.0) disagreed that tutor ability to take advantage of existing materials and pre-service training respectively had an effect on the performance of the teacher trainees. Majority of the tutors, 50.0% (14.0) were undecided that tutor preparedness had an effect on the performance of the teacher trainees.

The teacher trainee also confirmed the view of the tutors by strongly agreeing that seminars, workshop, in-service course are not organized for tutors, 64.3% (116) and the poor status of tutors with economic stress has drained the motivation of the tutors 85.7% (154). The teacher trainee also strongly agreed the lack of quality of tutors has an adverse effect on the poor academic performance of teacher trainee, 53.6% (96) and that most tutors do not have adequate knowledge of their subject matter, 78.6% (141) and agreed that tutors's extreme dependence on textbooks can lead to poor academic performance, 57.1 % (103) and inadequate teaching skill, 71.4% (129) affect the performance of the teacher trainees.

Table 4.5: Tutors' Knowledge and Skills

Statement		SA	A	U	D	SD
Tutors						
Tutors professional training	F	19.0	8.0	1.0	0.0	0.0
	%	67.9	28.6	3.6	0.0	0.0
Pre-service training	F	2.0	1.0	5.0	14.0	6.0
	%	7.1	3.6	17.9	50.0	21.4
In-service training '"	F	15.a	11.a	0.0	1.0	1.0
	%	53.6	39.3	0.0	3.6	3.6
Tutors preparedness	F	0.0	1.0	14.0	13.0	0.0
	%	0.0	3.6	50.0	46.4	0.0
Motivation of the tutor	F	15.0	13.0	0.0	0.0	0.0
	%	53.6	46.4	0.0	0.0	0.0
Responsiveness of tutors to the unique needs of trainees	F	0.0	0.0	6.0	9.0	17.0
	%	0.0	0.0	21.4	32.1	60.7
Tutor inconsistencies in standards & services offered to trainees	F	0.0	0.0	2.0	10.0	16.0
	%	0.0	0.0	7.1	35.	57.

Tutor absenteeism	F	0.0	0.0	0.0	8.0	20.0
	%	0.0	0.0	0.0	28.6	71.4
Tutor inability to deal with differences	F	0.0	0.0	0.0	10.0	18.0
	%	0.0	0.0	0.0	35.7	64.3
Low tutor expectation	F	0.0	0.0	2.0	8.0	17.0
	%	0.0	0.0	7.1	28.6	60.7
Tutor knowledge of learners and knowledge of context	F	0.0	0.0	4.0	16.0	8.0
	%	0.0	0.0	14.3	57.0	28.6
Tutor ability to take advantage of existing Materials	F	11.0	17.0	0.0	0.0	0.0
	%	39.3	60.7	0.0	0.0	0.0
Limited student tutor interaction	F	0.0	0.0	2.0	16.0	10.0
	%	0.0	0.0	7.1	57.1	35.7

Teacher trainee

Lack of quality of tutors has an adverse effect on the poor academic performance of teacher trainee	F	9	7	13	0	0
	%	65.26	71.30 3 2	7.1 6	0.0	0.0
Most tutors do not have adequate knowledge	F	141	32	6	0	0

of their subject matter	%	78.6	17.9	3.6	0.0	0.0
Tutor's extreme dependence on textbooks can lead to poor academic performance	F	64	103	19	0	0
	%	35.7	57.1	10.7	0.0	0.0
Seminars, workshop, in-service course are not organized for tutors	F	116	64	0	0	0
	%	64.3	35.7	0.0	0.0	0.0
Inadequate teaching skill	F	51	129	0	0	0
	%	28.6	71.4	0.0	0.0	0.0
Poor status of tutor with economic stress has drained the motivation of the teachers	F	154	13	13	0	0
	%	85.7	7.1	7.1	0.0	0.0

4.5 Tutor' attitudes, beliefs and their effect on performance of teacher trainees

The study also sought to establish the tutor attitudes and beliefs and how they affect the performance of teacher trainees in the teacher training college. The results regarding this were summarized and presented in Table 4.6. This is summarized from the perspective of the tutors and the students.

From the findings, majority of the respondents strongly agreed that time allocated for teaching, 56.0% (101), workload assigned, 76.8% (138), level of support from concerned authorities, 74.3% (134) and current level of skills, 87.8% (158) had an effect on the performance of the teacher trainees in the teacher training institution. The respondents also agreed that class size, 57.1% (103) and the time for preparation of lessons, 70.4% (127) had an effect on the performance of the teacher trainees.

