PREPARATION OF PROSPECTIVE TEACHERS IN PEDAGOGY IN KENYA; A CASE OF SELECTED UNIVERSITIES

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DECLARATION

Declaration by the Candidate

This is my original work and has not been presented for a degree in any other University. No part of this thesis may be reproduced without the prior permission of the author and or Moi University.

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DEDICATION

This work is dedicated to my first teacher Maayi Teresia, my children Trizza, Keith and Kenneth, to my father Iyaya Simwelo and to all proponents of teacher education programmes in the world.

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First and foremost I want to thank the Almighty for having given me life, good health and the will power to prepare and produce this work. I also thank Moi University for having provided me with an opportunity to organize and conduct this research through its generous facilitation. Further, I wish to thank my university appointed supervisors professors Patrick Acleus of The University of Eldoret and Jackson K. Too of Moi University for their dedicated support in the development and production of this work, through their invaluable advice, guidance and commitment. I also wish to thank all the lecturers of Moi University in the department of curriculum instruction and educational media for conducting me through course work that the basis for the development of this document. Besides I also would like my fellow graduate students of 2006 cohort for their encouragement and support in the course of the development of this research work. of great appreciation I wish recognize the secretarial services of Esther Namisi TOES consultancy in Eldoret with her team for preparing and producing several versions of the manuscript that resulted in the present document. Finally I wish to thank my family members especially my husband Mr. Jafeth Wafula Machio and our children Trizza, Keith and Kenneth for standing with me during the course of pursuing the present study.

ABSTRACT

There has been concern about the preparation of school teachers in pedagogy by universities in Kenya, especially when learners post poor results in National Examinations. This concern is what led to the design of the present study. The purpose of this study was to determine the quality of preparing prospective school teachers in pedagogy by Faculties/Schools of education in selected universities in Kenya. The main objective of this study was to establish the factors that influence the quality of preparing school teachers in pedagogy by Faculties/Schools of education. Five other subsidiary objectives that guided this study were: to investigate the nature and scope of teacher education in Kenyan universities; to investigate the present status of pedagogical practices in Faculties/ Schools of Education in Kenyan universities; to determine and establish the quality of teacher educators in Kenyan universities; to establish the attitude of both students and lectures towards the duration taken to train prospective school teachers and to investigate the facilities provided by university management to Schools/Faculties of education in universities for preparing prospective school teachers. The Theoretical framework used in this study was shulman's concept of pedagogical content knowledge, which emphasizes the relationship between knowledge of content and pedagogical skills. The study was anchored on the Pragmatic Philosophical paradigm. For this study, mixed research method was employed and concurrent mixed method research design was used. The target population was drawn from Kenyan universities offering Teacher Education programmes, Deans, Heads/Chairs of Departments, lecturers of Pedagogy and students pursuing education degree programmes in the Faculties/Schools of Education. The Deans and Heads/Chairs of departments were purposively selected while the students, lecturers and universities were selected by simple random method. The selected universities were : Kenyatta university (Main Campus) and Egerton university (Main Campus), drawn from public universities pool, while University of Eastern Africa Baraton in Nandi County and Catholic University of Eastern Africa in Nairobi were drawn from the private universities. The research instruments used in this study included questionnaires, interview and observation schedules. These instruments were concurrently administered to collect data. The researcher with the help of two trained research assistants administered these instruments. The quantitative data analysis was basically conducted using descriptive statistics to obtain totals, means and percentages. Qualitative data was analyzed using content analysis. The study revealed that the preparation of prospective school teachers by Faculties/ Schools of education is inadequate because of: inadequate time; inadequately prepared teacher Trainers; inadequate Educational facilities and resources and minimal support from university management to Faculties/ Schools of Education. This study concluded that: school teachers prepared and produced by Kenyan universities are not competent enough in pedagogy. In view of this conclusion the study recommended that the duration of teacher preparation programme be extended by one year; Teacher Trainers be trained in pedagogical skills and the universities management should provide Faculties/School of Education with adequate educational facilities/resources for preparation of prospective school teachers.

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DEFINITIONS OF OPERATIONAL TERMS

This section deals with definition of some terms used in the context of the present study.

Challenges: A set of factors that negatively affect teaching and learning. In the present context, challenges refer to emerging issues and related problems.

Conceptions: A general term used to describe beliefs, knowledge, preferences, mental images and other similar aspects of a teacher or learner's mental structure.

Creativity: Developed novel and/or original ideas in education intended to promote the quality of and new perspectives in education.

Curriculum: The subjects taught in a particular school with planned topics that enable the learners to acquire and develop the desired knowledge, skills and attitudes. Normally, this is a summary of what is planned to be taught to an identified group of learners over the specified period/duration.

Delivery Systems: Ways and means used to impart knowledge. It includes the instructional technologies and practices.

Education: The acquisition of knowledge, skills, and attitudes for personal and professional development and growth.

Educational media: Items, devices and materials used in the instructional process.

Educational Technology: The process involving application of ideas from various sources to create the best learning environments possible for students. Generally educational technology refers to innovations in instructional technology.

Innovations: Developed novel ideas/thinking in education leading to new approaches and practices in administration of education especially the development of instructional technologies.

Instruction: The process of teaching and learning or order of direction or statements telling what to be done or followed in a learning situation. It is a set of events designed to initiate, activate, and support learning.

Instructional materials: Items/media/learning resources used in the teaching/learning process.

Instructional Technology: Instructional package and /or models developed and adopted for instructional purpose.

Interactive communication: This is the sharing of ideas/information using appropriate technologies or mediated devices.

Media: Physical tools of instructional technology such as print materials, electronic materials or a combination of the two as well as human beings.

Pedagogy: Established strategies used in teaching and learning.

Physical Facilities: Infrastructural facilities including buildings, electrical appliances, transport systems, play fields intended for instruction.

Technology: Application of current knowledge and practices for some useful purpose and includes both the idea and product technologies.

CHAPTER ONE

INTRODUCTION OF THE STUDY

1.1 Introduction

This chapter presents the introduction of the study conducted in the preparation of prospective teachers in pedagogy in Kenyan universities. This introduction covers the background of the study, the statement of the problem, purpose of the study, the objectives of the study and the corresponding research questions, justification of the study, significance of the study, assumptions of the study, theoretical frame-work of the study, definitions of the operational terms and, like the subsequent chapters, there are introduction and summary of the chapter. The out-lined aspects of the chapter will be logically presented and briefly discussed in the order they are out-lined above. This chapter is critical to the treatment of subsequent chapters of the thesis as it lays their foundations.

1.2 Background of the Study

Instructional beliefs of school teachers today have become a central issue of great concern in education. Many educators have argued that these beliefs have a strong impact on instruction (Handal, Bobis and Grimison, 2001; Cook-Sather and Youens, 2007; Lovat and Smith, 1995). These authorities claim that the beliefs held by school teachers shape their ability to seek and acquire knowledge and skills and the required attitudes to perform their pedagogical tasks.

Normally, instructional beliefs of teachers reflect their personal theories of life, knowledge and performance. Pretorius (2008) and Kafu (2011) assert that the background of the teacher shaped by the established beliefs influence their decisions and implementation of the school curriculum. Further, Cook-Sather and Youens

(2007) and Lovat and Smith (1995) argue that the beliefs of teachers are conceptualized sets of assumptions that these individuals judiciously hold on various educational processes such as curriculum, schooling, instruction, students, knowledge and society. The term "beliefs of school teachers" is used to represent the teachers' conceptions, convictions, practical knowledge, personal knowledge, experiential knowledge and prejudices that impact on their pedagogical performance Anderson and Bird (1999); Marland (1994); Pajeres, (1992).

Philosophical beliefs about how educational goals can best be achieved have shifted from emphasizing curriculum content to focusing on learners' knowledge and experiences Pea and Gomez (1992); Tobin and Dawson (1992). Anees (2015) in his study of Teacher education programmes and their problems internationally advises that these programmes should be re-designed and modernized to prepare and produce school teachers who recognize the important role of a learner in instruction. This is because of new emerging innovations in education which include child-centered learning methods and autonomy, freedom and democracy in education Aubusson and Shuck (2013; Sunnari and Rasanen (2000). Recently, research and emphasis has shifted from examining the structure of curriculum materials to determining the cognitive state of the learner. That is, how best the learners can understand what is taught.

Lack of implementation of reforms in education can be the result of teachers' instructional beliefs not matching with the original goals of a particular innovation Haynes (1996; Koehler and Grouws (1992). If teachers' beliefs do not match those goals of the Teacher education curriculum, it is likely that resistance will be generated resulting in a low take-up off (Burkhardt, Fraser, and Ridgeway, 1990). Jamwal (2012) in his article, Teacher education issues and remedies deludes the contemporary

teacher education curriculum that it is not accommodative. Conversely, if teacher's beliefs are more compatible with educational reforms, it is probable that new ideas will be accepted and adopted to the classroom situation. Therefore, teachers can either be obstacles or facilitators of change Prawat (2009). Consequently, it is very important that prior to any educational innovation, teachers' instructional beliefs are explored, identified, and dealt with to determine their appropriateness Handal and Herrington (1993). This is necessary because the knowledge, beliefs, and attitudes that teachers have or hold will shape what they choose to do in their classrooms and explain the core of instructional practices that have endured time. This is why there have been calls in recent times for new models in Teacher education programme that are inclusive in nature Rust (2010).

In the last decade of the twentieth (20th) century there has been an increasing interest to study teachers' instructional beliefs and their influence on curriculum implementation. These studies have been conducted in the United States of America, Australia and Europe Sunnari and Rasanen (2000); Baswas, (2005); Parkes and Griffiths, (2009); Yates, (1970). The low degree of success in many educational reforms has been seen as a major reason why teachers' instructional beliefs need to be considered, understood and taken seriously Fullan (1993).

It is unlikely that teachers can amend their own instructional practices if their beliefs on teaching and learning are not considered and/or addressed or worse, remain unexamined. There is more than just transferring resources to schools if educational change is to be attained. Teachers' instructional beliefs need to be confronted and re-appraised in terms of the beliefs and principles underpinning innovation in Teacher education. Otherwise, reforms in education will only be cosmetic, artificial or a

travesty of the original innovation goals. This has happened in the past resulting in the failure of a large number of large-scale innovations Burkhardt, Fraser, and Ridgway (1990).

Recent instructional theories draw on a constructivist view of learning and teaching as opposed to a transmission mode of acquiring knowledge. In the constructivist view, teachers are facilitators of knowledge and learners are encouraged to construct their own knowledge through problem-solving tasks. In the transmission mode, the teacher is the only source or master of knowledge while learners are encouraged or expected to acquire that knowledge without discussion Niederhauser and Stoddart (1994). Constructivist learning tasks may include problem-solving tasks, reflective and investigative learning and open discussions. Translating these two views in technology in the classroom implies a bearing towards a constructivist view if successful implementation of technology is to occur in the classroom situation Handal and Herrington (1993); Kafu (1976).

The indispensability of the system use in education has become more paramount especially, in this 21st century. The issue raises serious challenges to the education system more so in the developing countries. In tackling the problem of quality in education, it is imperative that provision of knowledge in systems approach be the central strategy for improving quality in education. Stake-holders in the education sector both public and private need to get acquainted with the systems used in order to cope with globalization process in education and this development cannot be taken for granted. Well articulated and sustained efforts should be put in place especially in the third/developing world, or else the system will merely be an object of derision. Collegiality that embodies the local authority, parents' bodies, teaching and non-

teaching staff in the school system and learners should be skillfully employed for harmonious purposes. Barth (1991) is of the view that collegiality is an important element in the running of systems of education.

Instructional Media Technology (IMT) is a critical aspect of instructional process. It is fundamental in transforming the classroom situation into a learner-friendly atmosphere (Kafu 1976). Instruction that involves the use of instructional media has a force whose role cannot be ignored if the performance of the teacher is to greatly benefit the learner. Generally, the performance of the teacher largely depends on the type of training he/she has received while being prepared for the teaching profession.

According to Lucas (1972) and Oshungbohun (1982), quality education depends on three main components namely, physical facilities, competent teachers and adequate and relevant instructional materials. However, the inter-relatedness between and among these components is not easily noticeable. To an educational technologist, preparation and production of a competent teacher especially in pedagogy involves training one into a professional, fully versed in the development and administration of instructional materials. Having a teacher who can develop materials means that in the absence of such material he/she will not sit back and lament but he/she will go out of his/her way to improvise and innovate relevant materials and put them to use. This is the required initiative in teaching which normally not the case is. Where possible a teacher should improvise media resources when need arises. The teacher should be in position to utilize available materials for instruction through the process of improvisation. The role of physical facilities in instructional media technology guarantees safety and efficient use of media resources in instruction Gerlach and Ely (1972). These physical facilities require specifications that commensurate with the needs of the various instructional materials.

Classroom teaching is a demanding job (Kafu, 2011). Most people outside education sector probably think teachers spend most of their time teaching, On the contrary, teachers are responsible for many tasks that have little to do with classroom instruction. Other than planning for and implementing instruction, teachers are also expected to serve as managers, psychologists, counselors, mentors, custodians of many things and processes in teaching, entertainers, arbiters and community "ambassadors". If teaching sounds like an unreasonable, almost impossible, job, perhaps it is.

Philosophical beliefs about how educational goals can best be achieved have shifted from emphasizing curriculum content to focusing on learners' knowledge and experience (Pea and Gomez, 1992; Tobin and Dawson, 1992). That is, the learners' background. For one to be a competent teacher, he/she should be versed in imparting desired knowledge and skills to learners. This is a teacher who has been competently prepared for this task during the course of Teacher preparation programme. According to Ominde (1965) the provision of a well educated, keen and competent teacher is the most important thing the government of Kenya can give to schools in the country. In a similar postulation, Kimani (1997:18) observes: "the success of any educational programme depends on the training of its teachers". Lucas (1968) further adds that teachers must acquire the skills to select, organize and utilize relevant learning resources in instruction. This can only be realized if teachers are exposed to a variety of learning resources during their Teacher preparation period.

The present study postulated that competent teachers should be produced in tandem with the needs of modern society. Kenya needs competent school teachers who have the initiative and ability to pioneer technological development for instruction. It is the belief of this study that teachers who are competent in instructional media technology

can easily guide and equip learners with skills of modern technology. This is possible because instructional media technology is inherent of and concerns with practical manipulations which are reminiscent of all other engineering technological fields like Information and Communication Technology (ICT) and Engineering Technology. Professional studies courses of Teacher preparation programmes are the ideal facilitators of this development in learners (Kafu, 1999; Jamwal, 2012).

From the preceding discussion, the crucial question was, is the present crop of teachers adequately prepared in pedagogy and other related areas to meet the requirements of modern instructional technology and practices which emphasize development of the skills of creativity and innovativeness in learners? This is because there is a strong feeling in Kenya and elsewhere in the world that Teacher preparation programmes are not playing their expected major role of preparing and producing competent school teachers to serve the needs of modern society (Aubuson and Schuck, 2013; Anees, 2015;Kafu, 2013). This deficiency is evident at the university Teacher preparation level in Kenya. The general held belief today is that school teachers prepared at university level are creative and innovative to manage the challenges of modern school teaching. This assumption is based on the fact that prospective teachers at university level are prepared by the best brains in the land and universities are cradles of sophisticated knowledge and much better equipped with the required educational facilities and resources to prepare teachers than the Primary/Diploma Teachers' Colleges though nearly all the teacher-trainers/educators in the latter institutions are university graduates. Given that the majority (90%) of teachers in Kenyan secondary schools are university graduates, there is interest to determine their quality of teaching and specifically their competence in pedagogical related issues (Too, 2004; Kafu, 2014). Hence the need to design and conduct a study

in the preparation of prospective teachers in pedagogy by Faculties/Schools of Education in Kenyan universities.

1.3 Statement of the Problem

Modern world is experiencing rapid changes which are, occasionally, marveling, traumatizing or shocking in nature. These changes are of technical, socio-economic or political type. Of these developments, it is technology that has had the greatest impact on humanity. This has taken its toll on education. In recent years, attempts have been made by many countries to technologize education (Kumar and Parveen, 2013). That is, the use of teaching machines and application of these equipment to instructional programmes. Consequently, the modern society expects school teachers to be competent enough in utilizing the emerging educational technologies in instruction. In other words, a competent school teacher should be that individual who is a solution to the emerging technologies in modern education and society. The critical question at this juncture is, "is the present crop of school teachers well prepared for the challenges posed by developments in modern education and the society?" This raises the concern of the quality of school teachers being prepared and produced by institutions of Teacher preparation programmes across the curriculum in Kenya. That is, are these institutions adequately preparing prospective teachers in pedagogy to be able to competently engage learners in the requirements for modern instructional situations? There is evidence, especially among the graduate teachers, that many learners do not benefit much from the instructional engagements with their teachers (Kafu, 1976; Perkins, 1992). It is on the basis of this realization that the present study on the preparation of prospective teachers in pedagogical skills and practices was designed, developed and conducted in selected Kenyan universities. Specifically, the

study investigated the preparation of prospective teachers in pedagogy by Faculties/Schools of Education in selected universities in Kenya.

1.4 Purpose of the Study

This study was designed to determine and establish the quality of preparing prospective school teachers in pedagogy by Faculties/Schools of Education in the selected universities of Kenya.

1.5 Objectives of the Study

In this study, two sets of objectives were designed and used namely, the main objective of the study and the subsidiary objectives of the study. The main objective focuses on the reason(s) for designing and conducting the present study while subsidiary objectives examine specific aspects of the main objective(s) as presented herein below.

1.5.1 Main objective of the study

The study investigated the preparation of prospective teachers in pedagogy by Faculties/Schools of Education in selected Kenyan universities. From this main objective, the following subsidiary objectives were derived

1.5.2 Subsidiary objectives

i.   To investigate the nature and scope of Teacher education curriculum in Kenyan universities.

ii. To investigate the present status of pedagogical practices in the Faculties/Schools of Education in selected Kenyan universities.

iii. To determine and establish the quality of Teacher-educators/trainers in pedagogy in the Faculties/Schools of Education in selected Kenyan Universities.

iv. To establish the attitude of both students and lecturers towards the present duration of preparing school teachers in selected Kenyan Universities.

v. To investigate the facilitation provided by the Kenyan universities to the Faculties/Schools of Education in preparing prospective teachers in pedagogy

1.6 Research Questions

Based on the stated objectives, the following research questions were designed and developed as guides in this study. Just like in the case of objectives these research questions were divided into the main research question and subsidiary/specific research questions.

1.6.1 Main research question

Are the prospective teachers in the Faculties/Schools of Education in the selected Kenyan universities adequately prepared in pedagogy?

1.6.2 Subsidiary questions

Based on the main research question of the study, the following subsidiary questions were derived.

i. What is the nature and scope of the Teacher education curriculum in Kenyan Universities?

ii. What is the present status of pedagogical practices in the Faculties/Schools of Education in selected Kenyan universities?

iii. Do Teacher-educators/trainers in the Schools/Faculties of Education in Kenyan universities have competence to prepare prospective teachers in pedagogy?

iv. What is the attitude of both students and lectures towards the present duration of Teacher preparation programmes in Kenyan universities?

v. Do Kenyan universities provide adequate facilitation to the Faculties/Schools of Education for preparation of prospective teachers in pedagogy?

1.7 Justification of the Study

The rationale for designing and conducting the present study is great. This is because Teacher preparation programme is largely about pedagogy which is the cornerstone of practices in Teaching Profession. Consequently, the justification of this study covers the following;

- The out-come of this study is expected to add value to the existing knowledge and practices of preparing prospective teachers in pedagogy in Kenyan Universities.

- The findings of this study are expected to provide the basis for developing and introducing creativity and innovations in the existing practices of preparing prospective teachers in pedagogy by the Faculties/Schools of Education in Kenyan Universities?

- The results of this study will provide the in-puts in the development and administration of the required quality in pedagogy for preparation of prospective teachers in Kenyan universities.

- The study is expected likely to establish the emerging issues in Teacher education programme that may impact on preparation of prospective teachers

in the Faculties/Schools of Education in Kenyan universities in pedagogy. Hence facilitate the management of these issues in instructional processes.

- The results of the study will lay the foundation for modernization of the contemporary teacher education curriculum in Kenyan Universities.

1.8 Significance of the Study

The importance of the present study is immense in various ways and especially to many stake-holders in education in general and Teaching profession in particular. Generally, the study will provide some important in-puts for the design and development of Teacher education curriculum by the Ministry of Education and specifically at university level in Kenya. In this respect the significance of this study may be summarized as follows;

- The findings of the study are likely to promote the quality of preparing prospective teachers in pedagogy by the Faculties/Schools of Education in Kenyan universities and by extension, promote the quality of Teacher education programme in Kenya.

- The results of this study should lay the basis for development and introduction of the best approaches and practices of preparing prospective teachers in pedagogy in Kenyan universities.

- The out-come of this study will create awareness and realization in the Ministry of Education, Faculties/Schools of Education and Teacher preparation institutions in general the need to design and develop of suitable policies governing the administration of pedagogy in preparation of prospective teachers in Kenyan Universities.

- The findings of the study will provide strategies and guidelines for adaptation to and adoption of innovative pedagogical practices by the Ministry of Education, Faculties/Schools of Education and other Teacher Preparation institutions in Kenya.

1.9 Scope and Limitations of the Study

This study was designed and conducted within well-established confines of the relevant field of study. This is what constitutes what is referred to as the scope of the study. Besides, this section of the chapter also presents what were considered as potential hindrances/impediments/anticipated challenges during the course of the study. These are commonly referred to as limitations of the study. For convenience, these two aspects of the study are treated here separately namely, the scope and limitations of the study.

1.9.1 Scope of the study

Pedagogy is a crucial component of Teacher preparation programme which is usually a broad field. However, pedagogy is an equally broad area that cannot be covered in a single study. Therefore the present study confined itself to the preparation of prospective teachers in pedagogy by the Faculties/Schools of Education in the Kenyan universities. It was hoped that this delineation would facilitate proper examination of the identified problem of study which is preparation of prospective teachers in pedagogy.

1.9.2 Limitations of the study

Apart from establishing the boundaries and/or delineation of the area of study, there was anticipation of challenges or limitations to this study. Some of the identified and

considered limitations of the study and proposed management strategies are presented herein below.

1. It was anticipated that the respondents may not be willing to respond to the designed research instruments or worse still, they may not provide honest views. This limitation was overcome by establishing good working relationship with the subjects. This was done by explaining to the respondents the purpose and value of the research and assuring them of the confidentiality of their presented views in the study.

2. It was also anticipated that not all copies of the sets of questionnaire may be returned by respondents after they had been administered. This limitation was sorted out by having the researcher administering and collecting the copies of questionnaire personally in an identified venue in selected Universities on specified dates.

3. The selected universities for the study were geographically far apart and posing the problem of accessing them timely. This challenge was dealt by drawing up and sticking to the schedules for separately visiting these institutions for the purpose of gathering the required information.

1.10 Assumptions of the Study

In this study the following things were taken for granted or considered to exist;

1. The respondents were expected to give sincere, honest, accurate and reliable responses to the research instruments.

2. All the selected institutions for the present study were expected to be co-operative during the course of the study.

3. The selected Kenyan universities offering Teacher education programme are supposed to have well designed, developed and established Teacher education curriculum.

4. That the designed and developed instruments for collecting data in this study would be understood by all the respondents

5. The selected Kenyan universities with Faculties/schools of Education had the Professional Departments of Curriculum and Instruction/Educational Communication and Technology offering well organized courses in pedagogy.

1.11 The Variables of the Study

The purpose of the present study was to establish the quality of preparing prospective teachers in pedagogy in Kenyan universities. This is considered the main basis of efficiency and effectiveness in school instruction. In order to adequately investigate this issue, the present study used three sets of variables namely independent, dependent and intervening variables. The independent variables of this study were the characteristics of the selected subjects. These variables include the type and age of the selected universities, the nature and range of the offered degree programmes in education by Faculties/Schools of Education in Kenyan universities, the quality and

quantity of facilities and resources for preparing prospective teachers and the amount and quality of support extended to the Faculties/Schools of Education by the university management in Kenyan universities in their efforts to adequately prepare prospective teachers in pedagogy. However, the dependent variables were the efficiency and effectiveness of preparing prospective teachers in pedagogy and the attitudes of the Teacher-educators/trainers and Teacher-trainees towards the process of preparing prospective teachers in pedagogy. But the intervening variables are the quality of Teacher-educators/trainers and Teacher- trainees and the attitude of university management towards administration of Teacher education programme. These variables were manipulated to yield the observed results of the study as presented in chapter four.

1.12 Theoretical Framework of the Study

The current study is based on the model of knowledge growth in Teaching as espoused by Shulman (1986). This authority introduced the concept of pedagogical content knowledge known as PCK. He raised the issue of the need for a more coherent theoretical frame-work with regard to what teachers should know and be able to do, asking important questions such as, what are the domains and categories of the content knowledge in the mind of teachers? And how are content knowledge and general pedagogical knowledge related?" That is the description of the relationship between content knowledge and pedagogical knowledge of a particular subject matter to know and use in instruction. Shulman (1986) developed the idea of PCK. He defined PCK as going beyond content or subject matter knowledge to include knowledge about how to teach particular content. Within PCK, he included the most useful forms of representation of those ideas, the most powerful analogies,

illustrations, examples, explanations, and demonstration in a word, the ways of representing and formulating the subject that make it comprehensible to others.

Shulman (1986) also states that the knowledge of what makes a subject difficult or easy to learn is a part of PCK. This means that in order for the teachers to be able to teach a particular topic effectively, they should know the potential problems to which learners frequently experience, depending on the preconceptions they have developed based on their ages and backgrounds. According to him, if those preconceptions and/or beliefs are misconceptions, which they so often are, teachers need knowledge of specific strategies to facilitate the students learning. These will hopefully enable the learners to benefit from the instructional programme.

Many strategies for teaching self-regulated behavior relate specifically to Shulman's (1986) notion of PCK, in that they involve the use of cognitive and affective strategies such as modeling, analogies, and metaphors to aid in understanding the content-related materials. Teachers must, therefore, be able to properly translate and contextualize information to improve students' understanding of the content and motivation for learning. In order to be able to create such materials and implement these types of strategies, teachers need to have not only an excellent grasp of their given content area but also an appreciation of how technology and the class environment affect the content and the pedagogy. To address such issues, Koehler and Mishra (2005) built on Shulman's notion of PCK to articulate the concept of Technological Pedagogical Content knowledge (TPCK) referred to as Technology, Pedagogy and Content Knowledge (TPACK), which involves an understanding of the complexity of relationships among students, teachers, content, technologies and practices. According to Koehler and Mishra (2005), "technology is a knowledge system that comes with its own biases, and affordances that make some technologies

more applicable in some situations than others." Using Shulman's (1986) PCK frame-work and combining the relationships between content knowledge, the subject matter to be taught and, technological knowledge practices, processes, strategies, procedures and methods of teaching and learning, Koehler and Mishra (2005) defined PTACK as the connections and interactions between these types of knowledge. Good teaching is not simply adding technology to the existing teaching and content domain but rather, the introduction of technology which causes the representation of new concepts and requiring development of sensitivity to the dynamic, transactional relationship between all three components suggested by the TPCK frame-work of Koehler and Mishra (2005).