Table 4.6: Tutor Attitudes and Beliefs

Statement		SA	A	U	D	SD
Time allocated for teaching	F	101	66	13	0	0
	%	56.0	36.9	7.	0.0	0.0
Workload assigned	F	138	35	6	0	0
	%	76.8	19.6	3.	0.0	0.0
Class size	F	64	103	19	0	0
	%	35.7	57.1	10.7	0.0	0.0
Level of support from concerned authorities	F	134	46	0	0	0
	%	74.3	25.7	0.	0.0	0.0
Time for preparation of lessons	F	53	127	0	0	0
	%	29.6	70.4	0.	0.0	0.0
Current level of skills	F	158	13	9	0	0
	%	87.8	7.1	5.	0.0	0.0

4.6 Teachers / trainees attitude and their effect on performance of teacher trainees

The study also sought to establish the teacher/ trainee attitude and how this affects their performance both from the perspective of the tutors and the teacher trainee. The results regarding this were summarized and presented in Table 4.7

From the findings on the teacher/ trainee attitude, majority of the respondents strongly agreed that teacher trainee have negative attitude to their studies, 60.0% (108), most background /environment do not stimulate learning or studies, 80.0% (144), level of the parents' education affects teacher trainee's academic performance, 88.8% (160) and that peer groups influence teacher trainee, 75.3% (136). The respondents also agreed that divorce among parents affects the academic performance of teacher trainee, 70.4% (127).

Table 4.7: Teacher / Trainee Attitude, College Environment

Statement		SA	A	U	D	SD
Teacher trainees have negative attitude to their	F	108	63	9	0	0
studies	%	60.0	34.9	5.1	0.0	0.0
Most trainees' background / environment do not	F	144	30	6	0	0
stimulate learning or studies	%	80.0	16.4	3.6	0.0	0.0
Level of the parents' education affects trainee's	F	160	7	13	0	0
academic performance	%	88.8	4.0	7.2	0.0	0.0
Peer groups influence trainees	F	136	44	0	0	0
	%	75.3	24.7	0.0	0.0	0.0
Divorce among parents affects the academic	F	53	127	0	0	0
performance of trainees	%	29.6	70.4	0.0	0.0	0.0

Also, on the aspect of the college environment and motivation, majority of the trainees pointed out that their college environment and motivation affects the performance as teacher trainees, 89% (160) while 81 % (23) of the tutors were of the same view as shown in Fig 4.3. Fig 4.4 also revealed that majority of the trainees, 66% (119) and the tutors, 57% (16) were of the view that the college environment and motivation of trainees' trend in the institution is fair. However, 30% (54) of the trainees were of the view that the college environment and motivation of trainees trend in the institution is below average. This agrees with the previous findings that showed that the college environment is largely not good for improved performance of teacher trainees.
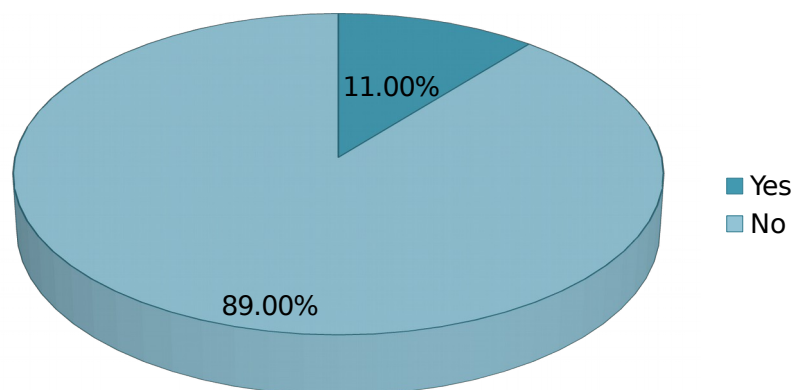
Figure 4.3: College Environment and Performance of Teacher Trainee

Teacher Trainee
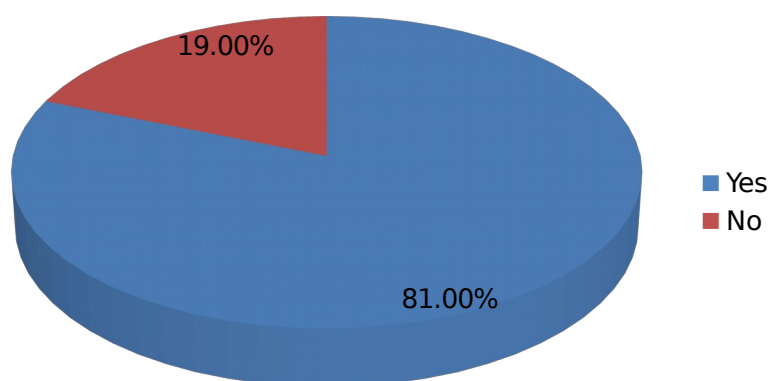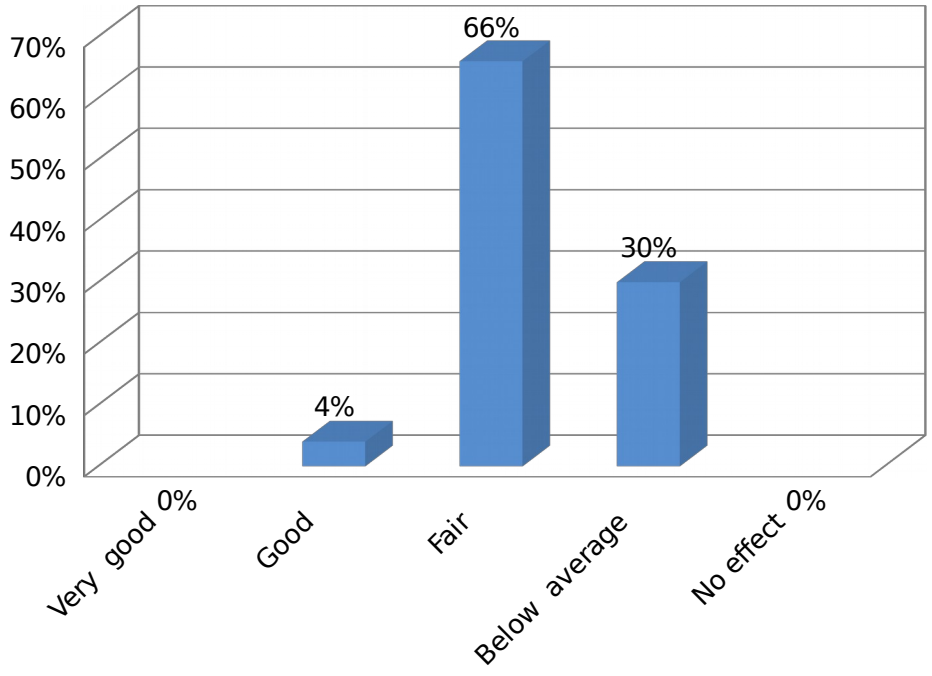
Figure 4.4: college environment of teacher trainee trend in the college

Teacher trainee
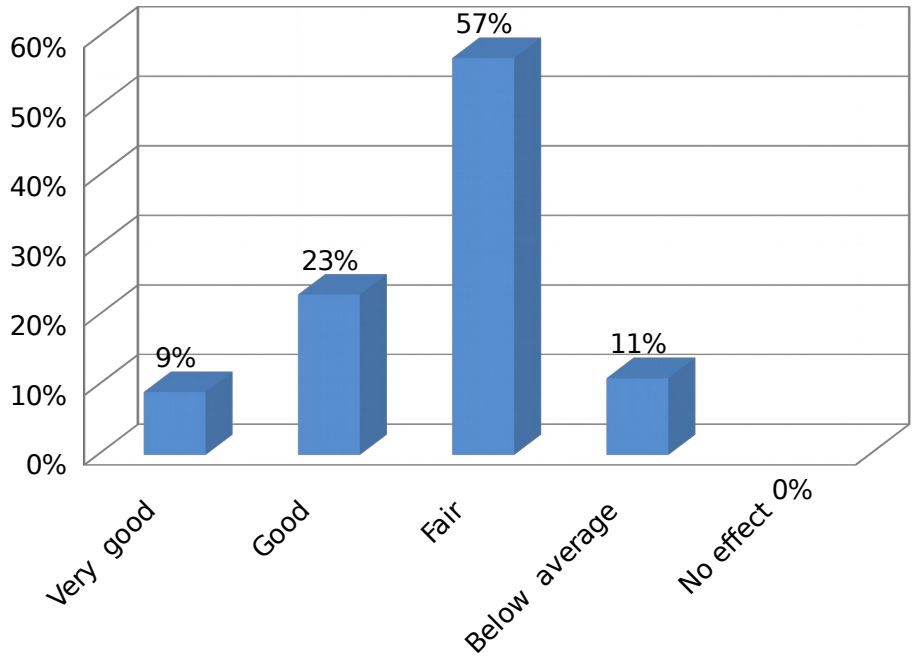
Performance of teacher trainees (R = 0.516, p-value = 0.002 which is less than a = 0.05) which implies that we reject the hypothesis stating that there is no significant relationship between teaching/ learning resources and performance of teacher trainees. There is also a positive and significant relationship between tutors knowledge and skills and' performance of teacher trainees (R = 0.543, p-value = 0.000 which is less than a = 0.05) which implies that we reject the null hypothesis stating that there is no significant relationship between tutors knowledge and skills and the performance of teacher trainees. The findings in Table 4.8 also showed that there is a positive and significant relationship between tutors' attitudes/beliefs and performance of teacher trainees(R = 7 0.433, p-value = 0.000). Thus, we reject the null hypothesis stating that there is no significant and positive relationship between tutors' attitudes/ beliefs and performance of teacher trainees. The relationship between student / trainee attitude and performance of teacher trainees (R = 0.473, p-value = 0.000) which implies that we reject the null hypothesis and conclude that there is a significant relationship between student/ trainee attitude and performance of teacher trainees. The findings Table 4.8 also showed a significant and positive relationship between school environment and motivation and performance of teacher trainees (R = 0.551, p-value = 0.001) which indicates that we reject the null hypothesis stating that there is no significant relationship between school environment and motivation and performance of teacher trainees.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this 'chapter, the findings of the study were summarized and discussed; the conclusions were drawn based on the findings and recommendations were made with reference to concerned stakeholders and policy makers as well as the recommendations for further studies. The purpose of the study is to establish the factors affecting performance of teacher trainees in Kericho teachers training college. The study is guided by the following research objectives; to determine the extent to which the trainees are aware of the factors that affect their performance, to establish the extent to which teaching/learning resources affects performance of teacher trainees, to establish the extent to which tutors knowledge and skills affects performance of teacher trainees, to establish the extent to which tutors' attitudes and beliefs affects the performance of teacher trainees, to establish the extent to which students trainee attitude affects their performance and to find out the extent to which school environment and motivation affect performance of teacher trainees.