This theory of Koehler and Mishra (2005) was relevant to the conducted study in that it deals with the issues related to preparation of perspective teachers in pedagogy which involves preparation of teachers in competencies of the presentation of new concepts which requires development of sensitivity to the dynamic and transactional relationship between all the three components by the TPCK frame-work.

Generally, this preparation involves development and instilling in the prospective teachers the required competencies of efficient teaching which are acquired through the Professional areas (courses) and through teaching subject-matter components of the Teacher Preparation programme. Therefore, the adopted theory formed the main basis of this study since it focuses on pedagogical issues that were the focus of the conducted study. That is, the selected theory was quite relevant to the present study as it facilitated the in-depth study of the problem.

The adopted theory has some major implication to the conducted study. The theory advocates that teacher-characteristics have great influence on the teacher's conception

of instruction, classroom practice and pedagogy. The main characteristics that were focused on in the present study were content knowledge, pedagogical knowledge and technology including instructional technology.

The adopted model in this study delineates components of the research and provides the frame-work based on available information from the previous studies. This model was used to assist in the planning for the collection and analysis of data concerning the preparation of prospective teachers in pedagogy and their conceptions and/or perceptions of instruction and classroom practices in modern Kenya.

1.13 Conceptual Frame-work

Pedagogy is a major component of instructional process that is the basis of modern theories of learning (Skinner, 1953). Among those theories are those that focus on motivation and reinforcement espoused by Skinner (1953). The emphasis in most of the theories of learning is knowledge of what is to be learnt and the readiness to do so. In the present case, pedagogy is what is to be taught to and learned by prospective teachers in Kenyan Universities. Therefore, its concept must be clear to both the Teacher-educators and prospective teachers if it has to have impact on the latter. However, there are a number of considerations when conducting this process namely, competence to operationalized pedagogy in instruction, the learner characteristics, the learning environment and the need of pedagogy in instructional process. These considerations are in line with stated variables of the present study. The variables focus on the characteristics of selected subjects for the study while the dependent variables deal with administration of pedagogy in Teacher preparation programme in Kenyan universities. But the intervening variables considered the quality of Teacher-educators and prospective teachers, the attitude of the subjects towards pedagogy as a

component of Teacher preparation programme and the available/provided facilitation to Kenyan universities for the administration of pedagogy in Teacher preparation programme. On the basis of this scenario, a conceptual frame-work was developed to explain how best, the Kenyan universities can affect the preparation of prospective teachers in pedagogy. This conceptual frame-work simply known as "the best approach to preparation of prospective teachers in pedagogy in Kenyan universities" comprises the stages described here in below.

Stage one focuses on the knowledge (concept) of pedagogy. For the prospective teachers to be efficiently prepared in pedagogy, its concept must be clear to all the major stake-holders (prospective teachers, Teacher-educators and managers of Teacher education programme) in Teacher education. In stage two, consideration is given to how the administration of pedagogy should be conducted in Teacher preparation programme. The main interest here is on proper planning for this process and use of the required expertise (trained, experienced and committed personnel). Stage three of this model is consideration of the factors that influence the administration of pedagogy in Kenyan universities (governance of these institutions and especially Faculties/Schools of education, the availability and use of the right caliber of expertise, facilitation extended to and provided by the Kenyan universities for preparation of prospective teachers in pedagogy, the nature and type of learning environment for conducting this process and the general attitude of the main players in Teacher education programme towards pedagogy). Stage four deals with possible management strategies of the above outlined factors that influence the administration of pedagogy in Kenyan universities (the will to investigate and deal with these challenges, provision/acquisition of expertise, investment, technical and logistical support; transformation of the attitudes of the main stake-holders in Teacher

education programme towards pedagogy and clarification of the concept of pedagogy to these stake-holders). These management strategies will facilitate efficient administration of pedagogy to prospective teachers by Kenyan universities with a view of preparing and producing competent school teachers for Kenya and beyond. However, stage five of the presented model of conceptual frame-work focuses on the expected out-come of well conducted preparation of pedagogy (preparation and production of quality school teachers; promotion of the quality of school instruction; improvement in the designed, developed and administered education in Kenya and, in the long run/term, the creation of a stable/productive Kenyan society). These five stages of the conceived model of preparation of prospective teachers in pedagogy by Kenyan universities conveniently summarized in the provided three variables of the study-independent, dependent and intervening variables as demonstrated in figure 1.1.

Model of the conceptual frame-work of the study

1. Independent variables   **2. Dependent variable**

Characteristics of selected subjects	Out-comes of preparation of prospective teachers in pedagogy
Type, size and age of institutions	Quality of school teachers
Governance of the Kenyan universities and Faculties/Schools of Education	Quality of school instruction
Quality of Teacher-educators and prospective teachers	Quality of administered education in the country
Prevailing attitude towards teacher education programme and pedagogy	Creation of stable/productive society

3. Intervening variables

Facilitation for administration of pedagogy in Kenyan universities
Investment
Good governance of universities
Technical and logistical support
Availability of expertise
Clarification of the concept of pedagogy

Figure 1.1: Model of considerations in administering pedagogy in Kenyan Universities

Source: **Researcher's design and development**

1.15 Summary

The discussion in this chapter focused on introduction of the designed and conducted study. Various components of the chapter were identified, presented and briefly discussed. Their importance to the study was clearly demonstrated as was the procedure of treating the stated components.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents reviewed literature on Teacher education in general and preparation of teachers in pedagogy in particular. The presentation of the reviewed literature is organized in two parts namely, general literature review and related literature review. The general literature review covers Teacher education programme (TEP), its organization and administration, the role of this programme of education in the society and the challenges of this programme in modern Kenya. However, related literature review focuses on research in pedagogy, documented materials on pedagogy and related areas and relevant reports on the preparation of teachers. In all reviews of literature there is subsequent critiquing.

The presented literature review provides some insight in the investigated problem and does facilitate the establishment of the existing knowledge gaps in this research area. Consequently, this review facilitated the conduct of the present study.

The procedure of treating the chapter is to present the general literature which is then followed by related literature. This approach is preferred because the general literature review provides a basis for presentation and discussion of the related literature.

2.2 General Literature Review

This section examined the literature that provided the general background to the conducted study. The main areas discussed under this section are the concepts of Teacher education programme, organization and administration of this programme, the role of pedagogy in modern society and challenges of the programme in modern Kenya. Each of these aspects is now briefly presented.

2.2.1 Teacher Education Programme

This is a programme of education that deals with preparation of teachers, professionalization of teaching career and other related issues (Kafu, 2011). But the National Council of Teacher Education of India defines Teacher education as a programme of education, research and training to teach from Pre-Primary to higher education levels (Mohanty, 2003). According to Lucas (1972), Teacher education is a critical and essential programme because it is the one that sets the development agenda of any society. It is the creator and nurturer of the culture of the society. Through the produced teachers, this programme also serves as the source of the required competencies for the development agenda of the society (Kafu, 2013). In the same vein, Wilkins (1975) and Fenstermacher (2015) assert that Teacher education programme is the main "pillar" in the generation and development of education and the core values of the society.

According to above authorities, this is the focal point of development of education and society. Teacher education programme is the power, driver and inertia of development agenda in the society. It lays the foundation of development and use of the required competencies for instruction in educational institutions and national developments. This explains why this programme of education has been held in high esteem in many societies over time (Ole Ketitia, 2015; Ssekemwa, 1968, 1972). But is this programme of education seen in the same light in Kenya and more so, in Higher institutions of learning in this country? The available evidence gives/paints a contrary picture (Neville, 1985).

Preparation of teachers at university and lower levels of Teacher preparation institutions in Kenya has generated mixed reactions since the nineteen seventies. In

1975 there was the cry and hue in the country about the performance of Primary school leavers in Certificate of Primary Education (C.P.E) examinations in the country (Court, 1975). The Daily Nation Newspaper of January, 1975carried the banner reading that "Teachers have again failed the nation". The message here was simple loud and clear about the quality and performance of school teachers. That is they did not know how to teach school children or rather they lacked academic and professional competencies of teaching to adequately prepare the learners to pass their examinations. Several years later, in 1996, Tuitoek (Nation Media Group, 1996) echoed the same concern but in relation to the quality of university graduates when he asserted that the Kenyan universities were producing" half-baked" products. He was candid enough in the case of graduates of education who could not competently handle their teaching tasks. Consequently, this weakness is negatively impacting on the development agenda of the country. This raises the concern whether these teachers and those who prepare them for teaching profession at university level are competent in pedagogy which is the processor and carrier of the essential competencies required for efficient instruction and by extension, the development of the individual and society.

The scenario in Teacher preparation programme at university level is a complex one. There is "mixed grill" in this process. There are individuals involved in preparing school teachers who, themselves, are not "trained and qualified" teachers and even those in the Faculties/Schools of Education directly involved in preparing school teachers in professional areas are not specialists in Teacher education. This creates complications in preparing school teachers in pedagogy and those to serve later as Teacher-educators in the Faculties/Schools of Education at university level. The produced school teachers at this level lack the same or all the identified thirteen

characteristics of effective school teachers as espoused by Bond (2000). These characteristics focus on four central themes that are pedagogical in nature namely, Teaching which covers content knowledge, use of deep representation, use of problem-solving skills and improvisations; Planning which is a technical operation that includes setting up/establishing optional/conducive environments, provision of high expectations for students and imparting sensitivity to context; Attitude which covers promotion of inquiry and problem-solving skills, having passion for teaching and showing respect for learners/students; Assessment that includes employing multi-dimensional perception, monitoring progress and supplying feed-back and testing hypotheses. From this discussed scenario, it is apparent that prospective teachers at university level in Kenya are not adequately prepared in these areas that constitute effective teaching. As a confirmation of this view, Rittenhouse (2004) conducted a study that evaluated newly trained teachers of the deaf and found that while they were typically energetic and willing to attempt to tackle new ideas, they often lacked the skills necessary for the maintenance and development of individual education plans (IEP's) that are covered in Bond's (2000) thirteen characteristics of effective teachers. On the basis of this observation Rittenhouse (2004) suggested that improvement in the Teacher preparation programme should be focused in the following areas: content/subject-matter, instructional strategies, communication skills and organization and management of learning environment. These are the gaps in administration of Teacher education programme across all levels of education that have been established by the works of Bosire (1995), Watkins and Donnelly (2007) and Kafu (2013).

In response to the above observation, Bosire (1995) proposes the set of competencies school teachers and especially of English should be prepared in. She puts emphasis on

pedagogical competencies since they are the basis of creativity and innovations in education in general and instruction in particular. This feature in preparing school teachers at university level is glaringly absent and this is the reason why the Commission for Higher Education in 2012 proposed that all university lecturers in Kenyan universities should be inducted in pedagogy (GoK, 2012). The present state of affairs in Teacher preparation programme at university level is wanting worldwide (Kasule, 2015; Siping LIU, 2010). There is conviction that teaching involves and/or is a process of "pumping information in teacher-trainees" rather than mentoring, developing and instilling in them the required pedagogical competencies. Hence preparing and producing ill-prepared school teachers in pedagogical competence. This problem originates from the manner Teacher education programme is designed, organized and administered in the Kenya. This sector of education is casually treated by the authority in this country yet it is the most sensitive component of education (Karanja, 1978).

2.2.2 Organization and Administration of Teacher Education Programme in Kenya

Teacher education is a programme of education that deals with preparation of school teachers, professionalization of teaching profession and other related issues (Biswas, 2005; Kafu, 2012). That is, it is a programme that focuses on development of competencies of teaching in teacher-trainees/prospective teachers so as to develop their love for and interest in teaching profession. This is normally an intensive process that involves proper organization and administration of the Teacher education programme. The latter refers to how this programme is handled or managed so as to produce the desired products/professional school teachers. In his discussion regarding the management of Teacher education (TE) in the developing world, Lucas (1978)

laments that this programme is the most neglected and /or mismanaged in East Africa. In their comparative studies of management of Teacher education in Italy, Spain, Romania, Poland and Hungary, Pusztai and Engler (2014) established the same situation. The people managing it are not professionals and, therefore, end up producing not efficiently trained school teachers. This is the view held by Kafu (2011) his work when discussing emerging issues in Teacher education programme in Africa. Perhaps this is mainly due to lack of facilitation of the programme by the state and expertise.

In principle, Teacher education programme should be managed by professionals both in education in general and Teacher education programme in particular. This has always been the wish of Teacher educators and United Nations Educational, Scientific and Cultural Organization (UNESCO). A number of Teacher educators (Lucas, 1968, 1972, Sifuna, 1975. Bosire, 1995, Kafu, 2013) and UNESCO, 1978 have advocated for professionalization of Teacher education programme in Africa if the countries of this continent have to make strides in development. This process should start with the political good will towards the programme, establishment of the Teacher education Directorates in the Departments and/or Ministries of Education as well as recruitment of staff in the relevant sections of these units of government and Teacher preparation institutions. Unfortunately, as pointed out by Lucas (1968) and UNESCO (1973), this is not the case in most parts of Africa. Hence the prevailing mismanagement of this programme on the continent with catastrophic consequences. This is demonstrated by production of incompetent and unproductive school teachers (Tuitoek, 1996). But if Teacher Preparation institutions have to prepare and produce competent school teachers in pedagogical areas for school system, this personnel must be well trained by equally competent teacher-trainers/educators in this discipline which, apparently,

is not the case in many institutions of Higher Learning in Kenya. However, the prevailing situations is caused by many challenges of the Teacher education programme in Africa and more so in Kenya. This state of affairs in the programme mitigates against efforts to modernize the programme so that it can efficiently respond to emerging issues in education and society (Kafu, 2013). The innovative instructional models advocated for by Schumann et al (2007) may not occur in the Faculties/Schools of Education in Kenyan universities unless meaningful reforms are made in the administration of Teacher education programme. There is need to review the procedure of recruiting prospective teachers, staffing and structural designs of the programme although Imam (2011) in the study of quality and excellence in Teacher Education: issues and challenges in India raises the issue of existing poor perception of Teacher education in the society and lack of facilitation from the state as areas that need reform.

2.2.3 The Role of Pedagogy in Modern Society in Kenya

A review of literature on education is replete with narratives on the role and importance of education in development of societies and nations. Closer examination of these narratives reveals that the focus is on pedagogy. That is, the preparation of teachers who are custodians of the needed competencies for general development (Kafu, 2013). The teachers are the ones who develop, instill and equip beneficiaries of education with the essential competencies needed for development of a society (Cullingham, 1992).

In the case of Kenya, the role of pedagogy in the development of modern society is in no doubt. This is directly or indirectly intimated in many sources of information on education. Among these important sources are the works of King (1961) and Nyerere

(1967), Karanja (1978), and Kafu (2013) and the commissions of education chaired by Ominde (1965) and Gachathi (1978). All these authorities demonstrate the need for and the importance of pedagogy in advancing development in the society.

King (1961) in his work on education, development and society indicates that education is the soft-ware for all sorts of development in the society. His view is as that of Lucas (1968), is that education is the basis of creation and development of the society's culture, sophistication in such a society and development of pre-requisite competencies needed for development of the society. To them, all these developments are facilitated by teachers who are well placed to play these critical roles in the society. But teachers are only able to do this when they have been properly prepared in pedagogy during the course of Teacher Preparation programme which should be the source of creativity and innovativeness. It is on this basis that Nyerere (1967) in his publication on Education for Self-Reliance in Tanzania calls for re-training (in pedagogy) of teachers to adjust to the new philosophy and practices in education so as to serve the needs of the learner. The same argument is picked up by Kafu (2013) in his paper on the role of Teacher education programme in development in modern Africa.

But the two commissions of education of Ominde (1965) and Gathathi (1978) set up by the Kenya government are explicit on the role of teachers in development of Kenya. The Ominde education commission established in 1965 to review the existing colonial education system in Kenya after independence in 1963 recommended that education should prepare and produce skilled man-power for development in independent Kenya. The Commission recognized the fact that this would only be possible if there is a good crop of school teachers as advocated for by Lucas (1968).

In other words, there was need to have a crop of school teachers with competencies in pedagogy to develop, equip and mentor the beneficiaries of the designed education system with relevant competencies for development of modern Kenya. However, at that time not much attention was focused on preparation of prospective teachers at university level in pedagogy in Kenya though the Ominde education commission of 1965 alluded to this in its report. The same view and desire was picked up and expressed by the Gachathi education report of 1978 on Education Policies and Manpower Development in Kenya (Gachathi, 1978). However, the focus of this commission was on Technical and Vocational education. This commission was set in 1978 when there was rising concern about the increasing rate of unemployment in the country and the completion of school education circles by children at very early age. Therefore, the Gachatti commission recommended the extension of Primary school education by one year so as to have eight (8) years of Primary, four (4) years of secondary, two (2) years of High school education and three years of University education and introduction of Technical and Vocational education component from Upper (standards 4 to 8) Primary school level to secondary schools level. However, the nagging concern was on the supply of relevant teachers with pedagogical competence in managing the new curriculum of 8-4-2-3 education circle. This problem was due to unreformed existing Teacher education programme that was traditional/conventional in nature. This programme emphasized preparation of prospective teachers in mastery of effective communication (transmitting) of a body of knowledge and the prevailing ethos (Elliot, 1998). In contrast, the Gachathi education commission (1978) that recommended the 8.4.2.3 education system required a raft of reforms in the existing education system. There was need to reform this system of education right from pre-school level all the way to university level

including Teacher education programme. In the case of Teacher education programme, there was urgent need to re-design and introduce an innovative model of this programme that is potentially empowering in approach, a dialogic and aesthetic form for preparing creative and innovative prospective teachers in pedagogy with communication at its core (Alexander, 2005). Unfortunately, this development was not anticipated and was much later to affect the implementation of the 8.4.4 education system in the 1980's that the Mackay Commission of 1984 which had recommended the introduction of Technical and Vocational education in Kenya. Any reforms in education can hardly succeed without conducting parallel reforms in the Teacher education programme (Anees, 2015).

However, the Kenya government policy statement on development of education in 1978 was laudable and candid enough (Karanja, 1978). The government stated that it was committed to promoting the quality of education at all levels. Special emphasis was placed on reforms in Teacher education programme which the government had realized was a weak link in the development of education and other sectors of the economy in the country. In effect, the government was acknowledging the fact that the quality of the existing Teacher education programme was poor or simply irrelevant for the needs of modern Kenya. From the observed developments and practice in instruction at university level in this country by the Inter-University Council of East Africa (IUCEA) in 2009, little has changed in the preparation of prospective teachers in pedagogy at university level. The instructional practices in the Faculties/schools of Education have remained largely conservative or traditional which is contrary to the advocacy of Kelly (2012). According to this authority, there should be regular reviews and well-designed innovative reforms in Teacher education programme at university level so as to prepare and produce a crop of school teachers

with relevant competencies to manage emerging issues in education and society. Ducker (1998) decries the use of untrained and/or unqualified individuals as teacher-educators/trainers to prepare prospective teachers in pedagogy at university level. According to him these are individuals with little or no competence in pedagogy. Sheetz and Martin (2008) in their study to establish whether through Teacher preparation programmes universities were preparing prospective teachers at pre-service level adequately in pedagogy confirmed the above observation. This study established that prospective teachers at university level are ill-prepared because there are no professional teacher- educators in universities. The same situation is observed in Kenyan Universities.

2.2.4 Challenges of Administering Teacher Education Programme for efficiency in Instruction

This section refers to the problems of and emerging issues in Teacher education programme in Africa in general and Kenya in particular. These are some of impediments to the management of this programme in Kenya. The issues are technical, logistical and administrative in nature. Bosire (1995) out-lines these issues as philosophical, financial, infrastructural, administrative, educational and logistical in nature. According to her and UNESCO (1978), these issues obliterate the effectiveness and role of Teacher education programme in the development of Africa. The technical issues concern the policy design and formulation that should govern Teacher education programme and the preparation of school teachers in pedagogy and the expected innovations in this programme. This has been the weak link in administration of this programme in Kenyan universities for a long time. From the colonial era in Africa there has been concern about policy structures related to the administration of Teacher education programme (Phelps-Stoke, 1925). The absence of

these structures has not only affected the image of this programme of education but also the development and promotion of its quality in this continent. This has in turn adversely impacted on the level and quality of development in Africa. Besides, lack of clear policy frame-work governing Teacher education programme in most African countries has been the main road block to generation of innovations including technologization process in this continent.

In addition to development and administration of Teacher education-specific policy frame-work, there is the issue of technologizing Teacher education programme in Africa (Kafu, 2015). This programme has not adopted itself to and adapted the emerging educational technologies in education as suggested by Cook (1990). These technologies include the development and use of new models of instructional technologies and adoption of the new teaching machines/equipment like computer-related facilities which facilitate modern instruction (Kafu 1976, 2013). These are the technical requirements for teaching and training man-power for this century and beyond as advocated by Karanja, (1978). The reason for doing this is to prepare prospective teachers in pedagogy adequately while undergoing Teacher preparation programmes which embrace new developments in education. Besides technical concerns, there are logistical issues affecting the preparation of prospective teachers in pedagogy in Kenyan Universities. Among these logistical issues in Teacher education programme include the development and availability of information technology and the management strategies of the programme. In this respect, Bond (2000) is of the opinion that this programme is currently mismanaged in Africa because of ignorance and failure to appreciate its nature and role in national development in modern Africa which results in production of incompetent school teachers in pedagogy that is the springboard for initiating and administering

innovations in education and society. Hence, the present state of producing teachers who are less creative and innovative to initiate any tangible development in modern Africa and who do not have the ability to utilize the immediate environment in their instruction through improvisation as advocated for by Anastasiades et al (eds) (2011). This is the common feature in preparation of prospective teachers in pedagogy at university level worldwide.

In the case of information technology, Odini (2008) says that this concept has not been properly understood and taken not in Africa and, therefore, not well applied to instruction for development in Africa in general and Kenya in particular. Information technology involves information application, packaging, management dissemination, sharing, assessment and/or reviews. Of great relevance in the present study is the application, transmission, management and sharing of information concerning pedagogy among and between Teacher-educators and prospective teachers in higher institutions of learning in Kenya. These aspects of information technology are not widely understood and utilized in Teacher education programme in Kenya so as to facilitate preparation of efficient prospective teachers in pedagogy. Institutions of Teacher preparation programme rarely share information on pedagogical issues and most of them do not even manage this critical component of pedagogy efficiently in their own backyard. Hence leading to preparation and production of teachers with diverse pedagogical competencies and backgrounds from the various Teacher preparation institutions (Court, 1975). In general, proper management of logistical issues in Teacher education programme tends to promote the quality of preparation of school teachers in pedagogy which is currently lacking in institutions of Higher learning in Kenya. There is increasing need to reverse this practice in Teacher preparation programme in East Africa as it was done in Europe from which the Inter-

University Council of East Africa picked the notion of introducing induction courses in pedagogy for lecturers at University (IUCEA, 2004). Recently, there have been calls to harmonize university academic programmes in East and Central African region so as to promote the quality of teaching and training of university graduates across this region (C.U.E. 2014). This is only going to be possible when there is also harmonization of the various academic programmes designed and conducted by these institutions and how the available information on pedagogy can be efficiently shared. Associated with technical and logistical issues that affect the preparation of teachers in pedagogy are the educational and administrative issues. These are largely managerial issues. In other words these are issues related to how Teacher education programmes are managed and regarded by universities and the society. Lucas (1972), Bosire (1995) and Gemeda et al (2015) decry the manner the Teacher education programmes are managed in Africa. In their view, there is not much attention given to these programmes as demonstrated by the poor facilitation extended to it by states with regard to their organization and administration. Generally, the programmes are casually treated at state and even university level worldwide.

Kelly (2012) points out to this existing negative attitude towards Teacher education programme when he says there are no services monitoring the process of preparing prospective teachers at university level. This explains why most university teachers have little time for pedagogical considerations in their instruction. They know well nobody at state and/or university level is concerned with the programme and/or will monitor them. It is in realization, of this fact that the Inter-University Council of East Africa (IUCEA, 2004) has taken up the challenge and now recommends the introduction of induction programmes on pedagogy for all university lecturers/ teachers in East and Central African region (IUCEA Annual Report, 2009) so as to

strengthen the teaching and training of university students. Philosophically, few countries in the world consider Teacher education programme as the bastion of development. This is because of the existing poor concept of the programme. Generally, it is simply regarded as Teacher training programme (Karras and Wolhunter, 2010). The programme that only focuses on strategies of teaching! It is only King (1961), Nyerere (1967) and Karanja (1978) who have considered Teacher education programme as the basis of development in the society. Therefore, there have been few arguments for organizing and conducting this programme for development worldwide.

2.3 Related Literature Review

After examining the general literature concerning the present study, focus of the literature review was on related literature. This is normally the literature review that was specific to the present study. The areas covered under this section were studies in pedagogy, related documentary materials and authoritative reports on pedagogical issues. The conducted literature search in these areas revealed that some knowledge gaps do exist in the administration of pedagogy though statements of intent to promote this aspect of Teacher preparation programme exist. The three areas to interest in respect of this section of the literature review are now presented and briefly discussed in the order they appear here in below.

2.3.1 Studies in Pedagogy

There have been numerous studies in preparation of school teachers in pedagogy across the curriculum. These studies have tended to address pedagogical issues that influence the teaching of individual subjects in the school curriculum. However, the study by Kafu (1976) which examined the preparation of teachers in educational

technology in general and development and use of media resources at primary school level in particular, which is naturally and technically a pedagogical issue, comparatively established interesting facts. This study established that Primary/Elementary school teachers are better prepared in pedagogy than their secondary school counter-parts. In other words, Primary school teachers are much better grounded in pedagogy than those who undergo Teacher preparation programme at Diploma and/or university level. This is expected because all managers of this programme at Primary Teachers' College level by the time of this study were professionals in education which happened not to be the case at Diploma and/or university institutions that were mandated to prepare school teachers. The managers of Teacher Preparation programme in the latter institutions were found to be not as competent in pedagogy as those serving in Primary Teacher preparation institutions. Normally, Teacher-educators at Primary Teachers' Colleges (PTC) were carefully identified and selected (GoK, 1964). This is what Biswas (2005) found in India in his study of "Teacher Education in India". In this study it was established that Teacher preparation for elementary teachers was thorough.

Further studies indicate that preparation of prospective teachers in pedagogy in teaching subjects at university level in Kenya is not adequate (Too, 1994, Wanyonyi, 2006, Maiyo, 2006). These studies demonstrate that teachers are poorly prepared in pedagogy of teaching mathematics, languages and humanities respectively. Hence, the poor performance of the students in these subjects in national examinations in Kenya (KNEC, reports 2002). Ironically, the very ill-prepared school teachers are the ones who are eventually hired or recruited to teach and train prospective teachers in the Faculties/Schools of Education at university level. This practice results in a vicious circle of mediocrity in preparation of school teachers in pedagogy in Kenya.