5.1 Summary of findings

The findings showed that over half of the tutors in the institution were male, 58% while 42% were female. The findings also showed that majority of the tutors, 47% were degree holders while 34% of them were diploma holders as opposed to only 10% having masters degrees. This implies that despite the fact that teacher training is qualification intensive, majority of the tutors though qualified have not furthered their education through pursue

of masters degree programes. Majority of the tutors were also in the age bracket of 31 to40 years, 51 % followed by those between 41 to 50 years, 34%. Those in the age bracket of 20 to 30 years accounted for only 10% of the tutors which implies that since the profession requires experience, those tutors who have taught for a longer time tend to be more in the institutions. This can aptly be shown by the length of time that the tutors had been teaching in the current institution.

The findings showed that majority of the tutors47% had taught in the current institution for a period of between 11 to 15 years while20% had an experience of 6 to 10 years in the current institution. From the above findings, it is found that there is still gender disparity within the tertiary institutions where males have continually dominated the females even in teaching which is considered a female domain while also noting that the teaching profession within the teacher training institutions is experience savvy and thus, young graduates are few.

The findings also showed that although the tutors were experienced and qualified, many of where males have continually dominated the females even in teaching which is considered a female domain while also noting that the teaching profession within the teacher training institutions is experience savvy and thus, young graduates are few. The findings also showed that although the tutors were experienced and qualified, many of them were contended with their qualifications and tended not to advance their education. The findings also showed that majority of the students were female, 52% while 48% of the students were male. The findings also showed that 51 % of the students were in the age bracket of 20-25 years followed by 25 -30 years of age which is 35% of the 180

students in the study. These findings indicate that although, female students dominate, their numbers are still low when we consider the number of which indicates that a significant number of the females are lost in the transition from college to teaching by absorption into other professions. This might impact on the performance of the female students because they lack female role models to look up to.

From the findings, various important teaching/ learning resources were identified as being inadequate though available. For majority of the respondents (tutors), text books, recreational facilities, 53%, chalk, 66%, guidance counselors facilitators, 60% and chairs and table furniture, 57% were available but not adequate. Those that were not available were; programmed radio lessons, 55%, maps, 58% and diagrams 70%. These findings indicate that the facilities and resources of the institution are over-stretched and there is not enough for everybody. This might largely be attributed to the fact that the population of students is increasing at a high rate and also that the resources and facilities that were out are not constantly repaired or replaced. This not only makes teaching difficult but also in the end, affects the performance of the teacher trainees.

From the findings, majority of the respondents disagreed that; the learning resource centre/library is fully stocked with the necessary course books, 52.4%, the borrowing system for library books is flexible for the student, 59.1 %, the penalties for overdue books are friendly to the students, 58.7% and strongly disagreed that there are enough teaching aids in the resource centre, 63.9%. Majority of the respondents however agreed that; the library is open for use by student all the time, 48.6%, the current stock in the library consist of text of old curriculum which does not meet the primary teacher

education curriculum, 69.2% and were undecided on the fact that; employees in the library are friendly to the students, 51.4% and there is a systematic arrangement of text books according to subjects for easy retrieval, 63.0%. From the findings, it is clear that although there are cases where the provision of teaching/ learning resources is adequate, some of the resources are inadequate. This confirms the fact that not all the necessary teaching and learning resources were available and adequate. Apart from adequacy of the teaching and learning resources, the issue related to the curriculum came out as a major factor affecting performance of the teacher trainees.

The curriculum is cited as being outdated and thus could not handle latest demands of the teaching profession. Because there were gaps as pertains to the teaching/ learning resources in the teacher training college, it is important to highlight that they are a crucial component to the process of learning as well as the performance of the trainees. This is aptly summarized by Corsaro& Molinari (2005), who point out that learning resources are important in learning because they are based on Psychological principles of learning and can produce significant results provided they are properly used. This is because they enable students to take active involvement in learning activity and offer a greater variety of dissemination of ideas and knowledge. This points / to the importance of not just the provision of the teaching/ learning resources but also ensuring that they are utilized in the normal teaching/learning process as stipulated in the curriculum.

From the study findings, majority of the tutors strongly agreed that; tutor professional training had an effect on the performance of the teacher trainees, 67.9%, 53.6% cited motivation of the teacher as having an effect on the performance of the teacher trainees

while a similar number were of the view that in-service training had an effect on the performance of the teacher trainees. Majority of the tutors however strongly disagreed that; response of tutors to the unique needs of trainees, 60.7%, tutor inconsistencies in standards and services offered to student, 57.1%, teacher absenteeism, 71.4%, tutor inability to deal with differences, 64.3% and low tutor expectation, 60.7% while 60.7% and 50.0% disagreed that tutor ability to take advantage of existing materials and pre-service training respectively had an effect on the performance of the teacher trainees.

 Majority of the tutors, 50.0% were undecided that tutor preparedness had an effect on the divorce which highly pre-disposes them to the control and influence of negative peer groups; these factors highly determine the performance of the teacher trainees. Also, on the aspect of the school environment and motivation, majority of the students pointed out that their school environment and motivation affects the performance as teacher trainees, 89% while 81 % of the tutors were of the same view as shown in Fig 4.3. Fig 4.4 also revealed that majority of the teacher trainee, 66% and the tutors, 57% were of the view that the college environment and motivation of trainees' trend in the institution is fair. However, 30% of the trainee is of the view that the college environment and motivation of teacher trainee trend in the institution is below average. This agrees with the previous findings that showed that the school environment is largely not good for improved performance of the teacher trainees. It has been noted that positive classroom learning environments are ones that maximize learning for all trainee and foster their development as holistic human beings considering intellectual, emotional, social and physical growth (Ahmed, 2000). There is need to establish learning environments that facilitate positive learning outcomes for all students is indeed a

challenge as seen from the gap in the study findings. Educational researchers have long since determined that positive classroom climates are more desirable than those that are negative. A positive social-emotional environment evolves through the interactions of teacher-student-teacher-class (group), student-calls (group) and student-student interpersonal relationships students (Arthur and Nancy, 2003). This greatly improves the performance of the learners as well as the output of the teachers. Teaching infrastructure which are largely due to the rising demand for tertiary education as the number of students increase. This ultimately over-stretches the existing resources. Although there are discrepancies in the measurement of attitude, there is an overall agreement that learners are molded by the attitudes of their teacher as shown by Silberman (1970) who found that not only are children aware of the teachers' attitude toward them but their actions are coloured by how they see tutors dealing with their peers. This is largely because the primary attribute of a good teacher is the ability to create a warm, friendly atmosphere in the classroom.

The finding of this study regarding teacher attitudes call for the learning process to be tailored to the needs of the learner i.e. the teacher must have a positive attitude toward teaching. Also, Adeyanju A. (2004) will obviously teach more effectively than the teacher who has developed negative asserts that a teacher who has a positive attitude towards teaching and his/her students attitude towards the students he has to deal with. This in turn affects the performance of the learner positively.

The findings also showed that, majority of the respondents strongly agreed that; students have negative attitude to their studies, 60.0%, most students' background environment do

not stimulate learning or studies, 80.0%, level of the parents' education affects student's academic performance, 88.8% and that peer groups influence students, 75.3%.

The respondents also agreed that divorce among parents affects the academic performance of students, 70.4%. This implies that both the internal as well as the external environment of the students can greatly determine their level of performance. From the level of education of the parents, to the absence of a parent figure to guide them due to divorce which highly pre-disposes them to the control and influence of negative peer groups; these factors highly determine the performance of the teacher trainees. Also, on the aspect of the school environment and motivation, majority of the students pointed out that their school environment and motivation affects the performance as teacher trainees, 89% while 81 % of the tutors were of the same view as shown in4.3. ~e 4.4 also revealed that majority of the teacher trainee, 66% and the tutors, 57% were of the view that the college environment and motivation of trainees' trend in the institution is fair. However, 30% of the trainees were of the view that the college environment and motivation of teacher trainee trend in the institution is below average. This agrees with the previous findings that showed that the school environment is largely not good for improved performance of the teacher trainees.

It has been noted that positive classroom learning environments are ones that maximize learning for all trainee and foster their development as holistic human beings by considering intellectual, emotional, social and physical growth (Ahmed, 2000). There is need to establish learning environments that facilitate positive learning outcomes for all students is indeed a challenge as seen from the gap in the study findings. Educational

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5.2 Conclusion

Apart from other aspects of the study, it can be concluded that; there is; a positive and significant relationship between teaching/learning resources and performance and performance of teacher trainees (R=0.516), a positive and significant relationship between tutors knowledge and skills and performance of teacher trainees (R = 0.543), a positive and significant relationship between tutors' attitudes/beliefs and performance of teacher trainees(R = 0.433). The relationship between student / trainee attitude and performance of teacher trainees is also significant and positive (R = 0.473), a significant and positive relationship between school environment and motivation and performance of teacher trainees (R = 0.551). This implies that performance in the teacher

training colleges was a factor of other significant variables which have to be addressed in a multi-faceted strategy to ensure that the teacher trainees come out of the college competent and ready to face the challenges of teaching in the field.

5.3 Recommendation

Basing on the gaps identified with regard to training, learning resources among other

issues, the study recommends the following;

1. There is need to enhance training through workshops as well as in-service training sessions so that the tutors are equipped with the knowledge and skills of training in the ever demanding teaching profession

2. The stakeholders dealing with the curriculum oversight must create a channel of communication between them and the institutions as well as the industries so that the curricula are tailored to address present as well as future needs of the industry and also creating strategies for the effective implementation of the curricula through the provision of the necessary resources and expertise.

3. Through college social outings, the colleges/ institutions should be encouraged to enhance the relationship between the tutors and the trainees. This would greatly improve the attitudes of both the tutors and the students trainees each other and towards learning.

5.4 Recommendation for Further Research

This study mainly focused on multiple factors and may have not addressed every aspect of each. Due to this, there is need for more research to be carried out on the attitude at the student, parent and tutor levels and their link to the performance of the teacher trainees. There is also need to carry out more research on the curriculum. While much research has been carried out on the curriculum at the primary school and secondary school level, the effectiveness of these curricula are highly dependent on what the teacher training curricula offer, the research on the teacher training curricula should be carried out against performance of the tutors as well as the trainees.