While investigating the competence of Primary/Elementary school teachers in the teaching of English in Primary/Elementary schools in Kenya, Bosire (1995) established that the poor performance of these teachers is a reflection of the quality of preparation in pedagogy in the teaching of English they received from their respective Teacher preparation institutions. In her view, these teachers are not well prepared in the pedagogy-specific competencies of teaching this subject at school level. She further argues that this problem originates from the Teacher preparation institutions whose Teacher education curricula do not emphasize preparation of prospective teachers in pedagogy besides engaging the inexperienced, ill-prepared and uncreative Teacher-trainers/educators. This finding echoes the views of Too (1994) in relation to the teaching of mathematics in Nandi district of the Rift Valley Province of Kenya and Kafu (1976) in the development and use of learning resources at Primary school education level in Kenya.

Eshiwani (1983) in his study of Teaching Mathematics in Machakos district echoes the same sentiments. In his view, the poor state of teaching mathematics in Kenyan schools is squarely attributed to the preparation of school teachers in pedagogy. All the above studies have established one important pedagogical fact and this is the fact that the preparation of secondary school teachers in pedagogy at university level in Kenya is wanting. This observation corroborates the finding of Kafu (1976) in the study in the use of learning resources in Primary schools in Kenya. Further, these studies expose the quality of the Teacher education curriculum that is being pursued at university level in Kenya by Faculties/Schools of Education and the caliber of Teacher-trainers/educators serving in the Kenyan universities. All the available evidence shows that most of these university teachers are ill-prepared in pedagogy that can enable them to prepare and produce competent school teachers for the

country's education system (Tuitoek, 1996; I.U.C.E.A, 2004). This weakness is demonstrated by the year in year out annual reports of the Kenya National Examination Council that deplore the performance of candidates in specific school subjects in secondary school leaving examinations (KNEC, 1996). These reports decry the poor state of teaching in nearly all the school subjects offered in these examinations. Apart from the above discussed research reports, on pedagogy, there are other relevant documentary materials and authoritative education reports covering pedagogy that supplement the discussed studies. These materials are now briefly discussed.

2.3.2 Documentary Materials

There is a large variety of documentary materials that deal with preparation of school teachers for teaching in general and preparation in pedagogy in particular. These documents can be traced from the early years of independence the 1960's in Africa to the present. The documents of interest in this study are the 1963 proceedings of the first Organisation of African Unity (O.A.U) meeting in Addis Ababa in 1963, the 1978 government Policy statement on development of education in Kenya in twentieth century and beyond (Karanja,1978), the UNESCO (1978) Dakar Conference Report on Development of Education report in Africa, the Lancaster and Entebbe Mathematics Development Conference of 1968 and 1983 respectively, the Education Task Force on education reforms in Kenya, the expressed concerns about the quality of preparation of teachers by Nyerere (1986),Tuitoek (1996), Gilbert and Gibbs (1999), Bain (2004) and Filene (2005). In addition, the recommendations of the 2004 Inter-University Council of East Africa on the quality of university teaching staff in East Africa that all university academic staff be equipped with pedagogical

competence if they have to be productive enough to contribute to the development of the region.

Following the 1963 Addis Ababa O.A.U declaration on Development of Education in Africa and the intent of new leaders of independent Africa to review the inherited colonial education systems to reflect the needs of modern Africa, many newly independent countries in Africa embarked on the reforms of their established education systems and especially the curricula and promotion of Teacher education programme. The main concern was the nature and scope of the existing education curricula and preparation of school teachers in pedagogy (O.A.U, 1963). In the case of Kenya, the Ominde education commission (1965) was set up to reform the racial/segregatory colonial education system and re-direction in the administration of Teacher education programme with focus on preparing prospective teachers in pedagogy with relevancy to the needs of modern Kenya (Ominde, 1965). However, eleven years down the line, in 1976, the Ominde commission recommended education system was found wanting, that is, it was rather too academic in nature to serve the emerging needs of modern Kenya. Therefore, the Gachathi education commission was established in 1976 by the Kenya government to review the education system recommended by the Ominde commission in 1965 to align it to the emerging issues in the country. This commission recommended a new structure of education for the country comprising eight years of Primary school, four years ordinary secondary school two years of "advanced" (A-level) secondary school and three years of university education levels (8.4.2.3) with great emphasis on Technical and Vocational education (TVET). Taking cognizance of the fact that implementation of this new education system (8.4.2.3) without the relevant educational facilities and resources in place would be meaningless, the Gachathi education commission recommended

among many things the paradigm shift in preparation of school teachers across the curriculum with greater emphasis on pedagogy. That is, emphasis was placed on the strong preparation of the teachers in the pedagogical issues related to Technical and Vocational education. And to signal the government's intent to reform Teacher education programme for the purpose of promoting and accelerating national development, the Kenya government in its policy statement on development of education and especially Teacher education in the country in the twentieth century and beyond in 1978 declared that it will adequately invest in education (Karanja, 1978).

However, this commitment was not felt at the Faculty of Education in the then University of Nairobi which was the only university training teachers at that time. The preparation of secondary school teachers in this institution remained convectional/traditional (University of Nairobi, brochures, 1982). Thirty seven or so years later Kafu (2016) the status quo in preparation of prospective teachers in pedagogy in this institution and the other newly established universities in Kenya offering Teacher education programme remains the same. In a stinging critique of teaching at the Kenyan universities' level, Tuitoek (1996) commented that generally teaching in Kenyan universities is poor. This practice was leading to preparation and production of "half-baked" university graduates. He particularly singled out preparation of teachers who, on qualification, could not perform as school teachers. The implication of this observation was that these education graduates are not adequately prepared in pedagogy to facilitate development in Kenya. This fact is true because of the present use of non-professionals in education and especially in Teacher education at university level to prepare prospective teachers in most Kenyan universities that offer degree programmes in education. As confirmed by the Inter-

University Council of East Africa in 2007, most of the content courses are taught by lectures/teachers with little or no training in Teacher education and especially pedagogy and, therefore, they are not expected to prepare and mentor these students in pedagogical issues when teaching them in their respective content areas. They are not good role models for that matter to prospective teachers at all. Eshiwani (1986) complains of the same practice in preparing school teachers at Diploma level in Kenya in his study of preparation of Primary school teachers in mathematics in Machakos district of Kenya. If Kenya expects to prepare and produce competent school teachers in pedagogical issues, prospective teachers must be handled by professionals in Teacher education and especially in pedagogy as recommended by the Inter-University Council of East Africa in 2004.

Scrutiny of the Teacher education curricula and staffing in the Faculties/Schools of Education in Kenyan universities reveal glaring inadequacies in preparation of prospective teachers in pedagogy (Kafu, 2011). The curricula have scanty provisions for pedagogical issues like ethics of teaching, ethics of teaching profession, classroom organization and management, preparation and use of teaching documents, instructional strategies, media development and use in instruction. However, the situation is more in the case of staffing in the Faculties/schools of Education. Whereas the conduct of the professional courses in these units is supposed to be the exclusive responsibility of professionals in Teacher education who have the required competencies to do so, content areas are mainly handled by unprofessional staff from non-professional Faculties/schools in the universities. This practice denies prospective teachers opportunity for proper co-ordinated preparation and mentorship in pedagogy. This is the concern raised by leading scholars in education (Too, 1994, Bosire, 1995, Kafu, 2011; Adamson, 2010).

The noticed problem in this scenario is that prospective teachers do not receive adequate expected practices in pedagogy from the teachers/lectures they interact with at university level. Another observed short-coming with regard to Teachers education curricula is that these aspects of Teacher education programme are conventional or conservative /traditional in nature and totally irrelevant for preparation of school teachers in modern pedagogical issues in Kenya (Kafu, 2012). This observation is also noted by Aubusson and Schuck (2012) in Australia.

Bond (2000) and Bain (2004) content and corrubate the views of Kafu (1976), Too (1994), Bosire (1995) and Adamson (2012) that a well prepared school teacher in pedagogy will always be creative, innovative and conduct his/her instruction efficiently. According to these authorities, a teacher with such competencies is able to manipulate the students learning and the learning environment by using a variety of instructional strategies. The latter competencies are normally acquired during Teacher preparation session at the university level and selected exposures thereafter. Perry (1997) and Zull (2002) hold the same view and add that the acquisition of competence to develop and use instructional strategies efficiently lies in the quality of preparation of teachers in pedagogy by Teacher preparation institutions. To these two scholars, pedagogy is the "pillar" of efficient instruction. But for modern school teachers and especially in Kenya to manage their instruction, efficiently they must be familiar with the emerging developments in education like new generations of educational technologies and models of instructional technologies. These developments have their unique influence on the nature and scope of the required pedagogy which may be a departure from what is being used today. This probably is why Cook (1990) to advocated for preparation of prospective teachers through innovative Teacher Preparation programmes and by extension, pedagogy. Further he also called for

continuous (in-service) teacher education for teachers. Consequently, these School teachers should be competently prepared in emerging pedagogical developments in education and be able to challenge their learners with new ideas and tasks that may be useful in the development of their talents. This is the hope of Filene (2005) who asserts that modern instruction is full of surprises and concerns for school teachers especially newly recruited teachers. Hence the timely recommendation by the Inter-University Council of East Africa (IUCEA, 2004) that all university teachers/lectures of universities in East African region be inducted in pedagogy. When this is done, the concern of Tuitoek (1996) of Kenyan universities producing "half –baked graduates" will have been addressed.

2.3.3 Educational Reports on Pedagogical Issues in Kenya

There is adequate documented evidence to demonstrate that there has been consistent concern about the preparation of school teachers in pedagogy. The first evidence of this was in 1925 when the Phelps-Stoke education commission which pointed out that the quality of school teachers in British Tropical Africa including the colony of Kenya was poor (Phelps-Stoke, 1925). This commission said the schools and Teacher Training Centres in this region were being handled by unqualified personnel, that is, these were individuals with no competence in pedagogy. The subsequent education commissions (Beecher, 1953; Ominde, 1965; Gachathi, 1976; Koech, 1999) noted this same weakness in administration of Teacher education programme in the country and made appropriate suggestions on how improvements should be made in this programme though not much attention has been paid to this programme by the state. But great emphasis has been put on Primary, Secondary, Technical and Vocational and university education sectors at the expense of Teacher education programme. Consequently, status quo concerning the promotion of quality in this programme has

persisted. However, the first explicitly expressed concern about the quality of Teacher education programme in Africa came from UNESCO in 1973 during the New York conference (UNESCO, 1973). During this conference, there was consensus that the quality of Teacher preparation programme in Africa was poor because of the existing design and structures of administering this programme on the continent the concern was that the inherited programmes from colonial powers were inappropriate for the needs of modern Africa. Subsequently it was recommended that every effort should be made by African countries to invest adequately in this programme so as boost their national development. But not much has happened since the UNESCO 1973 conference as testified by the Kenya Policy statement on development of Teacher Education programme (Karanja, 1978; Odhiambo, 1978) and the observed practices in the Faculties/Schools of Education in Kenyan Universities.

The concern of UNESCO (1973) on the quality of Teacher Preparation programme which, in effect, was questioning the quality of preparing prospective teachers in Africa, was aptly picked up by the Gachathi education commission in 1976 on man-power development in Kenya. The focus of this education commission was on the quality of the existing crop of school teachers to implement the proposed Technical and Vocational education in the country. Technically these teachers were pedagogically incompetent and therefore, ill-prepared to carry out this task. The Gachathi education report (1976) was emphatic that the proposed reforms in education were a" pipe dream" without addressing the issue of the quality of school teachers especially in pedagogy. In other words, Kenya needed well trained school teachers in pedagogy in order to confidently implement the new recommended Technical and Vocational education system of 8.4.2.3 structures. This was the same argument to be advanced by the Koech education commission in 1999 (Koech, 1999).

The quest for promoting the quality of preparing school teachers in pedagogy came up in the Kenyan government sessional paper number 2 of the year 2002 that called for promotion of quality in Teacher education programme (GoK, 2002). The paper expressed the fear that Kenya may not be able to fully participate in modern international developments without putting in place modernized Teacher education programme. This sessional paper took cue of the rapid economic development in the "Tigers of Asia" which was attributed to the administration of high quality Teacher preparation programmes by these countries. Unfortunately, like the previous attempts to promote the quality of Teacher education programme and especially preparation of prospective teachers in pedagogy across the Teacher education curricular (Primary, Diploma through to University Teacher education programmes levels) the recommendations of this sessional paper were never implemented. The major recommendation of this sessional paper number 2 of 2002 was that there was urgent need to over-haul the existing Teacher education programme so as to prepare and produce school teachers who can support the move towards modern development agenda in Kenya and especially industrialization process.

2.4 Summary

The review and discussion of literature in the preceding sections clearly demonstrate that

- The preparation of school teachers and especially the university teachers in pedagogy is inadequate. This is because of the ill-preparation of Teacher-trainers/educators in this field and corresponding lack of State and university management facilitation and the relevant educational facilities and resources for conducting this process in Teacher preparation institutions. What has been

established is that this development is a worldwide problem as reported by Biswas (2005), Anees (2015) and Anastasiades (2011).

- The challenges of preparing school teachers and teachers at university in pedagogy are global. They are not unique to Kenya. They are experienced worldwide and, therefore, require collaborative and concerted effort by all stake-holders in Teacher preparation programme to globally manage them efficiently. There is need to share expertise, experience and knowledge and technology on preparation of teachers in pedagogy both at school and university levels through co-operation and collaborations to develop what can be dubbed as "global curriculum in Teacher education programme".

- Issues associated with preparation of teachers in pedagogy are not a new phenomenon in Teacher education programme. They have always existed and they will always occur although with increasing sophistication and intensity because of the dynamic nature of education and society. And these issues are not limited to one or so levels of Teacher education programmes but cut across the whole spectrum of this programme beginning with Primary/Elementary through to university education levels.

- With determination and concerted effort, it is possible to competently prepare and produce good quality teachers in pedagogy at school and university levels in Kenya and elsewhere in the world as anticipated by Bond (2000) and Baine (2004). These personnel are in turn likely, to produce the right caliber of graduates who can facilitate and accelerate the development of modern Kenya and the world at large.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes and presents the adopted procedure in conducting the present study. The chapter describes the preferred philosophical paradigm for this study, the study area/location of the study, research design, the adopted research methodology, study population, sampling techniques, the sample size, the study variables, research instruments, validity and reliability of the research instruments, data collection procedures, data analysis, ethical considerations and the chapter summary. These aspects of the chapter are presented in the order they appear here. Generally, the purpose of this chapter is to highlight the areas that formed the basis of the results and discussions that are presented in chapter four.

3.2 Philosophical Paradigm of the Study

Education by nature is a social issue and dynamic. It originates from and deals with issues from the society. Hence, traditionally, the research activities in education have been largely qualitative. That is, they focus on observation of phenomena, settings and listening to the voices of people to solve the problem at hand. However, with emerging developments in education and society, this trend has drastically changed. The pragmatic claims of knowledge has emerged which is derived from the works of Peirce, James, Mead and Dewey in Cherryholmes (1992), Creswell and Clark (2007) and Creswell (2009). These authorities advocate for mixed methods and approaches in research which involve concurrent use of qualitative and quantitative methods in administration of research. Normally, the pragmatic approach in research responds to two critical questions which are, "what" and "how" concerning the problem under

investigation. The present study adopted the pragmatic philosophical paradigm which required the use of qualitative method (the use of interview and observation schedules) to listen to people and determine the existing situations and the quantitative methods (the use of two sets of questionnaire for collecting and analyzing relevant data) as proposed by Patton (1990) to find solutions to the investigated problem which in the present case was the "preparation of prospective teachers in pedagogy by Faculties/Schools of Education in Kenyan universities."

3.3 Research Design

Research design is usually a plan preferred for conducting a study. There are various research designs available in the market for use in different models of research. Among these research designs are experimental, descriptive research design, survey design, field study design, and library study. The present study adopted the descriptive research design because the focus was on the description of the observed phenomena as they are through the use of qualitative and quantitative methods. The design was used to determine and establish the factors that influence the preparation of prospective teachers in pedagogy by the Faculties/Schools of Education in Kenyan universities. The focus was to determine the causes of the existing relationship and/or differences in the behavior/status of groups of individuals involved in Teacher preparation programme. In other words, the present study was set to identify the main factors that underlie the observed differences between the Teacher preparation programme and the competencies demonstrated by graduate school teachers in the field. In order to determine and establish these factors, quantitative and qualitative methods were used in collecting and analyzing the data. The main interest of this study was to identify the emerging issues in Teacher education that influence the preparation of prospective teachers especially in pedagogy (Bosire, 1995; Kafu, 2010;

Laurillard, 2002). Some of the factors examined in this study were the Teacher education curriculum, the caliber of the Teacher-educators/trainers, the available educational facilities and resources for preparing prospective teachers and the quality of the Teacher-trainees in the Teacher education programmes. These and other related factors play an important role in the development and acquisition of the relevant competencies in pedagogy and, by extension, Teaching profession. Hence determining the quality of the prepared and produced school teachers for Kenya (Lucas, 1968, 1972; Sing, 2012).

3.4 Study Area/Location of the Study

The present study was set and conducted in four selected Kenyan Universities. These institutions were Kenyatta University in Nairobi, Egerton University in Nakuru County, the University of Eastern Africa, Baraton (U.E.A.B.) in Nandi County, and the Catholic University of Eastern Africa (C.U.E.A.) in Nairobi. These institutions were characterized according to their status whether public or private, the age or period of their establishment (Old or Young), location (urban-based or rural-based) and the size of the institution (large or small) in terms of student-population and the academic programmes offered (nature and quantity).

Among the selected universities for this study, Kenyatta University and Egerton University were characterized as Public institutions and also the biggest in size when compared to the other two institutions, Catholic University of Eastern Africa and University of Eastern Africa Baraton. They had student- population of over twenty five thousand students and running over one hundred academic programmes, However, the University of Eastern Africa at Baraton (U.E.A.B.) and the Catholic University of Eastern Africa (C.U.E.A.) in Nairobi were private institutions and small

in size in terms of student enrolment and the academic programmes on offer. Each of these two institutions had student-population of less than ten thousand and offering about fifty academic programmes only. Besides, with respect to the establishment of the selected universities for this study, the University of Eastern Africa at Baraton (U.E.A.B.) is the oldest having been established in 1984 followed by Kenyatta University and Egerton University in 1986 and then the Catholic University of Eastern Africa (C.U.E.A.) in Nairobi in 1999.

In the case of the location of the selected universities, Kenyatta University and the Catholic University of Eastern Africa (C.U.E.A.) are located in Nairobi city. Hence, they are urban-based institutions. But Egerton University, Njoro, in Nakuru County and the University of Eastern Africa, Baraton in Nandi County are rural-based institutions. (Appendix 1).

3.5 Research Methodology

Being a study based on pragmatic philosophical paradigm, mixed methods of research were preferred. That is, qualitative and quantitative methods and approaches were used to collect the required information/data from the established subjects. This involved using interview schedule to interact with the subjects and listen to the voices of these subjects in order to obtain the sought information. In addition, observation schedule/guide was used to determine the phenomena of interest in their natural settings. The main focus in this respect was on all infrastructure and documents especially brochures in the Faculties/Schools of Education. This facilitated the comparison between the information gathered through the interview schedule and the observed phenomena. The two research instruments provided the opportunity for use of qualitative method and/or approach in this study. On the other hand, two sets of

questionnaire were designed and used to collect information from a relatively large and diverse constituency (students and lecturers). The data so gathered on these two instruments, lecturers and students/sets of questionnaire was collated and analyzed and the results obtained informed the discussions in chapter four of this thesis and the recommendations of the study in chapter five. The development of these instrument and conduct of document analysis was done after obtaining the research permit. Generally, the qualitative and quantitative methods used in this study attempted to provide the solution to the observed deficiency in preparing prospective teachers in pedagogy in Kenyan universities. The obtained and analyzed information will provide answers to the question raised by Ole Katitia (2015) on "which way forward for preparation of teachers in Kenya in the 21st century."

3.6 The Study Population

Study population is normally "any group of individuals, objectives or subjects that have one or more characteristics in common that are of interest to the researcher" (Best and Khan, 1993). But Gay and Airasian (2000:122) define a target population as "the population that the researcher would ideally like to generalize to." In this respect, the study population for the present study comprised four (4) Public and Private universities in Kenya in selected Kenyan Universities, four (4) Faculties/Schools of Education offering Teacher education programme, four (4) Deans of Faculties/Schools of Education and four (4) Heads of Department and eighty five (85) lecturers in the Faculties/Schools of Education and one thousand one hundred and ten (1110) fourth year students in the Faculties/Schools of Education. It was from this study population that the desired and manageable sample for the study was drawn. All these subjects had one common factor which was association with university education in general and teacher education in particular.

3.7 Sample Size and Sampling Procedures

Wersma (2000: 264) says a sample is a "sub-set of the population to which the researcher intends to generalize the results." There are various suggestions regarding the appropriate size of the sample. For example Gay and Airasian (2000) suggest 269 for a population of 900, Kangethe et al (2009) and Kothari (2004) recommend a sample size of ten percent (10%) of the target population. This was the adopted sampling technique to obtain the sample size for the present study. However, Gay and Airasian (2000:140) suggest that simple random sample is the best way of obtaining a representative sample. The present study adopted the ten percent (10%) recommendation of Kangethe et al (2009) and Kothari (2004) to arrive at the desired size of four Public and Private universities that were first purposely selected to get the four universities, Deans and heads of Department for the present study because of their characteristics. One each Deans of Faculties/School of Education and Heads of Department of curriculum and instruction/Educational communication Technology from the selected universities were used in the present study.

Deans of Faculties/Schools of Education and Heads of Department were specifically selected to provide the essential information concerning the management of their respective units and the development and administration of various degree programmes in these units. The information of interest included details about the degree programmes offered, variety and quality of these programmes and the challenges of managing these programmes. In the case of Lecturers, three sampling techniques were used to obtain the required sample of eighty five. First was the stratified sampling technique to categorize lectures according to the degree programmes they teach in their respective universities and then their sex. Thereafter, the proportionate sampling technique was used to ensure that the selected sample is

representative of the lecturer population in the various degree programmes. And finally, simple random sampling technique was used to obtain the eighty five (85) lecturers who participated in the study.

The same sampling techniques (stratified, proportionate and simple random sampling) was used to obtain the sample of one thousand, one hundred and ten (1,110) fourth year students pursuing degree programmes in education in the Faculties/Schools of Education in the selected universities in Kenya. Consequently, the total sample for the present study was four universities (two public and two private), four Deans of Faculties/Schools of Education and four Heads of Department of curriculum and Instruction (C.I) or Educational Communication and Technology (ECT), eighty five lecturers and one thousand, one hundred and ten students as presented in the Frame/Table 3.1.

Table 3.1: Research Sample Selection/Frame of the Sample Size

Categories of Selected Subjects	Target/Study Population	Selected Sample
Public Universities	24	2(8.33)
Private Universities	28	2(7.14)
Faculties/School of Education	22	4(18.18)
Deans	22	4(18.18)
Heads of Department	22	4(18.18)
Lecturers	392	85(21.68)
Students	2,086	1,110(52.73)
Total	**2,596**	**1,201(46.26)**

3.8 Research Instruments

Since this study was based on pragmatic philosophical paradigm which uses mixed (qualitative and quantitative) methods of research, a variety of research instruments

/tools were designed and used namely, sets of questionnaire, interview and observation schedules/guides and document analysis as a form of data collection. In the case of qualitative methods, interview schedule, observation and document analysis were used to establish the required information on degree programmes, administration of assessments, students' enrolments, staff levels, quality and quantity of the available educational facilities and resources. The collected information through these interactions was intended to augment that gathered using questionnaire instruments. However, two sets of questionnaire, one each for the lecturers and students respectively, were used in the quantitative method to collect specified spectrum of information about the structure and administration of degree programmes in the Faculties/Schools of Education in Kenyan universities, nature and scope of the existing Teacher preparation programmes, commonly conducted practices in the administration of these programmes in Kenyan universities, the development and administration of the required educational facilities and resources for conducting Teacher preparation programmes, management of Faculties/Schools of Education in Kenyan universities and the general comments about the preparation of prospective teachers in pedagogy in Kenyan universities. Each of the stated, designed and developed research instruments used in this study is briefly described herein below.

3.8.1 Questionnaire

An introduction letter (Appendix 2) was written to the respondents to accompany the two sets of questionnaires. Two sets of questionnaire, one each for the students (Appendix 3) and lecturers (Appendix 4) respectively, were designed, developed and used to collect data on a wide range of aspects of the conducted study. These instruments were structured in form and comprised the bio-data/personal information/details and the main body of the instruments sections. The latter section

sought information on the nature and scope of the administered Teacher education programme in Kenyan universities, the practice of this programme in these institutions, the required educational facilities and resources, organization and administration of Teaching Practice exercise, assessment procedures used in the Teacher preparation programme in the Faculties/Schools of Education in Kenyan universities and the over-view/general comments about the administration of the programme in Kenyan universities. These instruments were organized and administered by the researcher though their development was facilitated by the university appointed supervisors. To promote the quality of these tools, a pilot study was conducted in Moi University in Uasin Gishu County and Daystar University in Nairobi to validate them. Apart from those items focusing on bio-data, the two instruments had a total of fifty one (51) items-twenty two (22) in the students' questionnaire and twenty nine (29) items in the questionnaire for lectures. The purpose of these instruments was to capture a wide range of factors that influence the preparation of prospective teachers in pedagogy in Kenyan universities.

3.8.2 Interview Schedule

The interview schedule was designed, developed and administered to Deans of Faculties/Schools of Education and Heads of Departments of Curriculum and Instruction/Educational Communication and Technology. This tool was designed to seek similar information as that captured in the questionnaire though the main purpose of using it was to augment the information collected in the questionnaire but seeking clarification. It was intended to provide in-depth information, clarity and enrich the required information since its administration involved face to face interactions between the researcher and respondents. The main body of this schedule/guide had a total of seven (7) items (Appendix 5).

3.8.3 Observation Schedule

This instrument was designed and developed to determine and establish the availability, quantity, quality/condition/state, relevancy and considered comments about each of the indicated or stated items in the instruments in relation to preparation of prospective teachers in pedagogy in Kenyan universities. The required items were Deans and Heads' of Department offices, lecture rooms/halls, amphitheatres, laboratories/workshops, playfields, demonstration rooms, exhibition/display rooms, Learning Resource Centres, computer-related facilities, university brochures and course books in pedagogy.

The observation schedule comprised six (6) vertical columns containing the following information starting from the left hand, an indication of the required items, their availability for use, quantity, quality/state/condition of the available items, relevancy of the available items for preparing teachers in pedagogy and then the researcher's comments about these items in respect to preparation of school teachers respectively. Each Faculties/Schools of Education was observed separately.

3.8.4 Document Analysis

This method was used to study, investigate and establish the existing documents on various offered degree programmes, enrolment of students, staffing, past examination papers in professional studies and any other related documentation systems used by Faculties/Schools of Education selected Kenyan universities that were facilitative to preparation of prospective teachers in pedagogy in Kenyan Universities. This is a form of data collection strategy. Of great interest was the examination of the degree brochures to determine the placement and emphasis of pedagogy. This information augmented that collected using the sets of questionnaire, interview and observation

schedules respectively. This process was meant to ascertain the development and maintenance of documentation required for efficient preparation of prospective teachers in pedagogy and by extension, teaching profession (Appendix 7).