1.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

I am a postgraduate student of Moi University carrying out a study on the "factors affecting performance of teacher trainees in Kericho Teachers Training College". I kindly request you to answer the questions below. All responses will be handled confidentially and will be used only for this study. This questionnaire therefore is to help me collect information from you for purely academic purpose.

You are therefore kindly requested to participate and respond as best as you can to items in the questionnaire. The information provided will be treated with utmost confidentiality and will be used only for the purpose of this study.

Let me take this opportunity to thank you in advance for taking part in this study.

Yours sincerely,

JOSEPH KIPKOSGEI CHERUIYOT

EDUIPGCMll030/08

APPENDIX 2

PRINCIPAL, DEPUTY PRINCIPAL, DOC, DOS, HOD, EXAMINATION OFFICER, HEAD OF SUBJECTS AND TUTORS QUESTIONNAIRE

I am a Post graduate student of Moi University and carrying out a research study on the "factors affecting the performance of teacher trainees in Kericho training college." in partial fulfillment for the award of Degree in Education in Curriculum and Instruction in Moi University, Kenya

Matters to Note

1. The information given on this questionnaire will be held in strict confidence and will be used only for the purpose of study
2. You are requested to read each question carefully and provide your honest response. Please tick (.y) on your appropriate response or Please write your answers in the spaces provided.

SECTION A: BACKGROUND INFORMATION

1. Gender: Male [ ]   Female [ ]

2. What are your highest academic qualifications

   P2   [ ]

   P1   [ ]

   Diploma   [ ]

   Degree   [ ]

   Masters   [ ]

   Other Specify…………………………………………….

3. What is your age bracket?

   20- 30 years   [ ]

   31 - 40 years   [ ]

   41 - 5 0 years [ ]

   51 - Above   [ ]

4. Indicate the level at which you teach in the school

    Year i [ ]

    Year ii [ ]

5. Your Designation: Principal [ ] Teacher [ ] *HOD [*

    Deputy Principal [ ]   DOC [ ]   DOS [ ]   HOD [ ]

    Examination Officer [ ]   Head of Subject [ ]   Tutor [ ]

1. How long have you been in your present institution?

    0-5years   [ ]

    6 - 10 years   [ ]

    11 - 15 years   [ ]

    16-20 years   [ ]

    Over 20 years   [ ]

SECTION B: FACTORS AFFECTING THE PERFORMANCE OF TEACHER TRAINEES IN TEACHER TRAINING COLLEGE

1. Please indicate whether you strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD) with the following statements about the factors affecting the performance of teacher trainees in Teacher training college

Statement	SA	A	U	D	SD
Friendly and fun environment					
Welcoming classroom with plenty of resources					
Availability and adequacy of Learning and Physical facilities					
Tutor preparation					
Tutor quality					
Experience of-tutor					
Excellent parent - teacher communications					
Scope of Teaching/curriculum delivery					
Conducive Learning environment					
Tutor/students ratio					
trainees dropouts and absenteeism					s
trainees attitude					

School distance					

SECTION C: AVAILABILITY AND ADEQUACY OF TEACHINGLLEARNING RESOURCES/PHYSICAL FACILITIES AND PERFORMANCE OF TEACHER TRAINEES IN TEACHER TRAINING COLLEGE

2. As a respondents, rate the availability and adequacy of the following resources in your

Resources	Available	Not Available	Available and Adequate	Available Not Adequate
Text books				
Library facilities				
Programmed radio lessons				
lCT				
Recreational facilities				
Map				
Illustrations				
Diagrams				
Chalk				
Guidance counselors facilitators				
Chairs and table furniture				

SECTION D: INFLUENCE OF TUTORS KNOWLEDGE AND PERFORMANCE OF TEACHER TRAINEES IN TEACHER TRAINING COLLEGE

3. Level of agreement that Tutors knowledge and skills on performance of teacher trainees in Teacher training college. Using the rating given below; provide your response in relation to the extent to which you agree to the statements.

Strongly agree (SA)

Agree   (A)

Neutral   (N)

Disagree   (D)

Strongly disagree (SD)

Item	Statement	SA	A	N	D	SD
1	Tutor professional training					
2	Pre-service					
3	In-service training					
4	Tutors preparedness					
5	Motivation of the tutor					
6	Responsiveness of teachers to the unique needs of student					
7	Tutor inconsistencies in standards & services offered to student					
8	Tutor absenteeism					
9	Tutor inability to deal with differences					
10	Low tutor expectation					
11	Tutors knowledge of learners and knowledge of context					
12	Tutor ability to take advantage of existing					

4. What do you consider as Tutors knowledge and skills that affect performance of teacher trainees in Teacher training college?

   a) Tutor professional training ( )

   b) Pre-service training   ( )

   c) In-service training   ( )

   d) Tutor knowledge of curriculum context ( )

   e) Tutor interaction   ( )

   f) Responsiveness of tutors   ( )

   g) Tutors preparedness   ( )

Others (specify) ....