3.8.5 Pilot Study

The designed pilot study was conducted in Moi University, a Public and rural-based institution and Daystar University which is a Private and urban-based institution in Nairobi. Two (2) Deans of Faculty/School of Education, two (2) Heads of Department of Curriculum, Instruction and Educational Media/Under-Graduate Studies, six (6) lecturers from these two Departments and twenty (20) students were selected for this pilot study. The two Deans and two Heads of Department were subjected to interview sessions while the six lecturers and twenty students were subjected to the two sets of questionnaire for lecturers and students. Document analysis was conducted on the documents cited elsewhere above and the observation was conducted as described above. The obtained data was subjected to Pearson correlation coefficient, the average obtained value was 0.72. Consequently, these instruments were considered valid and acceptable for use in the main research.

3.8.6 Validity of the Instruments

Three forms of validity of the designed and developed instruments for this study were conducted. These were face validity which normally, refers to "the degree to which an instrument appears to measure what it claims to measure" (Gay and Airasia, 2000:164). This validity was used in this study to determine and establish the correctness of the designed and developed research instruments. Content validity is normally used to establish to what degree the designed instrument measures an intended content area. In this study, content validity used to determine whether the

designed items were relevant and focused on the expected content as suggested by (Gay and Airasia, 2000:163). This was done by consulting the subject specialists in the Department of Curriculum, Instruction and Educational Media and the university appointed supervisors. In the case of construct validity which focuses on the design of the research instruments, it was used to determine and establish the perfectness of the designed instruments. This was by consulting experienced researchers, specialist research instrument design and statisticians in education research in the university.

The purpose of validation of the research instruments was to ensure these tools measure whatever they were supposed to measure and, provide accurate, relevant and reliable data/information. A pilot study was designed and conducted in two universities, one Public and the other Private to validate the instruments. These two institutions were Moi University (Public and rural-based) in Uasin Gishu county and Daystar (Private and Urban-based) in Nairobi.

3.8.7 Reliability of the Research Instruments

Normally, reliability of the research instruments refers to "the degree to which an instrument consistently measures whatever it is supposed to measure (Gay and Airasia, 2000:169).In other words, reliability is the consistency that a designed and developed instrument demonstrates when applied repeatedly to a situation under similar conditions (Kerlinger, 1973). In the present study the test-re-test method was employed and the obtained data was subjected to Pearson Moment Statistical analysis and the value of 0.7 was obtained. Therefore, the designed instruments were deemed and considered reliable for use in the present study.

3.8.8 Data Collection Procedures

The designed and developed research instruments for collecting the required data were administered in four stages. In the first stage, the two sets of questionnaire were administered by the researcher to eighty five (85) lecturers and one thousand, one hundred and ten (1,110) students in the four selected universities. In the second stage, interviews were conducted with four (4) Deans of the Faculties/Schools of Education and four (4) Heads of Departments of Curriculum and Instruction/Educational Communication Technology. This was then followed by conducting purposeful observation to determine and establish the sought information on certain items of interest in the Faculties/Schools of Education in the selected Kenyan universities. And in the last final stage, the researcher sought and obtained the identified documents to be analyzed and then obtained information was intended to augment, bolster and /or enrich the information obtained from the other stated instruments. At all these stages, the researcher had to seek permission from the authorities concerned to conduct this research. The researcher was issued with an introduction letter to NACOSTI by the Dean, School of Education, Moi University (Appendix 8). The authority/permission to conduct the study was later sought from the National Commission for Science, Technology and Innovation (NACOSTI), Ministry of Education which issued the research permit (Appendix 9).

On obtaining the research permit, the researcher wrote letters through the Deans of School/Faculties of Education of the selected universities to the relevant Vice-Chancellors seeking permission to conduct research in their institutions, (Appendix 10). These were Vice-Chancellors of Kenyatta University, the Catholic University of Eastern Africa in Nairobi, Egerton University, Njoro and University of Eastern Africa, Baraton. Besides, the researcher also wrote letters to the relevant Deans and

Heads of Departments in these selected universities seeking permission to conduct research in their units (Appendix 11). Luckily, all these authorities gave consent to conduct the present study in their institutions and units (Faculties/Schools of Education and Departments) respectively.

3.8.9 Data Analysis

The data collected using the designed and developed research instruments was collated and then analyzed using mainly basic/descriptive statistics to obtain totals, percentages, standard deviations, means and medians. This statistical analysis was used to obtain the proportions that were the basis of the discussion of results in chapter four of this thesis. The collected and collated data was subjected to the Statistical Package for the Social Sciences (SPSS) analysis.

The basic/descriptive statistics were used to describe and summarize the data collected in the form of tabulations and graphic presentations and other features generated from the descriptive statistical analysis. These results are what informed the presentations and discussions in chapter four and conclusions and recommendations in chapter five.

3.9 Ethical Considerations

Ethical issues considered and observed in this study included obtaining research permit to conduct the research in the four selected Kenyan universities and consent from relevant authorities in these institutions to conduct the study in their institutions and also consent from the subjects to participate in the study. The purpose of the study was clearly explained to the subjects and they were also assured of the confidentiality of the information they provided in the research. The subjects were also assured that the information obtained from the study will be shared with them and other interested

parties through established channels like publications, learned forums such as conferences/seminars/symposia. Besides, the developed schedules/routines were strictly adhered to by the researcher which in turn facilitated efficient management of administration of the research instruments. Finally, the researcher strived to develop and establish good working relationship between her and the institutional authorities and the research subjects. These ethical considerations made the administration of this study respectable, creditable and enjoyable activity to participate in.

3.10 Summary

This chapter provides and adequately describes the preferred approach, methods, and procedures that were adopted and used in conducting this study. Various aspects of the chapter are clearly out-lined and discussed, systematically arranged, developed and discussed for the purpose of applying them to chapter four and five respectively. Hence the purpose of the chapter was realized.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents results of the study conducted in the preparation of school teachers in pedagogy in Kenyan Public and Private Universities. The results are based on the analysis of data collected using two sets of questionnaire for lecturers and students respectively and the interview schedule for Deans of Faculties/Schools of Education and Heads of Department as well as observation schedule. These instruments comprised three main parts namely, bio-data/personal details, common items applicable to all subjects/respondents and the main body of these instruments. The analysis shows that students' questionnaire had a total of twenty-seven (27) items while the lecturers' questionnaire had twenty-nine (29) items but the interview schedule for Deans and Heads of Departments had only seventeen (17) items. Further scrutiny of the items established that these instruments had eight (8) items considered common to all. These were items seeking information on institutions; the location, type, size and age of these institutions and selected respondent profiles.

The bio-data/personal details of respondents' items focused on the sex and age of respondents, duration of Teacher preparation programme and details of the institutions of affiliation. In the case of students-respondents, there were items seeking information on their performance in secondary school leaving examinations also known as Kenya Certificate of Secondary Education (KCSE) and university degree preferences or choices. Further, there were items in the students' questionnaire seeking information on teaching subject combinations, total number of course units

taken at university level in the year of study and the degree programmes pursued in education at the university. But in the case of lecturers additional items in the bio-data were designed and included seeking information on their academic and professional qualifications, institutions of their professional training and the duration they have been preparing school teachers at university level. As for Deans of Schools/Faculties of Education and Heads of Department there were items in the interview schedule seeking information on how they were appointed in these positions and the duration they have served in these same positions.

The composition of items in the main body of the three instruments used to collect data in this study varied widely. These items were derived from the six sub-sections of the problem selected for the study namely, nature of Teacher preparation programme, the educational facilities and resources for preparing prospective teachers in pedagogy at university level, Teaching Practice exercise as special programme in the Teacher Preparation programme, assessments used in the Teacher preparation programme, preparation of prospective teachers and then the considered general comments/observations about the Teacher education programme by respondents. In general, there were one hundred and twenty-seven (127) items across the four instruments designed and developed to collect the required information on the above seven stated sub-themes of the study. Lecturers' questionnaire had the largest number of items, forty (40) altogether. This was followed closely by the students' questionnaire which had a total of thirty-four (34) items. The interview schedule and observation schedule had between them a total of thirty-nine (39) items though the Deans and Heads of Department had the least stated items, fourteen (14) only but with probing questions, this figure could be higher. Hence the total number of items was found to be one hundred and twenty-seven (127). In terms of common items between

and among the instruments used in this study, there were twenty one (21) items between lecturers' and students' questionnaire and observation schedule and only fifteen (15) items between lecturers' questionnaire, observation schedule and Deans/Heads of Department interview schedule. Generally, there were only twenty-five (25) common items across the four research instruments. Table 4.1 presents the distribution of the designed and used items in the study.

Table 4.1: Distribution of Items in the Questionnaire, Interview Guide and Observation Schedule

| Sub-Themes/Sections | Research Instruments | | | | | |
| | Questionnaire | | Interview | | | |
	Students	Lecturers	Deans & Heads of Department	Observation Schedule	Total	Common Items
1. Bio-data	7	6	6	19	38	6*
2. Nature & Scope of Teacher Education Programme	3	3	1	-	7	1*
3. Practice of Teacher Preparation Programme	7	13	3	-	23	4* 1+
4. Facilities & Resources	8	9	3	16	36	2* 5+
5. Teaching Practice Exercises	3	2	0		5	2*
6. Assessments in Teacher Preparation Programme	2	3	0	1		4*
7. General Comments about the Programme	4	4	1	3	12	0
Total	**34**	**40**	**14**	**39**	**127**	**19*** **6+**

Source: **Field data, 2015.**

Key:

+ Common items in the 3 sets of questionnaire, interview guide and observation schedule

* Common items in the 2 sets of questionnaire

The preferred approach of presentation and subsequent discussion of the results of this study is to systematically present them according to the themes and sub-themes of the study. The main themes are bio-data and the sub-themes captured under the main body of the research instruments. The first presentation focuses on the information gathered from bio-data section that had ten items as presented herein below. This presentation is then followed by the curriculum-related issues and general comments on administration of Teacher preparation programme in Kenyan universities respectively. It is important to note that all the figures presented in brackets in this chapter are percentages.

4.2 Bio-Data/Information Details About Respondents or Subjects

This section of the chapter presents the results of the data collected from lecturers, students, Heads of Department and Deans of Faculties/Schools-respondents on their personal details, details of their institutions (universities) of affiliation. This information is derived from thirty eight items covering sex, age, academic and professional qualifications, duration of preparing prospective teachers in pedagogy, institutions of training for Deans/Heads of Department/Lecturers, duration of holding the present positions of responsibility, performance of student-respondents in KCSE, student-respondents' degree choices/preferences at university level, the present degree programme pursued by students in education at university, total number of course units being taken by students over the four years of study in the Faculty/School of

Education and the present mode of appointing Deans of Faculties/Schools of Education and Heads of Department in respective universities. Besides, this section sought information/details about the respondents' institutions (universities) of affiliation. The obtained information is presented and briefly discussed based on the research objectives and reviewed literature.

The analysis of the obtained data from the four instruments reveals that the respondents were drawn, two each Public and Private respectively from the selected universities in Kenya. These institutions are Kenyatta University in Nairobi County and Egerton University in Nakuru County which are Public while the Catholic University of Eastern Africa (CUEA) in Nairobi County and University of Eastern Africa Baraton in Nandi County which are both Private institutions. Further analysis shows that Kenyatta University is the largest institution of the selected institutions for the study with a student population of more than sixty thousand. The next largest institution is Egerton University with student population of between twenty and thirty thousands. The third largest university is Catholic University of Eastern Africa with student population of fifteen to twenty five thousands. The smallest institution among the selected universities for the present study is the University of Eastern Africa Baraton, with student population of between ten and fifteen thousands. On the basis of the sizes of the selected universities for the study, the distribution of the sample for the study was 330(30) student-respondents drawn from Kenyatta University, 286(26) from Egerton University, 263(23.9) from the Catholic University of Eastern Africa and 221(20.1) from University of Eastern Africa Baraton. Giving a total student sample size of 1110. However, the lecturer sample size was 85 spread as follows" Kenyatta University, 30(35), Egerton University, 23(27), Catholic University of Eastern Africa, 20(24) and University of Eastern Africa Baraton, 12(14). The sample

size for Deans of Faculties/Schools of education and Heads of Department were four for each category each respectively.

The analysis of the gathered data on the date of establishment of the selected universities for this study established that University of Eastern Africa Baraton is the oldest university having been established in 1981, this was followed by Kenyatta University that was established in 1986, then Egerton University in 1987 and the Catholic University of Eastern Africa in Nairobi in 1992. There was need also to establish the backgrounds of these institutions in Teacher Education programme. The two Private universities, The University of Eastern Africa Baraton and the Catholic University of Eastern Africa (CUEA) in Nairobi were initially established as theological institutions while Egerton University was formerly a middle level agricultural institution offering Certificate and Diploma training in agriculture. However, Kenyatta University was established as a Constituent College of the University of Nairobi in 1972 mainly to prepare and produce teachers. From this analysis, Kenyatta University is the oldest Post-primary Teacher Preparation institution in Kenya. Consequently, Kenyatta University has a head-start in experience of preparing teachers over the other three universities selected for this study.

The analysis of the personal information of the subjects was based on sex, age, duration/period of preparing school teachers and the positions held in the management of Teacher Education programme at the university level, and in the case of students, the focus was also on the performance in KCSE examinations, degree choices/preferences and persued degrees in education at university, the offered Teaching subject combinations and the total number of course units taken by students during the four academic years of study. The results obtained from the analysis are fascinating as demonstrated herein below. The first presentation is results yielded on

the sex of the respondents. The analysis of the relevant items reveals that all the Deans of Faculties/Schools of Education were male while in the case of Heads of Department, there were three (75) male and one (25) female. However, in the case students, there were 473(43) male and 627(57) female-respondents. Two important issues emerge from this observation, one there is dominance of males in the Deans, Heads of Department (HoD's) and lecturers which establishes the practice in administration of education in Kenya till the mid-seventies as observed by the Ominde education commission of 1965 (Ominde, 1965). But among the students, the reverse seems to be the case. There were more female students than their counterpart males. This probably is as a result of the affirmative action in education for the girl child introduced in 1978 (Sessional Paper number 3) on the basis of the UNESCO declaration of 1978 (UNESCO, 1978). This policy has resulted in a sharp increase in the representation of women not only in education but all sectors of the economy in Kenya (Daily Nation, March 1981-Economic Survey Magazine). There is greater visibility of women in public life than hitherto. Table 4.2 presents the stated details.

Table 4.2: Distribution of Respondents by Location, Category and Sex

	Deans		Heads of Department		Lecturers		Students		
Location	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
Urban	2	0	2	0	40	13	323	312	692
	(50)		(50)		(61.54)	(65)	(56.37)	(59.2)	(58.01)
Rural	2	0	1	1	25	7	250	215	501
	(50)		(25)	(25)	(38.46)	(35)	(43.63)	(40.8)	(41.99)
Total	**4**	**0**	**3**	**1**	**65**	**20**	**573**	**527**	**1193**
	(0.34)		**(0.25)**	**(0.08)**	**(5.45)**	**(1.68)**	**(44.17)**		

Source: **Field data, 2015.**

On the age of the subjects, the analysis demonstrates that all the four Deans are within the age bracket of 46-55 which is the appropriate age of holding such demanding positions with great responsibilities. At this age, it is assumed the individual is mature, experienced in life and can make reliable decisions. The same observation was made or noted for Heads of Department (HoD's) where 2(50) were within the age bracket of 46-55, 1(25) was in age bracket of 36-45 and the other 1(25) were within the age range of 25-35 years. The youngest (youthful) Head of department within the age bracket of 25-35 years was found in a Private university. This would be a demonstration of the shortage of mature and experienced staff in Private university institutions. But in the case of Lecturers, there was a fairly well distribution in the age brackets between 25 to over 65 years as shown in Table 4.3. Those in age bracket of 25-35 years were 3(5.5) male and 2(10) female; 36-45 years, 7(10.8) male and 3(15) female; 46-55 years, 10(15.4) male and 3(15) female; 56-65 years, 19(29.2) male and 8(40) female and over/above 65 years, 26(40) male and 4(20) female. If it is assumed that all those Teacher-educators/trainers involved in Teacher preparation programme are well trained and qualified individuals, then the preparation of prospective teachers in pedagogy in Kenyan universities is adequate enough since the majority (82.4) of the Teacher-educators/trainers are within the age bracket of 46 to over 65 years. During this age bracket the individuals are expected to be mature and experienced enough in Teacher education programme to prepare prospective teachers for teaching profession. However, the results show that on average, the students are within the age bracket of 19-35 years distributed as follows: 19-24 years, 275(25) male and 480(43.64) female and 25-35 years, 198(18) male and 147(13.36) female. This is the normal university student age- bracket in Kenyan universities though those in age

bracket of 25-35 years are mainly mature entrants students who come in as Privately Sponsored Students (PSSP) cohorts.

Table 4.3: Distribution of Respondents by Age, Category and Sex

Age Bracket (Yrs.)	Deans		Heads of Department		Lecturers		Students		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
19-24	-	-	-	-	-	-	275 (58.14)	480 (76.56)	755 (63.29)
25-35	-	-		1 (100)	3 (4.62)	2 (10.0)	198 (41.86)	147 (23.44)	351 (29.42)
36-45		0	1 (33.33)	-	7 (10.77)	3 (15.0)	-	-	11 (0.92)
46-55	4 (100)	0	2 (66.67)		10 (15.39)	3 (15.0)	-	-	19 (1.59)
56-65	-	-	-	-	19 (29.23)	8 (40.0)	-	-	27 (2.26)
Over 65	-	-	-	-	26 (40.0)	4 (20.0)	-	-	30 (2.52)
Total	4 (0.34)	-	3 (0.25)	1 (0.08)	65 (5.45)	20 (1.68)	473 (39.65)	627 (52.56)	1193

Source: **Field data, 2015.**

The analysis of the item on the location of the subjects, established that 702(58.9) students were drawn from urban-based institutions while 491(41.1) came from the rural-based institutions. Further analysis on the basis of the category and sex of these subjects yielded the following results: Deans who were mainly male were evenly distributed in location-2(50) each from urban and rural-based settings: Heads of Department 2(50) male were drawn from urban-based and 1(25) female as was 1(25)

other female from rural-based institutions. However, 40(61.54) male and 13(65) female lecturers came from urban-based institutions while 25 (38.46) male and 7(35) female lecturers were drawn from rural-based institutions. In the case of students, 240(50.74) male and 405(64.59) female came from urban-based institutions while 233(49.26) male and 222(35.41) female were drawn from rural-based institutions. The details are presented in table 4:4

Table 4.4: Distribution of Respondents in Location of Institutions on the basis of the Category and Sex

	Deans		Heads of Department		Lecturers		Students		
Location	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
Urban	2 (50)	0	2 (50)	0	40 (61.54)	13 (65)	240 (50.74)	405 (64.59)	702 (58.84)
Rural	2 (50)	0	1 (25)	1 (25)	25 (38.48)	7 (35)	233 (49.26)	222 (35.41)	491 (41.16)
Total	**4** **(0.34)**	**0**	**3** **(0.25)**	**1** **(0.08)**	**65** **(5.45)**	**20** **(1.67)**	**473** **(39.65)**	**627** **(52.56)**	**1193** **(100)**

Source: **Field data, 2015.**

On the duration/period/experience the Deans, Heads of Department and Lecturers have served in their respective positions as Teacher-educators, the analysis of the relevant item reveals that the majority (82.8) of them have been Teacher-educators/trainers for a period between one year to thirty years. The detailed analysis shows that 4(4.5) male Deans, 3(3.4) male and 1(1.1) female Heads of Department and 60(68.2) male and 20(21.51) female Lecturers have been serving in Teacher

education institutions within the stated duration of 1-30 years. However, 5(5.3) male

Lecturers have done so for over thirty years as shown in Table 4.5. Consequently this

implies that Faculties/Schools of Education in Kenyan universities have seasoned or

well experienced staff who should be able prepare and produce quality school

teachers in pedagogy for Kenyan education system. The frequently raised concern

about the quality of the present crop of school teachers in Kenya may be explained by

other factors other than the duration of Teacher-educators/trainers in preparing these

school teachers (Bosire, 1995; Yates, 1970). Table 4.5 summarizes this presentation.

Table 4.5: Respondents Duration (Years) of Preparing Prospective Teachers in

Kenyan Universities

	Deans		Heads of Department		Lecturers		
Duration(Yrs.) of Training Teachers	Male	Female	Male	Female	Male	Female	Grand Total
1-10	0	0	0	1(25)	15(23.08)	5(25)	21(22.58)
11-20	2(50)	0	2(50)	0	30(46.15)	10(50)	44(47.31)
21-30	2(50)	0	1(25)	0	15(23.08)	5(25)	23(24.73)
Over 30	0	0	0	0	5(7.69)	0	5(5.38)
Total	**4(4.3)**	**0**	**3(8.23)**	**1(1.08)**	**65(69.89)**	**20(21.51)**	**93**

Source: **Field data, 2015.**

In order for Teacher-educators/trainers to manage Teacher Preparation programme

efficiently and effectively, they must be well trained and qualified. This requires that

they undergo proper preparation in Teacher education programme. Consequently, this

study was interested in establishing the academic and professional qualifications of

Deans, Head of Department and Lecturers from the selected universities. The analysis

of the data collected on the designed item indicates that a reasonably large proportion of them (47.31) were holders of Doctoral degrees in various aspects of education.

Specific analysis of the item on the qualifications of the lecturer-respondents provides the following breakdown: 37(75.51) male and 11(24.49) female respondents were holders of Masters Degrees in education while 38(77.27) male and 10(22.73) female had Doctoral degree qualifications. This observation demonstrates that currently, Teacher education is managed by well trained and qualified professionals in education but NOT in Teacher education as averred elsewhere above which is the main concern of Anees (2015) when discussing the quality of Teacher education in India. Therefore, the concern raised about the quality of the graduates from Teacher Preparation programme is related to the professional quality of Teacher-educators who are not professionals in Teacher education. Generally, the process by which school teachers are prepared is the subject of political discussion in many countries around the world as indicated by Ingersoll (2007), reflecting both the value attached by societies and cultures to the preparation of young people for life, and the fact that education systems consume significant resources.

Table 4.6: Academic/Professional Qualifications of Respondents

Academic/ Professional Qualifications	Deans		Heads of Department		Lecturers		
	Male	Female	Male	Female	Male	Female	Grand Total
Master's Degree	0	0	0	1	37	11	49
	0	0	0	(50)	(56.92)	(55)	(52.69)
Doctoral Degree	4	0	2	1	28	9	44
	(100)	0	(100)	(50)	(43.08)	(45)	(47.31)
	4	**0**	**2**	**2**	**65**	**20**	
Total	**(4.3)**		**(2.15)**	**(2.15)**	**(69.88)**	**(21.51)**	**93**

Source: **Field data, 2015.**

Institutions that prepare individuals in Teacher education are crucial in determining the quality of future Teacher-educators/trainers. Consequently, an item was designed and included in the Lecturers' questionnaire and Deans/Heads of Department interview schedule to establish the Teacher Preparation institutions these individuals were prepared in. The analysis of this item reveals that they are trainees of Makerere University in Uganda, University of Nairobi, Kenyatta, Moi and Maseno universities in Kenya and a few from other places in the world. The detailed analysis shows that 1(25) male Dean and 4(6.15) male Lecturers had trained in Makerere University, Kampala; 1(25) male Dean, 1(33.33) male Head of Department and 9(13.85) male Lecturers and 3(15) female Lecturers had trained in the University of Nairobi; 2(50) male Deans, 1(33.33) male Head of Department and 20(30.77) male Lecturers and 6(30) female Lecturers trained in Kenyatta University; 1(33.33) male Head of Department, 23(35.39) male Lecturers and 6(30) female Lecturers trained in Moi

University; 2(3.08) male Lecturers from Maseno University while 1(100) female Head of Department and 7(10.77) male Lecturers and 5(25) female Lecturers had trained elsewhere in the world. These results demonstrate one major shortcoming of Teacher Preparation programme in Kenya. There is variety in the backgrounds of the serving Teacher-educators in their preparation in Teacher education. A large proportion (80.65) of Teacher-educators/trainers is locally trained personnel. Therefore these Teacher-educators have limited exposures to bring about meaningful change in the rapidly evolving Teacher Education programme (Anees, 2015). As a matter of fact, there is a lot of in-breeding in the development and administration of this programme as demonstrated by their recruitment (Bosire, 1995). Kenyatta University is the product of the University of Nairobi as Maseno University is a product of Moi University. Of the 75(80.65) identified Teachers-educators/trainers as locally trained, they were spread across the four selected universities for the present study. In such a situation, limited creativity, innovations and new ideas or perspectives are expected in administration of Teacher Preparation programme. This is the main concern expressed by educators about the quality of Teacher Education programme in this country (Kafu, 2012; Aubusson and Schuck, 2012)). Consequently, there is need to enrich this programme by internationalizing staffing and embracing co-operation and collaborations through staff ex-change programmes locally and externally to facilitate the required capacity-building in Teacher education programme at university level in Kenya. The discussed details are presented in Table 4.7.

Table 4.7: Respondents' Teacher Preparation Institutions

	Deans		Heads of Department		Lecturers		
Training Institution	Male	Female	Male	Female	Male	Female	Grand Total
Makerere University	1	0	0	0	4 (6.15)	0	5(5.38)
University of Nairobi	1	0	1 (33.33)	0	9 (13.85)	3 (15)	14 (15.05)
Kenyatta University	2 (50)	0	1 (33.33)	0	20 (30.77)	6 (30)	29 (31.18)
Moi University	0	0	1 (33.33)	0	23 (35.39)	6 (30)	30 (32.26)
Maseno University	0	0	0	0	2(3.08)	0	2 (2.15)
Others	0	0	0	1 (100)	7 (10.77)	5 (25)	13 (13.98)
Total	**4 (4.3)**	**0**	**3 (3.23)**	**1 (1.08)**	**65 (69.89)**	**0(21.51)**	**93**

Source: Field data, 2015.

Leadership in any institution/organization is the determining factor in the quality of performance of such a facility. This is true of the management of Faculties/Schools of Education. It was in this premise that an item was designed and included in the interview schedule for Deans and Heads of Department to establish how they were appointed in these positions in the selected universities. The analysis of data collected on this item

(appointment of Managers of Faculties/Schools of Education) shows that only 1(25) male Dean was elected but the other 3(75) all male Deans were appointed through newly introduced procedure which involved internal advertisement of the position of Deans, interviews and appointment by the University Councils. However, all the Heads of Department were duly identified, selected and appointed by the University Management from amongst the qualified lecturers in their respective institutions.