SECTION E: EXTENT TO WHICH TUTORS' ATTITUDES AND BELIEFS AFFECT PERFORMANCE OF TEACHER TRAINEES IN KERICHO TEACHERS TRAINING COLLEGE?

5. Please indicate whether you strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD) with the following statements about the how the following factors account for Tutors' attitudes and beliefs that affect the performance of teacher trainees in Teacher training college

Statement	SA	A	U	D	SD
Time allocated for teaching					
Workload assigned					
Class size					
Level of support from concerned authorities					
Time for preparation of lessons					
Current level of skills					

SECTION F: EXTENT TO WHICH TEACHER / TRAINEE ATTITUDE AFFECT PERFORMANCE OF TRAINEES IN KERICHO TEACHERS TRAINING COLLEGE?

6. 'Please indicate whether you strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD) with the following statements about the student / trainee attitude factors affecting the performance of teacher trainees in Teacher training college

Statement	SA	A	U	D	SD
Trainees have negative attitude to their studies					
Most trainees' background /environment do not stimulate learning or studies					
Level of the parents' education affects trainees' academic performance					
Peer groups influence trainees					
Divorce among parents affects the academic performance					

of trainees.					

SECTION G: EXTENT TO WHICH SCHOOL ENVIRONMENT AND MOTIVATION AFFECT PERFORMANCE

7. Do school environment and motivation affect the performance of teachers in Kericho Teachers Training College?

      Yes ( )

      No ( )

7b. If yes, how do you describe the school environment and motivation of trainees trend in your college?

      Very good   ( )

      Good   ( )

      Fair   ( )

      Below average( )

      No effect( )

8. What do you consider as school environment and motivation that affects performance of teachers Trainee in Kericho Teachers Training College?

    a) Perceived Classroom Environment characteristics ( )

    b) Appropriate Environment for the students developmental needs ( )

    c) Schools characteristic and personalities   ( )

    d) School climate   ( )

    e) Suitability of classroom environment   ( )

    f) Suitability of the curriculum experience in student classrooms ( )

Others (specify) ....

Thank you for sparing time to respond to this questionnaire.

APPENDIX 3: TEACHER TRAINEE QUESTIONNAIRE

INTRODUCTION

I am a Masters student interested in assessing the factors affecting the performance of teacher trainees in Kericho training college. This is in partial fulfillment of the degree program. You are therefore requested to answer the questions that follow as accurately as you can. You response will be treated with outmost confidentiality.

SECTION A: BACKGROUND INFORMATION

1. What is your gender?

    Male ( )   Female ( )

2. What is your age?

    Below 20   ( )

    20-25   ( )

    25-30   ( )

    30-35   ( )

    Above 35   ( )

SECTION B: FACTORS AFFECTING PERFOMANCE

3. The following are statement about factors affecting performance of teacher trainees in Kericho training college. Kindly indicate the degree of agreement by ticking the appropriate box as shown in table

KEY: 5 - Strongly Agree (SA), 4 - Agree, 3 - Undecided (U), 2 - Disagree (D), 1 - Strongly Disagree (SD).

Statement	SA	A	U	D	SD
Tutors utilize group work appropriately for students to develop creativity and enhance performance					
Discipline and hard work among teacher trainee usually enhance good performance					
Adequate learning facilities enhance good performance					
Tutors put in a great deal of efforts beyond that expected in order to increase performance					
Syllabus coverage early enough before Primary teachers Examination increase performance					

SECTION C: TEACHINGILEARNING RESOURCES

4. The following are statement about factors affecting performance of teacher trainees in Kericho training college. Kindly indicate the degree of agreement by ticking the appropriate box as shown in table KEY: 5 - Strongly Agree (SA), 4 - Agree, 3 - Undecided (U), 2 - Disagree (D), 1 - Strongly Disagree (SD).

	STATEMENT	SA	A	U	D	SD
1	The learning resource centre/library is fully stocked with the necessary course books					
2	The library is open for use by trainees all the time.					
3	The borrowing system for library books is flexible for the trainees					
4	The penalties for overdue books are friendly to the trainees.					
5	There are enough teaching aids in the resource centre.					
6	The current stock in the library consist of text of old curriculum which does not meet current curriculum					
7	Employees in the library are friendly to the trainees					
8	There is a systematic arrangement of text books according to subjects for easy retrieval.					

5. What is your perception of the influence of teaching and learning materials on performance of teacher trainees in Kericho teacher training college? Kindly indicate the degree of agreement by ticking the appropriate box as shown in table. KEY: 5 - Strongly

Agree (SA), 4 - Agree, 3 - Undecided (U), 2 - Disagree (D), 1 - Strongly Disagree (SD).

	STATEMENT	SA	A	U	D	SD
1	Large number of trainees accommodated in a classroom makes the tutor not to have classroom management					
2	Tutors are not innovative in methodology					
3	Instructional materials are not provided for the tutor to use in teaching various subjects ..					
4	Inadequate supervision of tutors in teacher training college					
5	Tutors do not plan their lesson adequately.					
6	Tutors are not dedicated to their teaching subjects.					
7	There are no adequate textbooks in schools.					