The election of Deans of Faculties/Schools of Education has been a new and contentious development in appointment of Deans as managers of academic units in Kenyan universities. Their appointment has traditionally been like that described for Heads of Department above. The newly adopted practice was a big departure brought about through the University Academic Staff Union (UASU) agitation in the late 1990's. However, the new practice soon became controversial. It was soon to be established that the practice was introducing into management of academic /professional units activism, inexperienced personnel and promoted ethnicity and/ or tribalism and tended to divide rather than unify academic staff in the Kenyan universities. But after the hard experience of the University of Nairobi in early 2000's, the University Councils and Vice-Chancellors' committee decided to re-introduce the appointment of Deans by the University Councils. The hope has been, through newly introduced practice of appointment of Deans there will be a likelihood of competent individuals being appointed to promote the quality of academic/professional developments in their Faculties/Schools of Education. The consequence of this new practice has witnessed the appointment of relatively qualified, experienced and mature persons in the positions of Dean of Faculties /Schools of Education in Kenya. The analysis of data collected on the views of lecturers on the appointment of Deans of Faculties/Schools of Education and Heads of

Department shows that the majority of them, 60(70.6), preferred election procedure while 10(11.8) were for the appointment by the University Management and the rest, 15(19.6) supported the newly introduced practice of appointments through interviews. Interestingly, the lecturers from the Public universities overwhelmingly (92) were for election of Deans. According to them, it is their democratic right to elect leaders (Deans) of their choice. However, appointment of Deans and Heads of Department is widely practiced in Africa and other universities elsewhere in the world as reported by Mbeseha (2014). This is because of the highly centralized adopted structure of administration in these institutions. The discussed details are presented in Table 4.8.

Table 4.8: Mode of Appointment of Managers of Faculties/Schools of Education in Kenyan Universities

Mode of Appointment	In Use Practice Deans Male	Female	Heads of Department Male	Female	Preferred Lecturers Male	Female	Grand Total
Election Management	1(25)	0	0	0	48(73.85)	12(60)	61(65.59)
Appointment Council	0	0	3(100)	1(100)	7(10.77)	3(15)	14(15.05)
Appointment	2(75)	0	0	0	10(15.39)	5(25)	18(19.36)
Total	4(4.3)	0	3(3.23)	1(1.08)	65(69.89)	20(21.51)	93

Source: Field data, 2015.

On the question of support the university management gives to Faculties/Schools of Education in preparation of prospective teachers in pedagogy the collected data on the items in the interview schedule/guide for Deans and Heads of Department and Lecturer-questionnaire was analyzed and the following facts were established. It was generally found that not much support is given to these academic/professional units. For example these units are presently under-staffed and the state of educational

facilities and resources is poor, inadequate, dilapidated and inappropriate for the purpose. Specifically, all Deans and Heads of Department were in agreement that they are not adequately supported by the university management in the development and administration of their units. This situation has tended to adversely affect the quality of the conducted Teacher Preparation programme and the corresponding quality of prepared and produced school teachers in pedagogy. This is what Karanja (1978) decried when talking of the "State of Development of Education" in Kenya. The same trend was noted when the relevant item in the Lecturer-questionnaire was analyzed. A large proportion, 76(89.4) of the lecturers indicated that Faculties/Schools of Education are poorly facilitated by the university management but only 9(10.6) said there was some minimal support provided. This confirms the persistent complaint about the attitude of University Management towards Teacher Preparation programme at university level. For example, Lucas (1968) and Karras et al (2010) complain that Faculties /Schools of Education are normally ignored in terms of development and the hugely understaffed. This same view is expressed Tuitoek (1996) and Bosire (1995) when they say not much attention is given to Teacher education programme in Kenya. Table 4.9 summarizes these observations.

Table 4.9: Amount of Support Accorded Faculties/Schools of Education in the Universities of Kenya

Support Provided by University	Deans Male	Female	Heads of Department Male	Female	Lecturers Male	Female	Grand Total
Adequate	0	0	0		5(7.69)	4(20)	9(96.77)
Not Adequate	4(100)	0	3(100)	1(100)	60(92.31)	16(80)	84(90.32)
Total	4	0	3	1	65	20	93

Source: Field data, 2015.

UNESCO (1973), Lucas (1972) and Karanja (1978) emphasize the need for quality teaching staff at all levels of education for meaning full development in the East African region. Notwithstanding other considerations like funding and provision of relevant educational facilities and resources, these education authorities underscore the importance of quality of prospective teachers, that is, the quality of teacher aspirants. This consideration underlies the newly introduced, somewhat stringent academic requirements for graduates in education seeking employment with the Teachers Service Commission of Kenya. This policy is in line with the long held belief that Teaching Profession should be filled with the "best brains" in the society but not be treated as the "dumping site/waiting room" as the practice has been in many regions of the world (Campell, 1989). In view of this consideration, an item was designed and included in the student-questionnaire seeking information on their performance in Kenya Certificate of Secondary Education (KCSE) examinations. The analysis of the collected data shows that 230(20.9) students obtained the mean grade

of A to A-, 780(70.9) of them got mean grade of B+ and 100(9.2) mean grade of c+ to c respectively. It is important to note that this is the student cohort which was admitted in the university when the government through Joint Admissions Board(JAB) had raised the minimum university admission requirement from the mean grade C to C+ but due to consideration was also given to grade C. Further examination of these results by location of institutions of affiliation, examination grades and sex of the respondents, provide the details presented in Table 4.10. Specific students (categorized on the basis of sex and location) spread across the seven grades ranging from A to C. In grade A to A- range, there were 71(8.36) male and 80(23.64) female students from urban-based institutions and 47(18.8) male and 32(14.89) female students from rural-based institutions. However, in B+ to B- grade range, there were 16(4.96) male and 10(3.2) female students drawn from urban-based institutions and 13(5.2) male and 12(5.59) female students from rural-based institutions. However, a large number of students lay in grade range of C+ and C. In C+ grade, 166(51.39) male and 191(61.22) female students were from urban-based institutions and 156(62.4) male and 149(69.3) female students came from rural-based institutions. But grade C plain attracted a relatively small proportion, 157(14.27) of candidates perhaps because of the fact JAB was not quite sure about applicants who obtained this grade. Even though the spread of students who obtained grade C was established thus, 70(21.67) male and 31(9.94) female students from urban-based institutions obtained this grade while 34(13.6) male and 22(10.23) female students from rural institutions did the same. Table 4.10 provides the summary of the above discussion.

Table 4.10: Performance of Students in KCSE Examinations

KCSE Obtained Grade	Urban Male	Female	Rural Male	Female	Grand Total
A	50(15.48)	55(17.63)	24(9.6)	11(5.12)	140
A-	21(6.5)	25(8.01)	23(9.2)	21(9.77)	90
B+	6(1.86)	3(0.96)	5(2.0)	4(1.86)	18
B	5(1.55)	4(1.28)	6(2.4)	1(0.47)	16(1.46)
B-	5(1.55)	3(0.96)	7(0.8)	7(3.26)	17(1.55)
C+	166(51.39)	191(61.22)	156(62.4)	149(69.3)	662(60.18)
C	70(21.67)	31(9.94)	34(13.6)	22(10.23)	157(14.27)
Total	**823(29.36)**	**312(28.36)**	**250(22.73)**	**215(19.55)**	**1100**

Source: **Field data, 2015.**

The analysis of the above item demonstrates a number of critical issues in the development of education since the independence of Kenya in 1963. The performance of female students is comparable though relatively better than their male counterparts. In addition, students admitted in the Faculties/Schools of Education in Kenyan universities are comparatively good performers in academic work.

Studies in students' choice or preference for university degree programme in the last two decades in Kenya have been put forward. The study by Kafu (1996) found that very few students are opting for degree programmes in education at university level. Therefore, the design and inclusion of an item seeking the students' degree choices/preferences was intended to confirm or otherwise Kafu's (1996) observation. The analysis of the data collected on this item revealed that the 1100 students sampled for the present study preferred to pursue only seven degree programmes in Kenyan public universities which are; Medicine preferred by 250(22.72), Law, 288(26.18),

Education, 225(20.40), Engineering, 165(15), Computer Studies/Technology, 75(6.82), Journalism, 68(6.18) and General Science (BSC), 29(2.64).

Generally, this study shows that degree programmes in education are still popular among university student aspirants. This contradicts Kafu's (2011) finding that indicated that education degree programmes are least preferred by students at university. The new development can be attributed to the surging marketability and versatility in employment sectors which favor university graduates in education. Today many employers in the job market prefer graduates of education degree programmes because of the competencies they acquire while undergoing Teacher Preparation programme especially courses like philosophy, Sociology, Psychology and Management. For example, banking industry, security agencies, management related sectors, are today keen in luring individuals with training background in education to join them.

When the above item was analyzed on the basis of sex of the subjects, it was found that among the 473 male students, in order of their most preferred degree programmes, 150(31.71) preferred to study Medicine, 100(21.14) Engineering, 75(15.86) Education, 73(15.43) Law, 51(10.78) Computer Studies/Technology, 15(3.18) Journalism and 9(1.9) General Science (B.SC) respectively. On the other hand, the degree preferences of the 627 female students were; as follows 215(34.29) Law, 150(23.92) Education, 100(15.95) Medicine, 65(10.37) Engineering, 53(8.45) Journalism, 24(3.83) Computer Studies/Technology and 20(3.19) General science (B.SC) degree programme. In both cases, education comparatively features favorably. Apparently, the affirmative action for the girl child education in Kenya in the mid-seventies has yielded fruits. There is an upsurge of female students joining university education today in Kenya courtesy of advocacy for girl education by UNESCO(1996)

and the sustained campaign for equity and equality in education, (Sifuna, 2004). Table 4.11 presents the above details.

Table 4.11: Students Degree Choices/Preferences at University

Degree Programmes	Students Preference					
	Male		Female		Grand Total	
Medicine	150(31.71)	1	100(15.95)	3	250(22.73)	2
Law	73(15.43)	4	215(34.29)	1	288(26.18)	1
Education	75(15.86)	3	150(23.92)	2	225(20.46)	3
Engineering	100(21.14)	2	65(10.37)	4	165(15)	4
Computer Studies	51(10.78)	5	24(3.83)	6	75(6.82)	5
Journalism	15(3.18)	6	53(8.45)	5	68(6.18)	6
Science General	9(1.9)	7	20(3.19)	7	29(2.64)	7
Total	**473**		**627**		**1100**	

Source: **Field data, 2015.**

From Table 4.11, the most popular degree programmes preferred by prospective teachers in Faculties/Schools of Education in Kenyan universities were Law (26.18), Medicine (22.73), Education (20.46), Engineering (15), Journalism (6.18), and then general Science (B.SC), (2.64) respectively. This is the scenario of Teaching Profession today where there are individuals who are only taking "shelter" or using this profession as a "waiting room/stepping stone" to better pastures elsewhere in the economy (UNESCO, 1976). The analysis of teaching subject combinations item reveals that students are offering a wide range of teaching subject-combinations as demonstrated in Table 4.12. The analysis of the collected data on this item shows that the subject combinations were evenly distributed amongst the twenty-three (23) subject -combination groups. These subject combinations were closely related to relevant degree programmes in education pursued by students, relatedness (nature) of

the preferred subject combinations and the Teachers Service Commission requirements. The established details concerning subject combinations are 149(13.55) students preferred taking English/Literature, 145(13.17) History/Religion, 122(11.09) History/Kiswahili, 108(9.82) Kiswahili/Religion, 106(9.64) Geography/Kiswahili, 90(8.18) Geography/Religion, 64(5.81) Geography/History 8(3.46) Mathematics/Biology, 35(3.18) Geography/Business studies, 28(2.55) Mathematics/Physics, 23(2.09)Business/Computer Studies, 23(2.09) Agriculture/Biology, 20(1.81) Physics/Chemistry, 19(1.73) Physics/Biology, 19(1.73) Mathematics/Computer Studies, 16(1.46) Agriculture/Chemistry, 15(1.36) Physics/Computer Studies, 13(1.18) Geography/Mathematics ,11(1.0) Mathematics/Business Studies, 9(0.82) Mathematics/Agriculture, 11(1.0) Agriculture/Computer Studies, 18(1.64) Mathematics/Chemistry and then another 18(1.64) Agriculture/Geography. This was the observed scenario in the subject – combination process. Three important features emerge from the above subject – combinations scenario. The analysis clearly demonstrate that a large proportion 784(71.26) students preferred studying humanities/Social Sciences related degree programmes to sciences and, the majority,517(47), of these students are female. The other noticeable feature is that the subject-combinations in sciences are coming at the tail end of the preferred subject-combinations. This may imply that these subjects are either not well taught at school level or university. This feature is worrying to Kenya's quest for developing Sciences for the purpose of industrialization .This is likely to hold back modernization of the Kenyan society. Table 4.12 presents these details.

Table 4.12: Students Preferred Subject Combinations at the University

	Student-Respondents		
Preferred Subject Combination	**Male**	**Female**	**Grand Total**
English/Literature	57(12.05)	98(15.63)	155(14.09)
History/Religion	44(9.30)	101(16.11)	145(13.18)
History/Kiswahili	63(13.32)	56(8.93)	119(10.82)
Kiswahili/Religion	40(8.46)	73(11.64)	113(10.27)
Geography/Kiswahili	23(4.86)	80(12.76)	103(9.36)
Geography/Religion	30(6.34)	60(9.57)	90(8.18)
Geography/History	14(2.96)	50(7.97)	64(5.82)
Mathematics/Biology	24(5.07)	13(2.07)	38(3.46)
Geography/Business Studies	25(5.29)	9(1.44)	34(3.09)
Mathematics/Physics	18(3.81)	9(1.44)	28(2.55)
Agriculture/Biology	18(3.81)	5(0.8)	23(2.09)
Business/Computer Studies	8(1.69)	15(2.39)	23(2.09)
Physics/Chemistry	14(2.96)	6(0.96)	20(1.82)
Physics/Biology	13(2.75)	6(0.96)	19(1.73)
Mathematics/Computer Studies	15(3.17)	3(0.48)	19(1.73)
Mathematics/Chemistry	15(3.17)	3(0.48)	18(1.64)
Agriculture/Geography	12(2.54)	6(0.96)	18(1.64)
Agriculture/Chemistry	10(2.11)	6(0.96)	16(1.46)
Physics/Computer Studies	12(2.54)	3(0.48)	15(1.36)
Geography/Mathematics	8(1.69)	5(0.8)	13(1.18)
Mathematics/Business Studies	4(0.85)	7(1.12)	11(1.0)
Agriculture/Computer Studies	0	10(1.6)	10(0.91)
Mathematics/Agriculture	6(1.27)	3(0.48)	9(0.82)
Total	**473(43)**	**627(57)**	**168(1.39)**

Source: **Field data, 2015.**

Further scrutiny of Table 4.12 on the basis of distribution of subject- combinations on the basis of sex of the subjects shows that 57(12.05) male and 98(15.03) female students preferred to pursue English/Literature, 44(9.3) male and 101(16.11) female History/Religion, 63(13.32) male and 56(8.93) female History/Kiswahili, 40(8.46)

male and 73(11.64) female Kiswahili/Religion, 23(4.86) male and 80(12.76) female Geography/Kiswahili, 30(6.34) male and 60(9.57) female Geography/Religion, 14(2.96) male and 50(7.97) female Geography/History, 24(5.07) male and 13(2.07) female Mathematics/Biology, 25(5.29) male and 9(1.44) female Geography/Business Studies, 18(3.81) male and 9(1.44) female Mathematics/Physics, 18(3.81) male and 5(0.8) female Agriculture/Biology, 8(1.69) male and 15(2.39) female Business/Computer Studies, 14(2.96) male and 6(0.96) female Physics/Chemistry, 13(2.75) male and 6(0.96) female Physics/Biology, 15(3.17) male and 3(0.48) female Mathematics/Computer Studies, 15(3.17) male and 3(0.48) female Mathematics/Chemistry, 12(2.54) male and 6(0.96) female Geography/Agriculture, 10(2.11) male and 6(0.96) female Agriculture/Chemistry, 12(2.54) 3(0.48) female Physics/Computer Studies, 8(1.69) male and 5(0.8) female Mathematics/Geography, 4(0.85) male and 7(1.12) female Mathematics/Business Studies, no (nil) male and 10(1.6) female Agriculture/Computer Studies and 6(1.27) male and 3(0.48) female Mathematics/Agriculture. These findings demonstrate the complaint of TSC that staffing in certain subjects in school teaching will remain a challenge in Kenya (GOK, 1984)

4.3 Preparation of School Teachers in Pedagogy by Faculties/Schools of Education in Kenyan Universities

This section of the chapter forms the main body of the sought information for the conducted study in preparation of teacher in pedagogy. The section comprises five main areas namely; Nature, scope and practices of conducting Teacher Preparation programme in Kenyan universities; facilities and resources required for efficient administration of the programme; Teaching Practice exercise as component in preparation of prospective teachers in pedagogy; assessment practices in Teacher

Preparation programme in Kenyan universities and the general comments about the administration of this programme in Kenyan universities. Professionally, these sub-themes/sections were categorized as the nature, scope and practice of Teacher Preparation programme in Kenyan universities, facilities and resources required for efficient administration of the programme, Teaching Practice exercise and its impact on preparation of prospective teachers in pedagogy, assessment conducted in the programme and general comments/overview respectively. The analysis of the designed and used items in three developed research instruments namely, two sets of questionnaire for lectures and students, observation schedule and the interview schedule for Deans of Faculties/schools of education and Heads of Department, for this study shows that there were 7(12.07) items for nature and scope of Teacher preparation programe, 23(39.65) items for practices in the programme, 9(15.52) items each for the facilities and resources for the programme and general comments concerning the administration of programmes respectively and 5(8.62) items each for Teaching Practice exercise and assessments conducted in the programme respectively giving a total of 58 items that were used to collect the required data in the present study. This analysis indicates that the large proportion of the designed items to collect data, 23(39.65), were designed to gather the required information for this study in the order they are presented above. Table 4.13 summarizes the presentations of the items for the six sub-themes/sections of the three research instruments/tools. Further scrutiny of this table (4.13) demonstrates that the Lecturer' questionnaire had the largest, 29(50), of the items followed by those recorded in the students' questionnaire, 22(37.930 with the interview schedule for Deans of Faculties/Schools of Education and Heads of Department (HoD's) registering the least, 7(12.07). Table 4.13 presents

these details and results of the individual sub-themes/sections are briefly discussed in the section that follows.

Table 4.13: Distribution of Items among the Three Research Instruments

	Research instruments			
	Questionnaire		**Interview**	
Sub-Themes/Sections of the Research Instruments.	**Students**	**Lecturers**	**Deans & Heads of Department**	**Total number of items**
1. Nature and scope of programme	3	3	1	7(12.07)
2.Practices in the Programme	7	13	2	23(39.65)
3.Facilities and resources for the programme	3	4	3	9(15.52)
4.TeachingPractice exercise	3	2	0	5(8.62)
5. Assessments in the programme	2	3	0	5(8.62)
6. General comments about the programme	4	4	1	9(15.52)
Total	**22 (37.93)**	**29(50)**	**7(12.07)**	**58(100)**

Source: **Field data, 2015.**

4.3.1 Nature, Scope and Practices in Teacher Preparation Programme in Kenyan Universities

For convenience and efficient presentation and discussion of each of these three sub-themes/sections they are treated separately. That is, each of these sub-sections is separately and briefly discussed. The first sub-theme to be presented is the nature, scope and practices in Teacher Preparation programme in Kenyan universities.

a. Nature of the Teacher Education Programme as Practiced in Kenyan Universities

Generally, Teacher Education programme is an "obscure" programme of education in Kenya. It is the most misunderstood, misconstrued and misinterpreted education programme. Not much is said or written about it (Ringa, 1994). To many people, Teacher education and or Teacher Preparation programme is considered at best as teacher training programme, That is to say the concept of this programme is not quite clear to many people in the Kenyan society (Kafu, 2013). This is not exception to Kenya only, Khan (1983) expresses the same view about this programme in India Consequently, the degree programmes offered in the Faculties/Schools of Education in Kenyan universities are least understood and/or appreciated by the public. Hence the noted poor perception of these programmes by students at secondary school level when making degree choices for university.

In view of existing the misperception and confusion about the offered degree programmes in education in Kenya, an item was designed and included in the students' questionnaire seeking information whether the prospective teachers have proper understanding of the degree programmes in education they are pursuing. The analysis of the data collected on this item indicates that 450(40.5) indicated that they understood, 320(28.8) said they did not understand the programmes they had enrolled in while 340(30.6) had no idea. Further analysis by their gender yielded the following results. Of the 450(40.9) students who indicated they had good understanding of degree programmes in education they pursued, 160(33.82) were male and 290(46.25) were female. But in the case of those students who said they somehow understood the degree programmes, 110(23.26) were male and 210(33.49) were female. However, for

those students who said they had no idea/ did not understand their degree programmes well, 208(42.92) were male and 132(20.36) were female. Apparently, a large proportion, (66.18) of the prospective teachers are misplaced or in the wrong degree programmes in education in Kenyan universities. This observation confirms what Occiti (1970) noted about the placement of education students in degree programmes in the then University of East Africa (UEA). According to him, many students pursuing degree programmes in education at the time were simply taking "shelter" in these programmes, using them as "stepping stone or waiting room" to access other lucrative /enterprising careers/professions in the market. This is the widely held view worldwide especially in developed countries like the United States of America where Teaching is not considered a permanent career but transnational phase to better pastures (UNESCO, 1975).This is what the study on stability in teaching profession by Adamson (2012) established. Further scrutiny of this analysis also, statistically implies that more, (66.18) male prospective teachers are likely to leave Teaching Profession than their female counterparts (53.75). Since they do not appreciate the degree programmes they are pursuing. These details are presented in Table 4.14.

Table 4.14: Students Perception of Degree Programmes in Education

Degree Perception	Male	Female	Grand Total
Good Understanding	160(33.62)	290(46.25)	450(40.6)
Rough Idea	110(23.26)	210(33.49)	320(28.8)
No Idea	208(42.92)	132(20.36)	340(30.6)
Total	**478(43)**	**632(57)**	**1100**

Source: **Field data, 2015.**

b. Scope of Teacher Preparation Programme in Kenyan Universities

This section of the chapter dealt with what Teacher Preparation programme covers, entails and/or involves. This has been the perception of Teacher education programme worldwide as represented by Pretorius (2008).The often posed question concerning this programme is "what does it involve?" In the present study the focus was an examination of the quality of Teacher preparation programme in Kenya in relation to what it is expected to do. In an attempt to establish this fact, two items in students questionnaire and three in lecturers' questionnaire and one in the Deans and Heads of Department. Interview schedule were designed and used to collect relevant information.

When the data collected on the items in the lecturers' questionnaire on the scope, and specifically, the Teacher education curriculum was analyzed, it was found that 32(37.67) lecturers indicated that the present programme for Teacher Preparation is broad and inclusive enough to produce competent school teachers for Kenya; 45(52.94) of them felt the programme is narrow and limiting in scope while 8(9.41) said they had no idea This finding is consistent with the assertions of Kafu (1976, 2011); Bosire (1995); Pretorius (2004) and Kenya government's position (1978) on the quality of the administered Teacher Preparation programme. These four authorities consider this programme as inappropriate and irrelevant for the needs of modern Kenya. Consequently, the caliber of prepared and produced school teachers by the Kenyan university are not competent as pointed out by Tuitoek (1996).That is why there is need to modernize the programme so as to respond adequately to the emerging needs in the Teaching Profession and the Kenyan society. However, when the data collected on the same item was analyzed on the basis of sex of the subjects, it was found that 29(44.62) male and 5(25) female lecturers indicated that the

programme was broad and inclusive enough and therefore appropriate while 31(47.69) male and 12(60) female lecturers thought otherwise. The rest of the respondents, 5(7.69) male and 3(15) female lecturers indicated they had no opinion or could not determine the scope of the practiced Teacher Preparation programme in the present form in Kenyan universities. From these results, a large proportion, 36(55.38) male and 15(75) female lecturers consider the present Teacher preparation programme in Kenyan universities inappropriate, inadequate, irrelevant and conservative to serve the needs of modern Kenya. The programme is incapable of preparing and producing modern school teachers for Kenya with ability and capacity to participate productively in the development agenda of Kenya. Table 4.15 presents the discussed results.

Table 4.15: Scope of Teacher Preparation Programme in Kenyan Universities

	Sex of Respondents		
Scope of Teacher Preparation Programme	**Male**	**Female**	**Grand total**
Broad and Inclusive	29(44.62)	5(25)	34(40)
Narrow and Limiting	31(47.69)	12(60)	43(50.59)
Cannot determine/say	5(7.69)	3(15)	8(9.41)
Total	**65(76.47)**	**20(23.53)**	**85**

Source: **Field data, 2015.**

Further analysis of the data collected on the item seeking information on the duration /period of how long Teacher educators have been involved in Teacher preparation programme the following was established, 34(37.65) had been conducting this task

for a period of 0-20 years while 40(50.59) for 21-30 years. However, 8(9.41) were found to have been involved in Teacher preparation programme for a period of over 30 years. What emerges from this observation is that Teacher Preparation programme in Kenyan universities is presently managed by mature and experienced staffs that are expected to prepare and produce a crop of school teachers that is competent enough to handle teaching tasks as advocated for by Lucas (1968) and Toytain (2016). These are teacher-educators Bond (2000) says are able to prepare school teachers in the thirteen identified characteristics of effective school teachers for the education system. Table 4.16 presents these details.

Table 4.16: Lecturers' Perception of Teacher Preparations Programme in Kenyan Universities by Sex and Duration of Teacher Preparation

Perception of Teacher Preparation Programme in Kenya	Perception of Teacher Education Programme						Grand Total
	0-20 Yrs.		21-30 Yrs.		Over 30 Yrs.		
	Male	Female	Male	Female	Male	Female	
Broad and Inclusive	9 (26.47)	6 (17.65)	10 (22.72)	3 (6.82)	6 (85.71)	0	34(40)
Narrow and Limiting	13 (38.24)	4 (11.76)	20 (45.46)	5 (11.36)	1 (14.29)	0	43(50.59)
Can't Determine/Say	2(5.88)	0	4 (9.09)	2 (45.45)	0	0	8(9.41)
Total	24 (70.59)	10 (29.41)	34 (77.27)	10 (22.73)	7 (14.29)	0	85
	34(40)		44(51.77)		7(8.24)		

Source: **Field data, 2015.**

From table 4.15 the study showed that most (61.64) male lecturers feel that the existing Teacher preparation programme or specifically Teacher education curriculum is either narrow or limiting in scope or they are just not able to say anything about it. Though the proportion (55) of female lecturers is relatively smaller but it is quite telling. This observation is in agreement with what Bosire (1995) who established in her study of Training English language school teachers in Primary Teachers Colleges in Kenya and the views held by Kahn (2013) in his study of problems and suggestions related to Teacher education that Teacher Training institutions are not preparing prospective teachers in proper competencies for teaching tasks.

In related investigation to the quality of Teacher Preparation programme discussed elsewhere above, four items were designed and included in the students and lecturers' sets of questionnaire focusing on quality (suitability, relevance and adequacy) of the courses offered by the Faculties/Schools of Education in Kenyan universities. The analysis of the data collected on these items showed that a large proportion, 880(80), of students thought the offered courses were relevant to the degree programmes they pursued in education at university while 220(20) thought otherwise and /or could not comment on the quality of the courses. Of great interest, the lecturers' views were similar to those expressed by students. Fifty-eight (60) of the lecturers indicated that the offered courses were relevant for Teacher preparation, 12(15) said they were not relevant but 20(25) said they were unable to comment on this matter. The emerging picture from the students and lecturers' observations concerning the relevance of the taught courses in Teacher education programmes was an approval of the offered courses for the degree programmes in education. To them, notwithstanding the limitation of the scope of the of Teacher preparation programme, these courses are good and relevant for Teaching Profession. Besides, the fact that statistically a large

number, 32(40) of the lecturers either felt that the offered courses are irrelevant or they had no professional opinion about them was a worrying concern though 53(62.35) of them felt these courses are relevant. This means that Teacher preparation programme in Kenyan universities is managed by individuals who cannot promote the quality of the programme and, by extension add any value to it. Therefore Ringa's (1994) and Weidman (2014) observations that the future of this program is bleak or uncertain is relevant even today. There is therefore need to put in place survival mechanism for this programme. This also creates a dilemma for preparation of modern school teachers as advocated for by Moody et al (2000).That this is a crop of teachers who are expected to play various new roles in education and society. This dawn in Teacher Preparation Programme requires Teacher-educators to be familiar with these expected new roles of teachers which include but not limited to assessing and accommodating individual academic, intellectual and emotional needs of the learners. As Chow et al (1999) observe teacher-trainees must be prepared for participation in standards-based assessments and many other activities. The expanding responsibilities and expectations of the school teachers by the modern society piles pressure on Teacher preparation institutions to, reform their curriculum as observed by Cook, Semmel and Gerber, (1999).This requires modernization of Teacher education programme proposed by Biswas. Table 4.17 presents the discussed details.

Table 4.17: Relevance of the Offered Courses to the Degree Programmes Pursed by Students in Kenyan Universities by Sex

	Respondents		
Opinion	Students	Lecturers	Grand Total
Relevant Courses	880(80)	53(62.35	933(78.73)
Not Relevant Courses	200(18.18)	27(31.76)	227(19.16)
No Comment	20(1.82)	5(5.89)	25(2.11)
Total	1100(92.83)	85(7.17)	1185

Source: **Field data, 2015.**

Table 4.17 establishes the fact that courses taught in degree programmes in education in the Faculties/Schools of Education Kenyan universities are relevant for preparation of prospective teachers in pedagogy. However, on the issue of whether the offered courses are adequate in scope, form and content for preparing prospective teachers in pedagogy, the analysis of the data collected on the relevant item in the students' questionnaire demonstrates that 680(61.82) of the students felt the courses were adequate in content and form for their preparations as teachers while 340(30.91) did not think so. But 80(7.27) of them indicated they had no opinion on this item. These observations contradict the views of Tuitoek (1996) on the preparation of graduates in Kenyan universities who asserted that graduates from these institutions are "half-baked". Apparently, the beneficiaries who are students are satisfied and/or happy with the quality of the courses the Faculties/Schools of Education are offering them at present. But to maintain this tempo, these courses must be reviewed regularly to keep pace with the emerging trends in education and Teaching Profession respectively and be handled by competent teaching staff. The analysis of the data collected on a similar item in the lecturers' questionnaire yielded more or less similar results. Sixty three

(74.12) of the lecturers indicated that the offered courses are not only relevant but adequate in content and form, 19(22.35) indicated they were inadequate and only 3(3.53) said they had no opinion on this issue. It is of significance that the 3(3.53) lecturers who indicated they had no opinion/ no idea were those who had Teacher preparation exposure of only between 0-2 years. Table 4.18 presents the summary of this presentation. However, to overcome this deficiency, Teacher preparation institutions in Kenyan universities must adopt what Johnson (2004) refers to as collaborative network" model of Teacher preparation programme which involves reaching out to other and similar institutions using what is also referred to as "peer Teacher preparation model". That is working closely with other institutions involved in teacher preparation programmes.

Table 4.18: Adequacy of the Courses Taught in the Faculties/Schools of Education in Kenyan Universities

Adequacy of Courses	Respondents		Grand Total
	Students	**Lecturers**	
Adequate	680(61.82)	63(74.12)	743(62.7)
Not Adequate	340(30.19)	19(22.35)	359(30.3)
No Opinion/Idea	80(7.27)	3(3.53)	83(7.0)
Total	1100(92.83)	85(7.17)	1185

Source: **Field data, 2015.**

The results obtained on the two items, one each in the students and lecturers' sets of questionnaire respectively are comparable. Therefore, the findings are a true reflection of the respondents' views/opinions or attitudes towards the courses offered to students pursuing degree programmes in education.

On suitability of the Teacher Education curriculum and by extension the courses taught, the analysis of the data collected on the item in the lecturers' questionnaire yielded the following results: 32(37.65) of the lecturers indicated that the curriculum was suitable for preparing prospective teachers in pedagogy, 47(55.29) said it was not suitable for the purpose and 6(7.06) said they had no opinion on this item. This observation agrees with what has been established in the preceding discussion and also confirms the views of educators on the deficiencies of the Teacher preparation programme in East Africa and elsewhere in the world (Lucas 1968; Bosire 1995 Kafu 2011: Kumar et al 2011). These authorities in Teacher education point out the existing deficiencies /weaknesses in this programme and, by extension the pursued Teacher education curriculum. The fact that 53(62.4) of the lecturers say that the present Teacher Education curriculum is unsuitable for preparing prospective teachers for the relevant needs of the society or they have no opinion on the matter is an admission that the quality of their graduates is poor and by extension, these graduates are poor in pedagogy. The weakness of the lecturers in Teacher education is demonstrated by their academic and professional qualifications discussed above. None of them is a specialist in Teacher Education and therefore, it would be expecting too much from them to prepare and produce prospective teachers with the required competence in pedagogy. This is the concern of Ssenteza-Kajjubi (1969 and Anees) when advocating for innovations in Teacher Education in East Africa and India respectively. Besides, Staub (1990) laments that the current Teacher Preparation programme does not seem adequately prepare school teachers to in structuring educational opportunities for learning. It is now apparent that this problem lies with the quality of the present crop of Teacher-educators at university level rather than the Teacher preparation programme as such.

c. Practice of Teacher Preparation Programme in Kenyan Universities

This section of the chapter examines the various activities and routines conducted when managing Teacher preparation programme in Kenyan Universities. These activities and routines (practices) are varied in nature. They range from preparation of prospective teachers in pedagogy to the governance of Faculties/Schools of Education as the basis of developing efficiency in preparation of school teachers. The present discussion specifically focuses on organization and management of Teacher preparation programme, the support given to the Faculties/Schools of Education by university management, governance of Faculties/Schools of Education in Kenyan universities, the teaching of academic and professional courses in the Faculties/Schools of Education and the established attitudes of students towards Faculties/Schools of Education as academic/professional units. The presentation and discussion of results based on designed items on these issues is as follows.

The first issue of interest was the organization and management of Teacher Preparation programme in Kenyan universities. Three items were designed to seek information on the preferred mode of administering Teacher Preparation programme in Kenyan universities, duration of preparing school teachers and the number of degree programmes designed and offered by the Faculties/Schools of Education respectively.

When the data collected on the designed items concerning the mode of administration of Teacher Preparation programme was analyzed, the established results from the students and lecturers' point of view were as presented in Table 4.19.Eight hundred and seventy five (79.55) students preferred the on-campus/residential mode of study for security and concentration on studies purpose, 60(71.43) of the lecturers also felt

so. But 115(10.46) of the students preferred off-campus/non-residential mode of study as were 17(20) lecturers because of the limited accommodation spaces on the university campus and other emerging changes in the administration of this programme and as a way of preparing students for independent life thereafter. However, 105(9.55) students and 4(5) lecturers preferred a combination of both modes (on-campus and off-campus) of study but conducted on rotational basis. But 5 students (0.46) and another 5 lecturers (5.95) respectively had no opinion on this item. The reasons given for on-campus mode are the increased attacks on non-resident students in Kenyatta University, Jomo Kenyatta University of Agriculture and Technology and Moi University among others. This development was not only a worrying but also frightening trend to major stake-holders (students, parents, universities, Ministry of Education and the general public) in university education in Kenya (Nation Media Group, 2014, 2015, 2016). However, a study conducted in the University of Nairobi by Quantai-Mboroki in 2002 established that a majority (89.35) of student-respondents prefer on-campus mode of studying. They cited concentration/focus on their studies, security considerations, avoidance of unnecessary distractions to their studies and proximity to staff members for guidance as the reasons for this preference.

Table 4.19: Preferred mode of administering Teacher education programme in Kenyan Universities

	Respondents		
Preferred Mode of Administering Teacher Education programme in Kenyan Universities	**Students**	**Lecturers**	**Total**
On-Campus (Residential)	875(79.54)	60(70.58)	935(78.90)
Off-Campus (Non-Residential)	115(10.45)	17(20)	132(11.14)
Combination of these two	105(9.55)	4(4.71)	109(9.20)
No opinion	5(0.46)	4(4.71)	9(0.76)
Total	**1,100**	**85(100)**	**1,185(100)**

Source: **Field data, 2015.**

On the duration of preparing prospective teachers, the analysis of the collected data on the relevant item shows that 540(49.09) students and 56(65.88) lecturers thought the duration was adequate while 380(34.55) students and 16(18.82) lecturers thought otherwise. However, 180(16.36) students and 13(15.30) lecturers indicated they had no opinion on this issue. Therefore, it appears that the present duration of four years of Teacher preparation program in Kenyan universities is adequate which contradicts the finding of Biswas (2005). However, this observation should be read in the context of the existing Teacher education curriculum in Kenya but not in the context of the advocated for broadened curriculum as discussed elsewhere in this chapter. It is in the latter context that Kenya government recommended in 1990 the extension of Teacher preparation programme from the then three years (after "A"-level) to five years when the "A-level "education segment was phased out and the first batch of 8.4.4, students were admitted for education degree programmes in Kenyan universities (GoK, 1990) to cater for adequate time to prepare prospective teachers in pedagogy. Elsewhere in

India Imam (2011) makes a similar proposal of extension in the Teacher preparation programme duration.

Table 4.20: Duration of Teacher Preparation Programme

Opinion on Duration	Respondents		Total
	Students	Lecturers	
Adequate	540(49.09)	56(65.88)	596(50.30)
Not adequate	380(34.55)	16(18.82)	396(33.42)
No opinion	180(16.36)	13(15.30)	193(16.28)
Total	**1,100(100)**	**85(100)**	**1,185(100)**

Source: **Field data, 2015.**

In a related item on the number of degree programmes designed and offered by the Faculties/Schools of Education in the selected Kenyan universities, the analysis of the data collected established that 8(9.41) of lecturers indicated that their university had 2-5 degree programmes, 18(21.18) lecturers said their institutions had 6-8 degree programmes but, 48(56.47) of them said their institution had 8-10 degree programmes while 11(12.94) said their institutions had over 10 degree programmes. From this analysis, it would appear that majority (56.47) of the lecturers are working in universities that are offering degree programme within the range of 8-10. However the 59(69.41) of lecturers who indicated that their institutions offered 8 to over 10 degree programmes came from the selected public universities namely, Kenyatta University and Egerton University. Generally, there is a broad spectrum of degree programmes offered in Kenyan universities especially Kenyatta University. Kenyatta University has the ability and capacity to develop and administer a large variety of degree programmes in education because of its long experience in conducting Teacher

preparation programme, the willingness of the institution heavily to invest in this programme and research in education and the readily available expertise and technical and logistical support from the university management and the state for the School of Education. Table 4.21 provides the discussed details .However, the volume of degree programmes offered by a university does not necessarily translate into quality education provided. Strathmore University for example offers only three degree programmes yet it is rated as the premier university in Kenya to-day (Nation Media Group, February 10, 2016). This was intended to demonstrate that the available resources are overstretched and this therefore affects the preparation of teachers in pedagogy.

Table 4.21: The offered Education Degree programmes in Kenyan Universities

Degree Programme	Respondents		Grand Total
	Male	Female	
2-5 Programmes	6(9.23)	2(10)	8(9.41)
6-8 Programmes	14(21.53)	4(20)	18(21.18)
8-10 Programmes	36(55.39)	12(60)	48(56.47)
Over 10 Programmes	9(13.85)	2(10)	11(12.94)
Total	**65(76.47)**	**20(23.53)**	**85**

Source: **Field data, 2015.**

Further analysis of the data collected on the same item on the basis of the type of university (Private or Public) the lecturers were drawn from, yielded the following results: 2(5.71) lectures from Kenyatta University, 1(4.17) lecturer from Egerton University, 3(20) from Catholic University of Eastern Africa (CUEA) in Nairobi and 2(18.18) from University of Eastern Africa at Baraton (UEAB) indicated that their

respective universities offered 2-5 degree programmes while 5(14.29) lecturers from Kenyatta University, 8(33.33) lecturers from Egerton University, 3(20) lecturers form CUEA and another 3(27.27) from UEAB indicated their universities offered 6-8 degree programmes. But 17(48.57) lecturers from Kenyatta University, 15(62.5) lecturers from Egerton University, 9(60) lecturers from CUEA and 6(54.55) lecturers from UEAB said their institutions offered 9-10 degree programmes. However, all the 11(31.43) lecturers drawn from Kenyatta University indicated their institution offers over 10 degree programmes. It is worth noting that all the degree programmes being offered by Egerton University, the Catholic University of Eastern Africa in Nairobi and University of Eastern Africa, at Baraton were patterned on/modeled either on Kenyatta University and/or Moi University structures since when these universities were being established they closely worked with this institutions. Table 4.22 summarizes this presentation. These differing characteristics and variations in the degree programmes offered by the Kenyan Universities do impact on the quality of school teachers prepared and produced by these institutions yet they are expected to serve the same Kenyan education system. The consequences of this feature in Teacher preparation programme is the noted and reported weaknesses of school teachers in instruction by Bosire (1995), Wallace (2000) and Kelly (2012). These authorities indicate that new teachers from universities and other Teacher Preparation institutions worldwide have serious challenges when teaching because of the inadequacies they have when they come out Teacher preparation institutions. This fact does affect drastically affects the learning of students as Schumm et al (1995) point out in their study on emerging responsibilities for school teachers in modern school education system.

Table 4.22: Analysis of Degree Programmes in Education offered in Kenyan Universities by Sex of the Subjects

Offered Degree Programmes	Institutions of Affiliation				Grand Total
	KU	EU	CUEA	UEAB	
2-5	2(5.71)	1(4.17)	3(20)	2(18.18)	8(9.42)
6-8	5(14.29)	8(33.33)	3(20)	3(27.27)	19(22.35)
9-10	17(48.57)	15(62.5)	9(60)	6(54.55)	47(55.29)
Over 10	11(31.430	0	0	0	11(12.94)
Total	**35(41.18)**	**24(28.24)**	**15(17.65)**	**11(12.99)**	**85**

Source: **Field data, 2015.**

Governance is crucial in administration of the programmes of education and especially Teacher preparation programme. This sets the tempo of realizing the goals and objectives of these programmes in any setting. Governance is one of the factors that determines the quality of administering Teacher education programme and setting the standards to be achieved by the players in the programme. It was in view of the important role of governance in administering Teacher Preparation programme that five items were designed and included in the research instruments to establish the quality of management of this programme in Kenyan universities. These items were designed, developed and included in the lecturers and students' sets of questionnaire and the Deans of faculties/schools of Education and Heads of Department interview schedule/guide purposively to determine the quality of governance. The analysis of the data collected on these items, established the followings: 620(56.37) students were of the opinion that Faculties/Schools of Education in their respective universities were competently managed, 250(22.72) did not think so while 230(20.91) of the students indicated they had no opinion on the management of these units in their respective

universities. But when the lecturers' views were sought, 42(49.41) of them said these units were efficiently managed, 34(40) of them said they were mismanaged while 9(10.54) lecturers indicated they had no opinion. Scrutiny of these analyses as obtained from both students and lecturers' opinions on the state and quality of governance of Faculties/Schools of Education in Kenyan universities demonstrated that: large proportions of students (56.37) and lecturers (49.41) thought these units are competently managed and the views given on this stance are comparable to what was reported by Eshiwani (1978) in his study of management of Primary Teachers Colleges in Kenya. These findings conform to the established characteristics of Deans of Faculties/Schools of Education and Heads of Faculties/Schools of Education of Department. This study has established that the appointed Deans and Heads of Department are mature and professional and have adequate and relevant experience in managing these units. However, the findings that a large proportion of students (43.63) and lecturers (50.59) feel that Faculties/Schools of Education are not efficiently managed or simply put mismanaged or had no opinion on the state and quality of governance of these units is not good news for teacher education programme. This means almost half of students and lecturers have little or no confidence in the managers of these units. That is the governance of these units is poor. This could be adversely affecting the morale of these major stake-holders in Teacher preparation programme. But when this item was analyzed on the basis of the lecturers' experience/period/duration of being involved with/associated with Teacher Preparation programme, it was found that 48(56.47) of the lecturers with experience of 11 to over 30 years thought Faculties/Schools of Education were efficiently managed while 30(35.29) did not think so and 7(8.24) indicated they had no opinion. This observation shows that Teacher-educators recognize the need for having

competent persons managing Teacher Preparation programme. In other words, there is need to promote the quality of governance of the Faculties/Schools of Education in Kenyan universities. In order to achieve this desire, there must be proper procedure of identifying and appointing the managers of these academic /professional units and enhancement of university managements' support for these units to perform efficiently. Further there is also need to organize and conduct regular training programmes by the university management for the appointees in these competences but also to keep them abreast of the emerging developments in management of organizations (Pepe and Addimanda, 2013). But this requires total commitment from the stake-holders in Teacher Education programme and the respective government sectors/ agencies.

The last two items on practice of Teacher Preparation programme in Kenyan universities focused on the role of Deans in management of Faculties/Schools of Education and the responsibilities of these managers and their Heads of Department in the university establishment. Since these items were meant to seek information largely from Deans, Heads of Department and lecturers they were designed and included in the interview schedule/guide for these individuals and lecturers' questionnaire. When the data collected on these two items was analyzed, the following observations were made.

On the role of Deans of Faculties/Schools of Education, the analysis reveals that all the Deans and Heads of Department thought that a Dean is in-charge of the affairs of the Faculty/School of Education. That is, this individual is expected to develop and manage the affairs of these unit. Detailed analysis shows that 3(75) Deans and 2(50) Heads of Department respectively stated emphatically that the role of the Dean is to develop and promote the quality of Teacher Education programme in the university

by ensuring there is adequate staffing, supply of relevant educational facilities and resources and good working environment beside overseeing the development and mounting of academic /professional programmes between and among all the Departments in the Faculty/School of Education. Whereas 1(25) Dean and 2(50) Heads of Department said that the role of the Dean of the Faculty/School of Education is to seek and establish collaborations/partnerships with other related institutions or organizations in order to promote the quality of Teacher education programme. However, 38(44.71) lecturers saw the role of the Dean as being that of promoting the welfare of staff, solving disputes/conflicts in the Faculty/School of Education while 21(24.71) of them said the role of the Dean is to provide the link between this unit and the university management and /or serve as the liaison officer between these two critical organs of the university. But 18(21.17) of the lecturers said the Dean is expected to promote the quality of teaching and training of prospective teachers and supervise the development and mounting of academic/programmes in the departments, 18(9.41) of the lecturers thought the role of the Dean is mainly to supervise the welfare of the Faculty/School of Education. This observation confirms that lecturers have good understanding of the roles of a Dean in the Faculty/School of Education in the university. Hence, they are able to appreciate the challenges of Deans in managing their Faculties/Schools of Education.

However, when the data collected on the above same item on the basis of the duration lecturers had been involved in Teacher preparation programme, the following observations were made. Of the thirty eight (44.71) lecturers who indicated that the role of the Dean was to promote the welfare of staff in the Faculty/School of Education, 3(7.9) had been Teacher-educators for the period of 1-10 years. Of the 38(44.71) lecturers who said the role of the Deans in the Faculty/School of Education

is to promote the welfare of staff, 3(7.9) had been Teacher-educators for the period of 1-10 years, 22(57.9) 11-20 years, 8(21.05) 21-30 years and 5(13.16) over 30 years respectively. But for those lecturers, 21(24.71), who thought the role of the Dean is to solve disputes/conflicts in the Faculty/School of Education, 6(28.57) had served in this capacity for 1-10 years, 9(42.86) period of 11-20 years and 6(28.57) period of 21-30 years. However, in the case of the 18(21.18) lecturers who thought the role of the Dean is to provide the link (the liaison role) between the Faculties/School of education and the university management, 8(44.44) had been Teacher-educators for a period of 1-10 years, 7(38.89) for a period 11-20 years and 3(16.67) served for a period of 21-30 years respectively. As for those lecturers, 8(9.41), who indicated the Dean's role is to promote the quality of preparing prospective teachers, 3(37.5) had taught for 1-101 years, 2(25) 11-20 years and 3(37.5) 21-30 years. This observation clearly shows that the duration, 11 to over 30 years of preparing prospective teachers influenced the views of lecturer-respondents on this item. This is observed in the case of promotion of the staff welfare, 35(92.11), solving disputes/conflicts in the Faculty/School of Education, 15(71.43), provision of linkage (liaison) between the Faculty/School of Education and university management, 10(55.56) and promotion of quality of preparing prospective teachers, 5(62.5).

Mbeseha (2014) notes that Deans and Heads of Departments who are appointed by the university management are normally provided with straight jacket guidelines of their roles and responsibilities and therefore the judgment of their performance is based on established frame-work. Probably, the differing views of the lectures on the role of Deans and heads of Department could be attributed to their being unfamiliar with this guideline. Table 4.23 presents these details

Table 4.23: Role of Deans in Faculties/Schools of Education in the Kenyan Universities

Working Period (Yrs.)	Promote Welfare	Solve Disputes	Provide Linkage	Promote Quality	Grand Total
1-10	3(7.9)	6(28.57)	8(44.41)	3(37.5)	20(23.53)
11-20	22(57.9)	9(42.86)	7(38.89)	2(25)	40(47.06)
21-30	8(21.05)	6(28.57	3(16.67)	3(37.5)	20(23.53)
Over 30	5(13.16)	0	0	0	5(5.88)
Total	**38(44.71)**	**21(24.71**	**18(21.17)**	**8(9.41)**	**85**

Source: **Field data, 2015.**

On responsibilities of Deans of Faculties/Schools of Education and Heads of Department (HoD's), Deans of department and lectures indicated as follows; all Deans and Heads of Department said their responsibilities are ensuring efficient preparation of prospective teachers, guaranteeing security of resources including staff and facilities, reporting regularly to university management and being in-charge of the affairs of their respective units. Besides these stated responsibilities, 3(75) of the Deans indicated that their responsibilities include ensuring that there is adequate staffing in their units while 2(50) of them said their responsibility also included establishment and promotion of staff welfare and supervision of Departmental operations respectively. This presentation clearly demonstrates that the deans and heads of department know, understand and are familiar with their respective academic/professional units in the university setting and the expected responsibilities.

Further analysis of the above data collected on the same item shows that 84(98.82) of the lecturers think the responsibility of Deans and Heads of Department should be that of being in-charge/control of their respective units, 74(87.06)were of the opinion that their responsibility is the supervision of operations in the units, 72(84.71) provision of liaison services between Faculties/Schools of education and Departments and university management, 72(84.71) said the Deans and Heads of Department role is that of establishing and maintaining staff welfare in their units, 70(82.35) development supervision of new academic/professional programmes in their units and 66(77.65) recruitment and training of staff. However, when this same item was subjected to the analysis by sex of lecturers, 64(98.46) male and 20(100) female lecturers said the responsibilities of Deans and Heads of Department include being in-charge and/or control of their units; 60(92.31) male and 14(70) female reported that the responsibility of Deans and Heads of Department is supervision of operations and related activities in the units; 63(96.92) male and 9(45) female indicated the responsibility of Deans and Heads of Department is to develop and approve academic programmes while 54(83.08) male and 18(90) female said that the responsibility of Deans and Heads of Department is to establish and maintain staff welfare in their units; 57(87.69) male and 13(65) female stated provision of liaison services between the units they head and the university management but 51(78.46) male and 15(75) said the role/responsibilities of the managers is to organize and facilitate the recruitment of staff and training programmes for new staff. Table 4.24 present the above details.

Table 4.24: Responsibilities of Deans and Heads of Department (HoDs) as viewed by lecturers

Responsibilities	Sex of Respondents		Total
	Male	Female	
In-charge of Units	64(98.46)	20(100)	84(98.82)
Supervision of Operations	60(92.31)	14(70)	74(87.06)
Programme Development	63(96.92)	9(45)	72(84.71)
Promotion of Staff Welfare	54(83.08)	18(90)	72(84.71)
Provision of Liaison Services	57(87.69)	13(65)	70(82.35)
Facilitation of Staff Recruitment	51(78.46)	15(75)	66(77.65)
Mean	**52.2(89.49)**	**14.8(74.20)**	**73(85.90)**

Source: **Field Data, 2015.**

Scrutiny of Table 4.24 shows that both male (98.46) and all female (100) lecturers rated the responsibility of Deans and Heads of Department more or less as being in-charge of their units. However, there was distinct variation in rating the responsibilities/role of Deans and Heads of Department between of male and female lecturers on development and approval and supervision of academic /professional programmes and provision of liaison services between the said academic/professional units and university management this variation may be attributed to the sex factor of the respondents.

Apart from the above investigated aspects of Teacher Preparation programme vis-à-vis preparation of prospective teachers in pedagogy, this study also attempted to determine the efficiency and effectiveness of the teaching and training pedagogy in Kenyan universities, the number of academic and professional courses being taught

by individual lecturers in the Faculties/ Schools of Education in Kenyan universities, the Teaching workload for the lecturers and the requirements for individuals to prepare school teachers. These are pertinent issues affecting the practices conducted in Teacher education programme in Kenyan universities. The issue of quality assurance in Teacher education programme worldwide is a major concern as reported by the Australian Teacher Education Association (ATEA) (Parkes and Griffiths, 2009).