SECTION D: TUTORS KNOWLEDGE AND SKILLS

6. What is your perception of the influence of on teachers' qualification on performance of teacher trainees in Kericho teacher training college? Kindly indicate the degree of agreement by ticking the appropriate box as shown in table. KEY: 5 - Strongly Agree (SA), 4 - Agree, 3 - Undecided (U), 2 - Disagree (D), 1 - Strongly Disagree (SD).

	STATEMENT	SA	A	U	D	SD
1	Lack of quality of tutors has an adverse effect on the poor academic performance of trainees.					
2	Most tutors do not have adequate knowledge of their subject matter.					
3	Tutors's extreme dependence on textbooks can lead to poor academic performance.					

SECTION E: TUTORS' ATTITUDES AND BELIEFS

7. Please indicate whether you strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD) with the following statements about the how the following factors account for Tutors' attitudes and beliefs that affect the performance of teacher trainees in Teacher training college.

	STATEMENT	SA	A	U	D	SD
1	Time allocated for teaching					
2	Workload assigned					
3	Class size					
4	Level of support from concerned authorities					
5	Time for preparation of lessons					
6	Current level of skills					

SECTION F: TEACHER / TRAINEE ATTITUDE

8. Please indicate whether you strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD) with the following statements about the student   *I*
   trainee attitude factors affecting the performance of teacher trainees in Teacher college

Statement	SA	A	U	D	SD
Trainees have negative attitude to their studies					
Most trainees' background /environment do not stimulate learning or studies					
Level of the parents' education affects trainees' academic performance					
Peer groups influence trainees					
Divorce among parents affects the academic					

performance of trainees.					

SECTION G: SCHOOL ENVIRONMENT AND MOTIVATION

9. What is your perception of the influence of on students' environment on performance of teacher trainees in Kericho teacher training college? Kindly indicate the degree of agreement by ticking the appropriate box as shown in table. KEY: 5 - Strongly Agree (SA), 4 - Agree, 3 - Undecided (U), 2 - Disagree (D), 1 - Strongly Disagree (SD).

Statement	SA	A	U	D	SD
Trainees have negative attitude to their studies					
Most trainees' background /environment do not stimulate learning or studies					
Level of the parents' education affects trainees' academic performance					
Peer groups influence trainees					
Divorce among parents affects the academic performance of trainees.					

10. Do your college environment and motivation affect the performance as a teacher Trainee in Kericho Teachers Training College?

   a)Yes( )   b)No( )

b. If yes, how do you describe your college environment and motivation of trainees trend in your college?

   Very good   ( )
   Good   ( )
   Fair   ( )
   Below average   ( )
   No effect   ( )

c. What do you consider as college environment and motivation that affect your performance as a teacher Trainee in Kericho Teachers Training College?

a) Perceived Classroom Environment characteristics   ( )

b) Appropriate Environment for the trainees developmental needs ( )

c) college characteristic and personalities   ( )

d) college climate   ( )

e) Suitability of classroom environment   ( )

f) Suitability of the curriculum experience in trainee classrooms ( )

Others (specify) …………………………………………………………………

Thank you for sparing time to respond to this questionnaire

APPENDIX 4: CLASSROOM OBSERVATION FOR TEACHING PRACTICES AND USE OF CLASSROOM RESOURCES

1. *Aspect of the Syllabus: Ranking from Aware, Not sure and Not Aware*

Aspect of the syllabus	Awareness		
	Aware	Not sure	Not aware
Objectives			
Teaching methods			
Content			
Resource materials & Facilities			

2. Observed Classroom Practice

Scale ranges from "0- not done, 1- Poor, 2- Fair, 3- Good and 4-outstanding

Observed Classroom Practice	0	1	2	3	4
Subject knowledge					
trainees participation					
Effective use of language					
Questioning technique					
Effectiveness of methods used					
Use of textbooks					
Use of teaching and learning materials					
Class closure					

3. Observed preferred techniques for teaching

Scale ranges from "0- not done, 1- Poor, 2- Fair, 3- Good and 4-outstanding

Observed preferred techniques for teaching	0	1	2	3	4
Reading method					
Structural approach					
Situational approach					
Audio-lingual techniques					
Simulations techniques					

4. Observed use of teaching and learning materials

Scale ranges from "0- not done, 1- Poor, 2- Fair, 3- Good and 4-outstanding

Observed use of teaching and learning materials	0	1	2	3	4
Materials for learning					
Materials at the right stage and time					
Materials suitable for trainees					
Materials help in the trainees to grasp the point					

5. Observed use of textbooks in Class lessons

Scale ranges from "0- not done, 1- Poor, 2- Fair, 3- Good and 4-outstanding

Observed use of textbooks in English lessons	**0**	**1**	**2**	**3**	**4**
Textbook relevance to subject matter					
textbooks and right stage and time					
Choosing suitable textbooks for the lesson					
text book help the students to grasp of points					

6. Observed use of textbooks in Class lessons Cultural and Social Issues addressed in the Lessons level either Observed or Not Observed

Cultural/ Social Issue	**Observed**	**Not Observed**
Gender		
Drug abuse		
Environment		
Child labour		
HIV/AIDS		
ICT		
Moral values		
Pronunciation of problematic sounds		
Life skills		