It was with regard to this fact that seven items were designed and included in the two sets of questionnaire for students and lecturers respectively distributed as follows five in lectures' questionnaire and two in the students' questionnaire respectively. The first item to be examined was that on efficiency and effectiveness of teaching pedagogical courses in Kenyan universities. The analysis of the collected data on of this item shows that 712(64.22) students indicated that these courses are competently taught, 290(26.36) thought otherwise while 98(8.91) had no opinion. This observation is instructive because students are the main beneficiaries of instruction in pedagogical courses. Therefore, their views on the quality of instruction in pedagogy in Kenyan universities must be taken seriously. This is because, prospective teachers in the Faculties/Schools of Education in Kenyan universities, as active players, have the ability to determine the quality of preparation in pedagogy. However, when this item was analyzed on the basis of the sex of students, the obtained results are as follows. Two hundred (42.28) male and 512(81.66) female students indicated that pedagogy is well taught in their respective Faculties/School of Education while 190(40.17) male and 100(15.95) female students did not think so. But 83(17.55) male and 15(2.39) female students were not able to determine the quality of Teaching pedagogy in Kenyan universities. Scrutiny of Table 4.22 shows that female students (81.66) feel

that pedagogy is competently taught in their respective institutions as compared to the male (42.28) students. This observation is a reflection of what was established in the choice/preference of degree programmes at university level by Kafu (1996) and also observed in the present study. Therefore, this observation is not surprising since female students are most likely to take interest in pedagogical courses in Faculties/Schools of Education in Kenyan universities (Biswas, 2004). However, this finding is expected since the teaching and training of prospective teachers in the Faculties/Schools of education in university level remains conservative/conventional in character. Tapscott (undated) correctly points to this situation by writing "I am a Professor and I have knowledge, you are students, you are empty vessel you get ready, here it comes….etc". This typifies the teacher-centered teaching approach which is non-innovative and has characterized for a long time instruction at university level. These results are presented in Table 4.25

Table 4.25: Quality of Teaching Pedagogical Courses in the Faculties/Schools of Education in Kenyan universities

	Respondents		
Quality of Teaching	**Male**	**Female**	**Grand Total**
Well Taught	200(42.28)	512(81.66)	712(64.72)
Not Well Taught	190(40.17)	100(15.95)	290(26.36)
Difficult to Say	83(17.55)	15(2.39)	98(8.91)
Total	**473(43)**	**622(57)**	**1100**

Source: **Field data, 2015.**

It is important to note that the majority (93.20) of the respondents who either indicated that pedagogy was not well taught or they could not determine the quality of

teaching pedagogy in their Faculties/Schools of Education are those who did not prefer to pursue degree programmes in education at university level in their career choices for degree programmes at the university. Even though, the main determining factors is the nature of Teacher education curriculum which is characterized as conventional/conservative in nature, narrow in scope and limiting in form in Kenyan Universities (kafu,1999). This is what makes Sheet and Martin (2008) to advocate for innovative instruction in pedagogy at university level. Imam (2011) complains that the quality of teachers worldwide is poor because Teacher education programme has not reformed itself as expected.

Preparation of prospective teachers normally involves teaching them academic and professional courses. More often than not these courses are taught by lecturers from different Faculties/Schools in the universities.

Professional courses are normally taught by staff from the Faculties/Schools of Education while academic/ content areas are usually handled by lecturers from other related Faculties/Schools in the university. Therefore, the present study attempted to establish the comparative quality of teaching these two sets (Professional and Academic) being offered to students pursuing degrees in education. The analysis of students' views shows that 130(12.46) of them indicated that academic areas are well taught as compared to 712(64.72) who said professional courses are normally well taught. But 864(78.55) of them indicated that academic courses are not well taught as compared to only 290(26.36) of the students who thought this was the case for professional/pedagogical areas. However, comparable proportions of 99(9) and 98(8.91) students respectively indicated that they had no opinion on how either of these areas are taught. That is, these students could not comparatively determine whether academic or professional courses are better taught. The large proportion,

864(78.55) of students who felt that academic /subject areas are not well taught were simply re-stating an established fact (Kafu, 2011) that the teaching of these courses is poor. The lecturers teaching these courses are not trained teachers and, therefore, their pedagogical competence is wanting when compared to their counter-parts teaching profession areas in the Faculties/Schools of Education. Hence the latter group of lecturers conducts its teaching professionally, efficient and effectively.

It is on the basis of this realization that the inter-university council of East Africa sitting in Kampala in 2004 strongly recommended that all lecturers in universities in the region ought to undergo induction courses in pedagogy (IUCEA, 2004).This strategy may go a long way to promote the quality of teaching academic areas not only to students in the Faculties/Schools of Education but also the rest of student body in Kenyan Universities. The students respondent who are prospective teachers who understand what good teaching entails. Therefore, such students have the ability and the capacity to professionally compare among their lecturers who is a better teacher. After all, they are taught and trained by highly professional staff in the Faculties/Schools of Education. Without effecting reforms in the teaching and training of prospective teachers at universities, Drucker's (1998) prediction that these institutions will soon be relics may turn out to be true: Table 4.26 presents the discussed details.

Table 4.26: Teaching of Academic and Professional Courses in the Faculties/Schools of Education in Kenyan Universities

	Quality of Teaching			
Taught Areas	Well Taught	Not Well Taught	Difficult to Say	Grand Total
Academic/Subject areas	137(12.46)	864(78.55)	99(9.0)	1100
Professional/Pedagogical areas	712(64.72)	290(26.36)	98(8.91)	1100
Total	**849(77.18)**	**1154(104.91)**	**197(17.91)**	**1100**

Source: **Field Data, 2015**

In addition to determining the efficiency and effectiveness of teaching pedagogical/professional and academic/subject areas in the Faculties/Schools of Education in Kenyan universities, this study examined selected factors that may be influencing this performance. Among these factors are the number of courses lecturers teach in a quarter/term/semester, the lecturers workload per week and the lecturers' attitudes towards the workloads per week. These factors are bound to influence the attitudes of both lecturers and students towards Teacher Preparation programme. The three factors formed the basis of the three items analyzed herein below.

The first item under this section sought information on the workload for lecturers in the Faculties/Schools of Education from the selected Kenyan universities. The analysis of the data collected on this item revealed that lecturers have workloads ranging between six hours to eighteen hours per week as shown in Table 4.27. It would appear from this table that there are those lecturers who are under-worked/loaded while others are over-worked/loaded. The detailed analysis of the data collected on this item shows that sixteen (18.82) lecturers teach 6 hours per week,

14(16.47) teach 9 hours per week, 31(36.47) teach 12 hours per week, 21(24.71) teach

15 hours per week and only 3(3.53) teach 18 hours per week. Mueller and Pope

(2003) note that this variation in workload denies prospective teachers opportunities

to explore their own potential in preparation for teaching. This fact is also emphasized

by Kafu (2011) when he points out that over-worked school teachers cannot be

creative or innovative enough in their instruction. This was what Ingersoll (2007) said

about the preparation of prospective teachers in the United States of America. He says

the working load of Teacher-educators affect their efficiency in teaching.

Table 4.27: Lecturers/ teacher-Educators' workload per week in the Faculties/Schools of Education

Workloads	Male	Female	Grand Total
6 Hrs./Week	14(21.54)	2(10)	16(18.82)
9 Hrs./Week	10(15.39)	4(20)	14(16.47)
12 Hrs./Week	25(38.46)	6(30)	31(36.47)
15 Hrs./Week	14(21.54)	7(35)	21(24.71)
18 Hrs./Week	2(3.08)	1(5)	3(3.53)
Total	**65**	**20**	**85**

Source: **Field data, 2015.**

When this item was subjected to the analysis of the data collected by the sex of the

lecturer-respondents, it was found that for those who indicated that their workload

was six hours per week, 64(21.54) were male and 2(10) female. In the case of those

who said their workload of nine hours per week, 10(15.39) were male and 4(20)

female. But those who indicated their workload was twelve hours per week, 25(38.46)

were male and 6(30) female and those who said their workload was fifteen hours per

week, 14(21.54) were male and 7(35) female. However, only 2(3.08) male and 1(5) female respondents indicated that their workload was eighteen hours per week.

So far, two critical observations emerge from this analysis. First, as already pointed out elsewhere above, only very few, 16(18.82) of the lecturer-respondents are under-loaded teaching only 6 hours per week. Interestingly, all the sixteen (18.82) respondents are from the Public universities. On the other hand, the 3(3.53) reportedly over-loaded lecturers who teach eighteen hours per week are from the Private universities in Kenya. This is so because Private institutions intend to maximize returns from the service of their staff. Therefore, there is differential loading for lecturers in Kenyan universities on the basis of the type (Public/Private) of university one is teaching in. The second observation is that the majority of lecturers, 66(77.65) are having what can be termed as "normal" workloads of between nine to fifteen hours per week. The present practice in Kenyan universities, and especially Public universities, lecturers are expected to teach a maximum of three 3-unit courses per week, which is equal to 9 hours per week, a policy that requires urgent review due to changing environment. But given the acute shortage of teaching staff in these institutions it is "normal" to find lecturers teaching 12 to 15 hours per week. However, any extra-load beyond the nine hours per week loading is treated as part-time teaching attracting additional remuneration for the affected staff.

In attempt to establish whether the said workload for lecturers is manageable, the analysis of the relevant item in Lecturers' questionnaire demonstrates that 74(87.06) of the lecturers felt that their workloads are manageable, while 9(10.59) thought otherwise and 2(2.35) had no opinion on their workload. But when this same item was examined on the basis of the sex of lecturer-respondents, it was found that 57(87.69) male respondents and 17(85) female indicated that the workload was manageable

while 7(10.77) male and 2(10) thought otherwise. However, 1(1.54) male and 1(5) female respondents respectively indicated they had no opinion on this matter. From this analysis in Table 4.28 it appears that lecturers are comfortable with the present teaching load and therefore, they should be able to prepare and produce the desired quality of school teachers for the Kenyan school system subject to quality of Teacher Education curriculum and their initiative and interest in their work. This seems to be views of all lecturers across their sex and institution (Public/Private) of affiliation.

Table 4.28: Lecturers' Attitude towards Workload per Week

Nature of Loading	Male	Female	Grand Total
Manageable	57(87.69)	17(85)	74(87.06)
Not Manageable	7(10.77)	2(10)	9(10.59)
No Opinion	1(1.54)	1(5)	2(2.35)
Total	**65**	**20**	**85**

Source: **Field data, 2015.**

In addition to all the discussed practices in Teacher Education programme in Kenyan universities, this study was also interested in establishing from the students as well as from lecturers the attitude of students towards the Faculties/School of Education and, specifically from the lecturers of who should be a Teacher educator in Kenyan universities to-day. In view of this two items were designed and developed for this purpose in the students and lecturers' sets of questionnaire. The first item focusing on the attitude of students towards the Faculties/Schools of Education was analyzed and provided the following information. In the case of students, 384(34.91) of them indicated they were happy to be associated with Faculties/Schools of Education in their respective universities, 596(54.18) were not happy and 120(10.91) said they

were not able to determine. However, 12(14.11) lecturers reported that students seem to have favourable attitude towards these academic units in their respective universities, 63(74.12) thought otherwise while 10(11.77) could not determine the attitude of the students towards these academic units. Table 4.26 summarizes this observation. This observation underscores the documented views by Allport (1954) and Gurin et al (2000) on the role/benefits of interpersonal interactions in shaping the attitudes of learners towards institutions they belong to or serve. Consequently, the obtained results are based on this fact.

Table 4.29: Students and Lecturers' Attitudes towards Faculties/Schools of Education

Attitude towards Faculties/Schools of Education	Respondents		
	Students	**Lecturers**	**Grand Total**
Happy/Favourable	384(34.91)	12(14.11)	396(33.41)
Not Happy/Not Favourable	596(54.18)	63(74.12)	659(55.60)
Difficult to Say	120(10.91)	10(11.77)	130(10.0)
Total	**1100(92.83)**	**85(7.17)**	**1185**

*Source***: Field data, 2015.**

These two comparable analyses clearly indicate that students are generally not happy to be associated with or to be in the Faculties/Schools of Education in Kenyan universities or do not have favourable attitude towards these units which compares well with their choice/preference of university careers. When asked to justify their views, 436(39.64) students indicated they did not want to be teachers in the first place, 350(31.82) said there is a lot of work in the Faculties/Schools of Education and

even after graduating as qualified school teachers, 247(22.46) said these units are not efficiently managed and 67(6.09) of them simply said they do not enjoy the education degree programmes. But for those students who said they were happy to be associated with the Faculties/Schools of Education, 312(81.25) of them said the courses in these academic units are well/professionally taught, 60(15.63) said they enjoy being associated with the degree programmes in these academic units while 12(3.13) of them indicated these academic units are efficiently managed/governed. But nearly 118(98.33) of all the students who indicated that they had no opinion on this matter, said they do not understand what they were doing/pursuing in these academic units. This presentation is summarized in table 4.29.

The analysis of the data collected on the item as who should be a Teacher educator/ teacher-trainer of prospective teachers, established that 79(92.94) of the lecturers indicated that only professionals in Teacher education should undertake this task while 4(4.71) said that anybody with training in education should do the same and 2(2.35) said that any university graduate is competent to prepare and produce school teachers for this country. From this analysis, lecturers realize that Teacher preparation programme is a unique, specialized, exclusive and professional operation as observed by Lucas (1972) and Kafu (2013) and, therefore, requires the services of only well trained and qualified personnel in Teacher education programme. Apparently, this is not the practice in Kenyan universities to-day as shown by the professional background of the lecturer-respondents presented elsewhere in this study and the work of Bosire (1995). All of the lecturer-respondents to this item had no training in Teacher education programme. Warring et al (1998) note that relevant exposures promotes the competence of individuals to carry out tasks including Teacher

preparation. Thomas and Hirshkorn (eds) (2015) echo the same view when they talk about change and progress in Canadian Teacher education.

From the above discussions, Teacher Preparation programme in Kenyan universities has a series of professional practices that both influence and challenge its administration. These practices must be properly identified, appreciated and addressed by competent authorities if these institutions have to prepare and produce the desired crop of school teachers for the country in this century and beyond, the wish Lucas (1968) had for East African region in administration of Teacher education programme. Besides, the discussed practiced operations in this critical programme of education in Kenyan universities, the present study also examined the main facilitation provided for the administration of the above out-lined practices. Specifically, the study focused on facilities and resources as important facilitators in efficient administration of Teacher Preparation programme in Kenyan universities. Sharma (2013) in his study of quality assurance in Teacher education in Australia emphasized the need for these items in efficient administration of this programme.

d. Facilities and Resources for Administration of Teacher Preparation Programme in Kenyan Universities

It is an established fact that educational facilities and resources are the forces behind efficiency in instruction and development of quality in education in any setting (Kafu, 1976; Mukwa and Patel, 1981) as requested in subsidiary research question five. This is one of the reported challenges of Teacher education administration in Turkey (Tarman, 2010). These items create and provide the desired conducive environment for preparing and producing competent school teachers for an education system. In addition, they are the cradle of creativity and innovations in the administration of

Teacher Education programme. In this role, educational facilities and resources are the soft-ware as well as facilitators of efficiency and effectiveness in the conduct of Teacher Preparation programme not only at university level but also at any level of Teacher Preparation programme in the society. In an attempt to determine the need for and role of educational facilities and resources in Teacher Preparation programme in Kenyan universities, four items were designed, developed and included in the Lecturers' and students' questionnaire. These items focused on the availability and adequacy, variety, suitability/relevance of and the state/status of the available educational facilities and resources for preparing school teachers at university level in Kenya.

The conducted analyses of the data collected on the relevant items yielded the following results. On the global dimension, educational facilities and resources are critical in preparation of a modern school teacher. This explains why scholars in education world over are calling for enhancement of these items and improvisations of those items not available in Teacher preparation institutions (Bond, 2000; Elliot, 1998). Anees (2015) is categorical on the issue of equipping Teacher preparation institutions well with required materials. He decries the present poor state of this aspect of Teacher education programme administration globally.

On the availability and adequacy of educational facilities and resources, the analysis reveals that 627(57) of the student-respondents reported that the facilities and resources were available and adequate for their use in Teacher Preparation programme. They listed these items as learning areas (lecture halls, workshops, laboratories, field sites for games and sports, auditoria, amphitheaters and instructional materials (chalk boards/white boards/smart boards, computers and their accessories, lecturers' book materials, libraries, learning resource centers, etc).

However the findings from the observation schedule provided a clear and broader spectrum of the available educational facilities and resources for instruction in Teacher preparation programme in Kenyan universities. From this tool, it was established that there were twelve (12) facilities available for use in teacher preparation programme in Kenyan universities, lecture theatres, amphitheaters, science laboratories, geography rooms and laboratories, language laboratories Home Science/economics laboratories boardrooms, demonstration rooms, office spaces for staff and the play fields for games and sports. But in the case of resources, the observation schedule revealed that there were ten (10) common available items for instruction namely, teaching and technical staff, computer-related materials, photographic materials, smart-boards, chalk-boards/white-boards, Learning Resource Centers (LRC's), off-campus study areas and audio-related materials. This list of the observed educational facilities and resources more or less tallied with those provided in the two sets of questionnaire. The noticeably absent learning resource was the Faculty/School of Education library. This is a serious omission as this facility/resource is essential for the development of reading habits in students and the individual learning practices. It is also worth noting that most (85.71) of the listed items were mainly found in Kenyatta University followed by Egerton university (61.91) which are both Public institutions. Catholic university of Eastern Africa and University of Eastern Africa had had lower proportion (52.38) of the available educational facilities and resources for Teachers preparation programme. These are Private institutions which may not be having the capacity to develop some of these educational facilities and resources for Teacher preparation programme. On the other hand 311(28.27) studies said these items are either not available or inadequate in supply while 162(14.73) of them indicated they had no idea about these educational

materials. This analysis shows generally that students are satisfied with the supply of the required educational facilities and resources for preparing prospective teachers for Teaching profession.

However the large proportion (43) of students who either felt that these educational facilities and resources are unavailable and inadequate or had no opinion on this item is worrying situation. This is a large proportion to ignore and is a clear indication that Faculties/Schools of Education in Kenyan universities lack the essential educational facilities and resources for preparing teachers and therefore, may be producing school teachers who are not competent enough to serve the Kenyan education system in particular and the society in general. But the analysis of the data collected on this same item in lecturers' questionnaire, revealed that 21(24.7) of the lecturers think these items are available and adequate, 48(56.47) did not think so while 16(18.83) of them said they did not know the status of these items in their institutions. This observation sharply contrasts with what was established in the analysis of the students' views on the same item above. This variation in opinion could be attributed to the experience these two groups of respondents have with the required educational facilities and resources for Teacher preparation programmes. That is, the knowledge and role of these materials in administration of Teacher education programme. Lecturers are the designers and users of these items for/in instruction; they are trained in them and have had much longer exposure to them than students. Generally, lecturers, 64(75.29) think that Kenyan universities do not have adequate educational facilities and/ resources for conducting efficient Teacher Preparation programme in Kenyan universities. This is a clear indication that Teacher-educators are incapacitated or crippled in the quest of preparing and producing the desired quality of school teachers for this country, a fact that corroborates Tuitoek's (1996) view that

Kenyan universities are not producing competent graduates. According to him, Teacher education institutions are producing "half-baked" graduates because they are not adequately equipped for this task. Henry (1995) and Brown (2004) have echoed the same sentiments in their studies of interactive learning in Britain which requires a large variety of educational facilities and resources. The absence of these materials is perhaps the underlying cause of the poor quality of the produced school teachers by Kenyan universities. See table 4.30 and 4.31. The checklist was designed to provide qualitative data on the state and status of the available facilities as facilitation in preparation of prospective teachers in pedagogy in Kenyan universities. Besides, this tool was meant to confirm the information provided by respondents in the sets of questionnaire.

Table 4.30: Availability of educational facilities and resources in teacher preparation institutions

Availability of materials	Students	lecturers	Total
Available	627(57)	21(24.7)	648(54.68)
Not available	311(28.27)	48(56.47)	359(30.30)
No opinion	162(14.73)	16(18.83)	178(15.02)
Total	**1100(92083)**	**85(7.17)**	**1185(100)**

Table 4.31: Available Educational Facilities and Resources for Teacher preparation programme in selected Kenyan universities

Item	KU	EU	CUEA	UEAB
Lecture rooms	√	√	√	√
Lecture halls	√	√	√	√
Lecture theatres	√	√	-	-
Amphitheatres	√	-	-	-
Science laboratories	√	√	√	√
Language laboratories	√	-	-	-
Geography laboratories	√	-	-	-
Office Spaces	√	√	√	√
Boardrooms	√	√	√	√
Demonstration rooms	√	-	-	-
Play fields	√	√	√	√
Off-campus study areas	-	√	-	-
Teaching/Technical staff	√	√	√	√
Faculty/School libraries	-	-	-	-
Computer-related items	√	√	√	√
Photographic-related items	√	√	√	√
Audio-related items	√	-	-	-
Smart-boards	√	-	-	-
Chalk-boards	√	√	√	√
White-boards	√	√	√	√
Learning Resource Centres	-	-	-	-
Total	**18**	**13**	**11**	**11**
	(85.71)	**(61.91)**	**(52.38)**	**(52.35)**

Source: **Field data, 2015**

Key:

√ Available

-Not available

When the data collected on the above item was analyzed by the type of institution/university the respondents were drawn from, it was found that 52(21.57) male and 125(30.86) female students and 9(22.5) male and 4(30.77) female lecturers from urban-based institutions and 46(19.74) male 96(43.24) female students and 5(20) male and 3(42.86) female lecturers from rural-based institutions indicated that their institutions have adequate educational facilities and resources for Teacher preparation exercise while 122(50.33) male 220(54.32) female students and 21(52.5) male and 7(53.85) female lecturers from urban institutions and 168(72.1) male and 63(28.38) female students and 18(72) male and 2(28.57) female lecturers respectively from rural-based institutions showed that their instructions do not have adequate educational facilities and resources. However, 66(27.5) male and 60(14.82) female students and 10(25) male and 2(15.38) female lecturers from urban-based institutions and 19(8.16) male and 63(28.38) female students and 2(8) male and 2(28.57) female lecturers from rural setting were non-committal on the status/state of educational facilities and resources in their respective institutions. These details are presented in Table 4.32. This analysis demonstrates that a large proportion (73.31) of the students feel that their Teacher Preparation institutions either do not have adequate educational facilities and resources or they could not determine.

Table 4.32: Provided information on the availability of instructional materials by location and sex of respondent

	Urban institutions				Rural institutions				
	Students		Lectures		Students		Lecturers		
Availability of materials	Male	Female	Male	Female	Male	Female	Male	Female	Total
Available	5221.57)	125(30.36)	9(22.5)	4(30.77)	46(19.74)	96(43.24	5(20)	3(42.86)	340(28.69
Not available	122(50.33)	220(54.32)	21(52.5)	7(53.35)	168(72.1)	63(28.38	18(72)	2(28.57)	621(52.41
No opinion	66(27.5)	60(14.82)	10(25)	2(15.38)	19(8.16)	63(28.38	2(8)	2(28.57)	224(18.9)
Total	**240(20.25)**	**405(34.18**	**40(3.38)**	**13(1.1)**	**233(19.66)**	**222(18.73)**	**25(2.11)**	**7(0.59)**	**1185**

Source: **Field Data, 2015**

In the case of variety of educational facilities and resources observation schedule indicates that there are was a big variety. There were human (teaching and technical staff) and non-electronic materials; on campus and off-campus items and in-door and out-door learning areas as shown in table 4.33

Table 4.33: Categories and types of facilities /Resources available in Kenyan Universities for Instruction

Types of facilities and resources	Categories of facilities and resources
Teaching /technical staff	Human (non-electronic)
Lecture rooms /theatre /halls	Non-electronic
Science laboratories	Non-electronic
Language laboratories	Electronic ?Non-electronic
Geography laboratories	Non-electronic
Home science ?economic laboratories	Electronic/Non-electronic
Amphitheaters	Electronic /Non-electronic
Offices /Office spaces	Non-electronic
Boardrooms	Non-electronic
Demonstration rooms	Electronic/Non-electronic
Playfields	Non-electronic
Off-campus learning areas	Electronic/Non-electronic
Computer related materials	Electronic
Smart-boards	Electronic
Chalk-boards/white-boards	Non -electronic
Learning Resources centres	Electronic /Non -electronic
Audio-related materials	Electronic
Photography-related materials	Electronic

Source: **Field Data, 2015**

From table 4.33 it seems Kenyan universities have two main categories of facilities and resources namely electronic (modern) and non-electronic (traditional/convectional) materials. However, there are those materials that combine electronic and non-electronic features. Specifically, four of the observed found materials can be categorized as electronic, eight non-electronic and six materials that combine both electronic and non-electronic features of media resources .From this analysis it would seem that most Kenyans Universities still depend on non-electronic and a combination of non-electronic and electronic media and yet they are expected to prepare and produce a modern school teacher for Kenya.

This finding agrees with the views of Kafu (2011) in his discussion of emerging issues in Teacher Education today. This situation compromises the quality of Teacher Preparation programme in Kenyan universities and the quality of school teachers produced and supplied to the local school system. UNESCO (1976) has raised its concern about the quality of Teacher Preparation in developing countries in the world of which Kenya is part of. Abusson and Schuck (2013) writing on teacher education futures: today's trends, tomorrow's expectations raised this same concern. Therefore this study confirms this view. Without incorporating these instructional materials in Teacher preparation programme, preparation of quality school teachers in Kenya is likely to remain wishful thinking and untenable in this goal as Lucas (1968), Peterson et al (2000) and Laurilard (2002) have observed about administration of Teacher education programme in developing world .

Generally, educational facilities and resources required for instruction in Teacher Preparation institutions are of big and wide varieties. They range from instructional,

accommodation, catering, co-curricular, agriculture-related to general use materials. Specifically, efficient preparation of school teachers requires learning and, office spaces for staff, laboratories, lecture halls/theatres, conference facilities, identified out-door subject-specific learning sites, studios and workshops for practical's and media resources intended for instruction. All these items must be designed, developed and availed in adequate quantities to serve the intended purpose which is to prepare and produce competent school teachers. That is, they must be relevant, properly maintained and available for use when needed. More often than not, these educational facilities and resources are developed and used in instruction to promote the quality of Teacher Preparation programme so as to prepare and produce the desired quality of school teachers as advocated for by Lucas (1968). But Teacher-educators are encouraged to improvise these materials whenever necessary.

Consequently, variety in the development and availability of educational facilities and resources for preparation of prospective teachers is a critical consideration in administration of this programme since they are meant to develop the potential of prospective teachers. It was in view of this fact that two items focusing on variety in educational facilities and resources needed for administration of Teacher preparation programme were designed, developed and included in the students and lecturers' sets of questionnaire.

When the data collected on these two items and observation schedule were analyzed, the established results were 557(50.64) of the students and 23(27.06) lecturers indicated there was definite variety in the available educational facilities and resources for use in Teacher education while 327(29.73) students and 48(56.47) lecturers said there was no

variety in these items. However, 216(19.64) of the students and 14(16.47) lecturers said they were not aware of variety in the available and used educational facilities and resources in their respective institutions. But when these same items were analyzed by sex of the subjects and location of the institutions, the following observations were made. One hundred and seventeen (48.75) male and 170(41.98) female students and 9(22.5) male and 6(46.15) female lecturers from urban-based institutions indicated that there was variety in the educational facilities and resources available for use in their respective institutions and 167(71.67) male and 103(46.4) female students and 5(20) male and 3(42.86) female lecturers from rural-based institutions said the same. However, 123(51.25) male and 102(25.37) female students and 21(52.5) male and 7(53.85) female lecturers from urban institutions and 55(23.61) male and 47(21.17) female students and 18(72) male and 2(28.57) female lecturers from rural-based institutions said there is no noticeable variety. But 133(32.84) female students and 10(25) male lecturers from urban-based institutions and 11(4.72) male and 72(32.43) female students and 2(8) male and 2(28.57) female lecturers said they did not notice any variety in these items. From the presented results, the respondents (48.95) indicate that the available educational facilities and resources are varied. The data collected on the observation schedule (appendix-provides a proper picture of the available variety of facilities and resources for Teacher preparation programme in Kenyan universities. Consequently, apparently, prospective teachers in Kenyan universities are exposed to a rich, stimulating environment during their Teacher Preparation sessions. However, a large proportion (51.06) of the respondents indicate in the respective sets of questionnaire (for students and lecturers) that they were either not aware of any variety or there was no variety in the available and

used educational facilities and resources although the results obtained on the observation schedule contradict this view. This means prospective teachers are exposed to limited spectrum of learning experience during their Teacher preparation period. Observation schedule revealed that there is reasonably good variety of educational facilities and resources being used to prepare prospective teachers for teaching profession. These details are presented in Tables 4.34. From this table, it is clear that on the average a large proportion (48.95) of respondents were aware of variety in the available facilities and resources. Though an equally large proportion (31.65) were not aware of this feature. It is worth noting that these observations were widely different among the students and lecturers.

Table 4.34: Observed Variety in Available Educational Facilities and Resources in Faculties/Schools of Education in Kenyan

University

Variety in Facilities & Resources	Urban Students		Lecturers		Rural Students		Lecturers		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Noted variety	117	170	9	6	167	103	5	3	580
	(48.75)	(41.98)	(22.5)	(46.15)	(71.67)	(46.4)	(20)	(42.86)	(48.95)
Not noted variety	123	102	21	7	55	47	18	2	375
	(51.25)	(25.37)	(52.5)	(53.85)	(23.61)	(21.17)	(72)	(28.57)	(31.65)
Not aware of variety		133	10		11	72	2	2	230
	0	(32.84)	(25)	0	(4.72)	(32.43)	(8)	(28.57)	(19.41)
Total	**240**	**405**	**40**	**13**	**233**	**222**	**25**	**7**	
	(20.25)	**(34.18)**	**(3.38)**	**(1.1)**	**(19.66)**	**(18.73)**	**(2.11)**	**(0.59)**	**1185**

Source: **Field data, 2015.**

Besides the above observation, it would appear from Table 4.29 above that the location of the university (institution) influenced the views of the respondents on the status of the available educational facilities and resources in the Faculties/Schools of Education in Kenyan universities.

Further, this study investigated the suitability and relevance of the available educational facilities and resources for Teacher Preparation programme in Kenyan universities. In relation to this, one item was designed, developed and included in students and lecturers' sets of questionnaire and the observation schedule. The analysis of the collected data on this item reveals that 96(40) male and 249(61.48) female students and 22(55) male and 9(69.23) female lecturers from urban-based institutions and 103(44.21) male and 120(54.05) female students and 16(64) male and 2(28.57) female lecturers from rural institutions indicated that the available facilities and resources for preparation of prospective teachers are suitable and relevant. However, 74(30.85) male and 96(23.70) female students and 14(35) male and 3(23.08) female lecturers from urban institutions and 68(29.19) male and 50(22.52) female students and 7(28) male and 4(57.14) female lecturers from rural-based institutions said otherwise. However 70(29.17) male and 60(14.82) female students and 4(10) male and 1(7.69) female lecturers from urban institutions and 62(26.61) male and 52(23.42) female students and 2(8) male and 1(14.29) female lecturers from rural institutions indicated that they had no opinion on this item. Overall, 617(52.06) of the respondents said the available educational facilities and resources in Faculties/Schools of Education in Kenyan universities are suitable and relevant for preparing prospective teachers in pedagogy but 316(26.67) thought otherwise and 252(21.27) indicated they had no opinion on this matter. However, observation

schedule demonstrated that a large proportion (63.640 of the available educational facilities and resources (57.14) are suitable for preparation of prospective teachers for teaching profession. Whereas the results indicate that a large proportion (52.06) of respondents feel the available educational facilities and resources are suitable and relevant for Teacher Preparation programme in Kenyan universities, there is equally a large proportion (47.94) who either said these items are neither suitable nor relevant for the purpose or indicated, they had no opinion on this matter, which is not good news for preparation of quality school teachers for Kenyan education system at university level. This means that prospective teachers are not gaining the right competencies of teaching advocated for by Craver and Philipsen, (2011) and Bosire (1995) while undergoing Teacher Preparation programme. Generally, educational facilities and resources are the cradle of creativity and innovativeness which prospective teachers should acquire. In fact, the findings or observation schedule/check-list is in agreement with those established by Kafu (1976) and Bosire (1995) concerning poor preparation of school teachers for teaching profession especially in media resources and pedagogy. Table 4.35 clearly demonstrates that the location of institutions from which the subjects were drawn seem to have influenced their views on this item.

Table 4.35: Suitability and Relevance of the Available Facilities and Resources for Teacher Preparation

Quality of Facilities & Resources Available for Use	Urban Students		Lecturers		Rural Students		Lecturers		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Suitable & Relevant	96	249	22	9	103	120	16	2	617
	(40)	(61.48)	(55)	(69.23)	(44.21)	(54.05)	(64)	(28.57)	(52.06)
Not Suitable & Relevant	74	96	14	3	68	50	7	4	316
	(30.85)	(23.70)	(35)	(23.08)	(29.19)	(22.52)	(28)	(57.14)	(26.67)
	70	60	4	1	62	52	2	1	252
No Opinion	(29.17)	(14.82)	(10)	(7.69)	(26.61)	(23.42)	(8)	(14.29)	(21.27)
Total	**240**	**405**	**40**	**13**	**233**	**222**	**25**	**7**	
	(20.25)	**(34.18)**	**(8.38)**	**(1.1)**	**(19.68)**	**(18.73)**	**(2.11)**	**(0.59)**	**1185**

Source: Field data, 2015

The last item on educational facilities and resources used in teacher education programme in Kenyan universities that was designed and included in the lecturers' questionnaire only focused on the type and state of these items. This item was supported by the information sought and provided by the observation schedule. The collected data on this item was analyzed by the age of the institutions (that is the period of establishment of the institution) from which the subjects were drawn that is, whether the institution was older or newly established. Generally, 18(21.18) of the respondents indicated that the available facilities and resources for Teacher preparation in their respective institutions are modern and fairly well maintained for the purpose of preparing modern school teachers,51(60) of them did not think so while 16(18.82) of them indicated they could not tell. This information is presented in Table 4.36.

Table 4.36: State and Type of Facilities and Resources Available for Teacher Preparation programme in Kenyan Universities by age of the university and sex of respondents

	Older Institutions		Newer Institutions		
State & Type of Available Facilities & Resources	Male	Female	Male	Female	Grand Total
Modern/Maintained	4(11.77)	3(25.0)	9(29.03)	2(25.0)	18(21.18)
Traditional/Poorly Maintained	23(67.65)	7(58.33)	18(58.07)	3(37.50)	51(60.0)
Difficult to Say	7(20.58)	2(16.67)	4(12.90)	3(37.50)	16(18.82)
Total	**84(40)**	**12(14.12)**	**31(36.47)**	**8(9.41)**	**85**

Source: **Field Data, 2015**

Further analysis of this same item by the age/time of establishment (older/newer) of the institutions and the sex of the respondents yielded the following results: 4(11.77) male and 3(25) female lecturers from older institutions (Kenyatta University and University of Eastern Africa at Baraton) and 9(29.03) male and 2(25) female lecturers from relatively new (Egerton University and Catholic University of Eastern Africa in Nairobi) indicated that their respective institutions had modern and fairly well maintained facilities and resources for use while 23(67.65) male and 7(58.33) female lecturers from older institutions and 18(58.07) male and 3(37.5) female thought otherwise. However, 7(20.59) male and 2(16.67) female lecturer from older institutions and 4(12.9) male 3(37.5) female from relatively newer institutions indicated they found it difficult to comment on the state and type of the available facilities and resources in their respective institutions. These yielded results clearly demonstrate that educational facilities and resources currently in use for Teacher preparation in most (78.82) Faculties/Schools of Education in Kenyan universities are obsolete and poorly maintained/dilapidated for use in Teacher preparation programme. When the results obtained from the observation schedule was scrutinized, it is noted that a large proportion (84) of the available educational facilities and resources are obsolete, inadequate and poorly maintained for efficient preparation of modern school teachers in Kenya. Tables 4.37 provide the summary of the above presentation on the status of the available educational facilities and resources available for Teacher preparation programme.

Table 4.37: State/Status of Available educational facilities and resources in Kenyan Universities for teacher preparation programmes

Item	Quantity	Modern	Traditional	Maintenance
Lecture rooms	Inadequate		√	Poorly
Lecture halls	Inadequate		√	Poorly
Lecture theatres	Inadequate	√		Well
Amphitheatres	Inadequate	√		Well
Science laboratories	Inadequate		√	Poorly
Geography laboratories	adequate		√	Poorly
Home Science Laboratories	adequate	√		Well
Office Spaces	Inadequate		√	Poorly
Demonstration rooms	adequate		√	Well
Play fields	Inadequate		√	Well
Boardrooms	Inadequate		√	Well
Teaching/Technical Staff	Inadequate		√	Not regularly
Faculty/School of Education libraries	Inadequate	-	-	inducted Not available
Computer-related items	Inadequate	√		
Photographic-related items	Inadequate		√	Well
Audio-related items	Inadequate		√	poorly
Chalk-boards	Inadequate		√	Poorly
White-boards	Inadequate	√	-	Fairly well
Learning Resource Centres	Inadequate		√	Poorly
Off-campus Learning resources	Inadequate		√	poorly poorly

Source: **Field data, 2015**

As observed from table 4.36 ten of the available educational facilities and resources are poorly maintained, two of them are fairly well maintained and /or inducted while five of these materials are well maintained and/or regularly inducted.

Consequently, the quality of school teachers being prepared and produced by these institutions is not current/ modern enough to perform in this highly technological era (century and beyond). This observation as shown in Table 4.32 confirms Kafu's (1976) concern on the quality of school teachers being "trained" at university level in Kenya. Another important fact noted in these observations is, apparently the age/period of establishment of the institutions the subjects were drawn from and the sex of these respondents seem to have had no influence on the latter's reactions/responses to this item. Therefore, the obtained results are realistic, reliable and dependable enough.

Besides examining the status of the available facilities and resources for Teacher preparation the Faculties/Schools of Education of Kenyan universities, this study also attempted to establish the students and lecturers' understanding of the role and operation of Teaching Practice exercise in their institutions. Three items were designed and included in the students and lecturers' sets of questionnaire.

The first item on Teaching practice exercise sought to establish the place/role (whether this activity is professional/not professional activity) of this activity in Teacher preparation programme. Specifically, this item sought to establish whether this exercise was essential/important/required in Teacher Preparation programme. In other words, whether there is need to organize and administer Teaching Practical for prospective teachers. The analysis of the gathered data on this item demonstrates that 660(60)

students and 75(88.24) lecturers indicated that Teaching Practice exercise is very
necessary/essential/important as well as a required activity for prospective teachers,
330(30) students and 4(4.70) lecturers said it was somehow important but not necessary
while 110(10) students and 6(7.06) lecturers thought Teaching Practice exercise was not
important/essential/necessary or required in Teacher Preparation programme or had no
opinion on this item. These details are presented in Table 4.38.

Table 4.38: The Need for Teaching Practice Exercise in Teacher Preparation Programme in Kenyan Universities

	Respondents		
Need for Teaching Practice in Teacher Preparation Programme	**Students**	**Lecturers**	**Grand Total**
Required/Essential/Important	660(60)	75(88.23)	735(62.02)
Not Important/Essential	330(30)	4(4.71)	334(28.19)
No opinion	110(10)	6(7.06)	116(9.79)
Total	**1100(93.62)**	**85(6.38)**	**1185**

Source: **Field data, 2015.**

When asked to give reasons for their various opinions, the following views were
obtained: 915(92.62) students and 81(95.29) lectures said Teaching Practice is a field
course involving demonstrations of what has been either taught or learned in the lecture
rooms. In other words the respondents thought this exercise is an extended class for

students pursuing education degree programmes, a laboratory for preparation of prospective teachers and hands experience for them (Kafu, 1989).

However, 185(16.82) students said they had no interest in Teaching Profession while 4(4.71) lecturers said they were newly employed as lecturers, therefore, they had no experience to comment on this activity. The established fact from this analysis is that Teacher Practice exercise is an important component of teacher education programme. Allen (2012) established the same fact about Teaching practice exercise in his two studies on this activity in Australia.

On the organization and administration of Teaching Practice exercise by Faculties/Schools of Education in Kenyan universities, one item was designed and included both in the students and lecturers' sets of questionnaire. This item was purposely designed to determine the attitude of the respondents (students and lectures) towards the conduct of this exercise. The analysis of the data collected on this item indicates that 50(4.54) students and 27(31.77) lecturers felt that this exercise is well organized and managed in their respective institutions. But 220(20) students and 9(10.59) lecturers thought the organization and management of this activity is somehow good while 770(70) students and 33(38.82) lecturers said this programme was poorly organized and managed by the Faculties/Schools of Education and 60(5.46) students and 16(18.82) lecturers said they found it difficult to comment on this process. From these results it appears that the organization and management of the Teaching Practice exercise in the Faculties/Schools of Education is poorly conducted. That is the programme is inefficiently managed. This view is attested by the large proportion (70) of the students who strongly felt the exercise is mismanaged by their Faculties/Schools of Education. This observation contrasts

sharply with what Ringa (1994) found in her study of administration of Teaching Practice exercise in two (Kenyatta and Moi Universities) selected universities in Kenya. Perhaps the cause of the differences in these observations in the two studies is funding of the exercise. When Ringa (1994) conducted her study, the Kenyan government was fully financing Teaching Practice exercise in the then Faculties/Schools of Education in the two selected universities for her study but since then, this has been withdrawn by the government. However, the most striking observation concerns the views of the lecturers who indicated that the exercise is poorly managed when they are supposed to be active participants in this activity as co-ordinators, supervisors and opinion leaders in the administration of this activity. This role of lecturers was well articulated by Waiyaki (1978) in his study of challenges of administering Teaching Practice in Kenyan Primary Teachers' Colleges. Table 4.39 summarizes these details. Generally, as Kelly (2012) observes reading a book or listening to a lecturer/tutor is not enough. Prospective teachers need practice teaching (Teaching Practice) combined with effective mentoring in order to help them understand what is required of them in their new position as student-teachers as well as school teachers when they qualify. This happens through prospective teachers teaching in the classroom setting and putting in practice the theory they may have learnt back at the university. This is the beauty of conducting Teaching Practice exercise in Teacher Education Programme it brings home the interactions in the classroom/lecture room (Kafu ,1978).

Table 4.39: Organization and Management of Teaching Practice Exercise by Faculties/Schools of Education in Kenyan Universities

Quality of Administration of Teaching Practice Exercise	Respondents		
	Students	Lecturers	Grand Total
Well Organized/Managed	50(4.54)	27(31.77)	77(6.5)
Somehow well Organized/Managed	220(20)	9(10.59)	229(19.33)
Poorly Organized and Managed	770(70)	33(38.82)	803(67.76)
Difficult to Say	60(5.46)	16(18.82)	76(6.41)
Total	**1100(92.83)**	**85(7.17)**	**1185**

Source: **Field Data, 2015.**

One of the most important features in organization and management of the Teaching Practice exercise is the planned amount of exposure for the prospective teachers. This is what is professionally referred to as duration, experiences and/or sessions of Teaching Practice. This is invariably known as the structure of this exercise. In order to establish the preferred structure of administering Teaching Practice exercise by the Faculties/Schools of Education in Kenyan universities, an item was designed and included in both the students and lecturers' sets of questionnaire. This item sought information on the frequency of administering Teaching Practice exercise in their

respective institutions for any one cohort of prospective teachers and the duration of the preferred structural designs of this exercise. The analysis of the data collected on this item reveals that 770(70) students and only 8(9.41) lecturers preferred three equal in duration sessions of conducting Teaching Practice exercise, 110(10) students and 18(21.18) lecturers preferred two equal in duration sessions while 220(20) students and 59(69.41) lecturers had preference for one long (lasting a whole school term) Teaching Practice session. These preferences seem to differ widely between the two (students and lecturers respectively) categories of respondents. For example a large proportion (70) of students preferred three equal in duration structure of administering Teaching Practice exercise.

This is a realization that the currently practiced structure (of one long session) is both inadequate for the required exposure during this exercise and inconvenient for correction of errors made by prospective teachers while out in the field for Teaching Practice. This is the structure adopted and used by Makerere University College in Uganda in the 1940's (Babiha, 1968) and all Primary Teachers' Colleges in Kenya till the late 1980's (Kafu, 1978). However, many lecturers (69.4) preferred one long session of Teaching Practice exercise either because of their own experience during Teacher Preparation programme or the established notion in Kenyan Teacher preparation institutions that Teaching Practice exercise provides opportunity for Teacher-educators to rest from the rigour of teaching activity or get extra money. Therefore, to understand the reported opinions in Table 4.40, it is important to bring into play the academic, professional, economic and technical dynamics that may have influenced the opinions of the

respondents. Consideration of these factors is normally the basis which universities use to opt for any of the listed models (in Table 4.40) of conducting Teaching practice exercise.

Table 4.40: Preferred Teaching Practice Exercise Structures for the Facilities/Schools of Education in Kenyan Universities

	Respondents		
Preferred Sessions of Teaching Practice	**Students**	**Lecturers**	**Grand Total**
One Long Session of Teaching Practice	220(20.0)	59(69.41)	279(23.54)
Two Equal Sessions of Teaching Practice	110(10.0)	18(21.18)	128(10.80)
Three Sessions of Teaching Practice	770(70.0)	8(9.4)	778(65.66)
Total	**1100**	**85**	**1185**

Source: **Field Data, 2015.**

When the data collected on the above item was analyzed by the type of institutions the subjects were drawn from, the obtained results show that 40(75.47) lecturers from public (Kenyatta University and Egerton University) and 18(56.25) from Private (University of Eastern Africa at Baraton and the Catholic University of Eastern Africa in Nairobi) and 168(23.92) students drawn from Public universities and 59(14.82) from Private institutions preferred a one long (three months/whole school term) Teaching Practice

structure/session. However, 8(15.09) lecturers from Public universities and 11(34.37) from Private institutions and 30(4.27) students from Public institutions and 70(17.59) from Private Universities preferred a two equal session Teaching Practice structure. But 5(9.44) lecturers from Public universities and 3(9.38) from Private ones and 504(71.80) students from Public institutions and 269(67.69) from Private Universities preferred a three equal session Teaching Practice structure. This analysis simply confirms what has been established in the above observation where a large proportion (98.98) of students irrespective of the type of institutions they were drawn from preferred a three equal session (four to eight weeks each during the school term).The same feature was noted among the lecturers. On the average, 30(30.29) lecturers preferred a one long session Teaching Practice session presumably for the reasons provided elsewhere above. Generally, the students' preference for Teaching Practice session/ structure and the required duration in weeks (between four to eight weeks and whole school term/thirteen weeks) authenticates the professional concern raised about the present structure and duration of Teaching Practice exercise prospective teachers undergo in Kenya and Uganda respectively (Ssekamwa,1969; Waiyaki,1978; Ringa,1994; Bosire,1995). According to these authorities in education, the present organization and administration practice of Teaching Practice does not give adequate opportunity to prospective teachers to acquire the required pedagogical competencies. For example, Ssekamwa (1969) and Waiyaki (1978) suggest that Teaching Practice exercise should be conducted at the end of every academic year for prospective teachers at university level in order to develop and reinforce the desired professional competences. In other words, they advocate for a four session Teaching Practice structure However, research by Miller and Silver (2000) shows

that there is usually disconnect between field experiences with university-based components (theory) of Teacher education. Generally, the former (field experiences) are limited and too often mechanical aspects of teaching. Table 4.41 presents the discussed details.

Table 4.41: Preferred Teaching Practice Session Structure for Faculties/Schools of Education in Kenyan Universities

Teaching Practice Session Structure	Public		Private		
	Students	Lecturers	Students	Lecturers	Grand Total
One Long Session Teaching Practice	168 (23.93)	40 (75.47)	59 (14.82)	18 (56.25)	285 (24.05)
Two Equal Session Teaching Practice	30 (4.27)	8 (15.09)	70 (17.59)	11 (34.37)	119 (10.04)
Three Equal Session Teaching Practice	504 (71.8)	5 (9.44)	269 (67.59)	3 (9.38)	781 (65.91)
Total	**702** **(59.24)**	**53** **(4.47)**	**398** **(33.59)**	**32** **(2.7)**	**1185**

Source: **Field data, 2015.**

Assessment is an important component in Teacher Preparation programme for preparing prospective teachers in pedagogy and other related areas. It is the measure through which the understanding of what has been taught is determined (Kafu, 2015). Besides, these prospective teachers get opportunity to learn how to design and administer assessments in

their place of work on qualifying as school teachers. In fact, assessment is a typical pedagogical activity that requires specialized competencies on the part of the school teacher which are only and competently provided during the course of Teacher Preparation programme. It was in view of this important role of assessments in preparation of prospective teachers in pedagogy that three items were designed and included in the lecturers' and students' sets of questionnaire. These items specifically sought respondents' views on the types, quality and the challenges Teacher-educators face when administering this process in instruction. The need for these items was based on Mayer's (1984) identified three learning stages that affect meaningfulness, selection, organization and integration of information which assessment is designed to determine.

The analysis of data collected on the types of assessments conducted in Faculties/Schools of Education in Kenyan Universities reveals a number and different types of assessments that are conducted. These were End of Semester (EoS)/Term/Quarter/End of Year (EoY) written examinations and Practical assessments in Teaching Practice, industrial attachments and field trips involving observations, practicals, preparing written reports, discussion sessions by participants and other lots of activities. The analysis of the relevant item on assessments designed for lecturers only show that 56(65.88) said their institutions administer End of Semester/Term/Quarter written examinations (assessments), 19(22.35) indicated their institutions conduct End of Year (EoY) assessments only, 6(7.06) said their institutions administer a combination of these forms of assessment while 4(4.71) gave other forms of assessments not listed above. This presentation demonstrates the variety that exists in the design and administration of assessments in Faculties/Schools of Education in Kenyan universities. Hence, the varied

approach in pedagogical preparation of prospective teachers in this critical component of instruction. In other words there is no uniformity in conducting assessment in Kenyan universities which does not guarantee quality in teacher preparation exercise.

When the same item was analyzed by the type (Public/Private) of institutions the lecturer-respondents were drawn from the following facts were established. The purpose of doing this was to determine whether this factor impacts on the administration of assessments in the Faculties/Schools of Education in the selected universities. The analysis shows that 41(77.36) lecturers from Public universities and 15(46.88) from Private universities said their institutions administer End of Semester (EoS) assessments only. But 7(13.21) lecturers from Public universities and 12(37.5) from Private universities indicated that their institutions administer only End of Year (EoY) assessments. However, 2(3.77) lecturers from Public universities and 4(12.5) of them from Private universities said their institutions use a combination of these modes of assessments and 3(5.66) of the lecturers from Public universities and 1(3.13) from Private universities indicated that their respective institutions use other forms of assessments which they identified as observations, orals, practical's, field trips/industrial attachments, written reports, seminar paper presentations,… etc. From Table 4.42, it is apparent that there is no significant difference between Faculties/Schools of Education in Public and Private Kenyan universities in administration of assessments.

This is to be expected because Egerton University and the other two Private universities (CUEA and UEAB) modeled their Faculties/Schools of Education from the established practices in Kenyatta University. Though not interrogated in this study, the presumed factors influencing the observed practices in administration of assessments in

Faculties/Schools of Education include the established practices, systems and traditions of managing university examinations in the selected Kenyan universities, the cross-cultures of the Teacher-educators working in these institutions and failure to preparation of prospective teachers in pedagogy. Scrutiny of Faculties/Schools of Education brochures from Kenyatta universities and C.U.E.A provides no hint of whether administration of assessments is a fair tool in preparation of prospective teachers in pedagogy in Kenyan universities.

Table 4.42: Forms/Modes of Assessments Administered by Faculties/Schools of Education in Kenyan Universities

Forms/Modes of Assessments Conducted	Type of University		
	Public	**Private**	**Grand Total**
End of Semester/Term/Quarter	41(77.36)	15(46.88)	56(65.88)
End of Year Assessment	7(13.21)	12(37.50)	19(22.35)
Combination of Two Modes	2(3.77)	4(12.50)	6(7.06)
Other Identified Forms of Assessment	3(5.66)	1(3.13)	4(4.71)
Total	**53(62.35)**	**32(37.65)**	**85**

Source: **Field Data, 2015.**

It was also prudent for the researcher to establish the quality of assessments designed and conducted by the Faculties/Schools of Education for prospective teachers in the selected Kenyan universities. In this respect, the focus was the relevance of these assessments to pedagogy. This process involved document analysis especially past papers in Professional areas of the courses conducted by the Faculties/Schools of Education. Besides document analysis, an item was designed and included in the lecturers and students' questionnaire to determine the quality of administered assessments. The obtained results show that 694(63.09) of the students and 18(21.18) lecturers indicated that the assessments in their respective institutions are competently conducted while 340(30.91) students and 50(58.82) lecturers indicated otherwise. However, 66(6) of the students and 17(20) lecturers said they could not comment on the matter. These results are as surprising as presented. Lecturers are the designers and administrators of assessments in Faculties/Schools of Education, therefore, it is interesting that a large proportion (58.82) of them felt that the administration of these assessments is not competently done. Could their views be based on the relevance of these assessments to the preparation of prospective teachers in pedagogy a fact confirmed by examination of past examination papers in Professional courses from Kenyatta University and University of East Africa, Baraton (UEAB)? Examination of the past examination papers apart from those Departments of Curriculum and Instruction were found not to focus on pedagogical issues. This is notwithstanding the fact that all courses designed and conducted in the Faculties/Schools of Education should have a good blend of academic and professional content on preparation of prospective teachers. Therefore, the observed difference in opinion concerning the quality of conducted assessments between lecturers and students

can be explained away purely on the basis of experiential and professional factors. The lecturers are well trained teachers with wide experience in teaching which includes designing and administering assessments while students have none. Consequently, the lecturers' judgment of the quality of assessments conducted by their Faculties/Schools of Education is more realistic, reliable and dependable than the students. But it is also a self-critique by lecturers that they may not be competent in administering assessments. Generally, notwithstanding the above observations, this study has established that assessments are competently (60.09) conducted by Faculties/Schools of Education. Table 4.43 summarizes the foregoing discussion.

Table 4.43: Quality of Conducted Assessments in Faculties/Schools of Education in Kenyan Universities

	Respondents		
Quality of Assessments in the Faculties/Schools of Education	**Students**	**Lecturers**	**Grand Total**
Competently Conducted	694(63.09)	18(21.18)	712(60.09)
Not Competently Conducted	340(30.91)	50(58.82)	390(32.90)
Difficult to Say	66(6.0)	17(20.0)	83(7.0)
Total	**1100(92.83)**	**85(7.17)**	**1185**

Source: **Field Data, 2015.**

Like any pedagogical issues, administration of assessments in the Faculties/Schools of Education in Kenyan universities faces and poses a wide range of challenges. These

challenges range from expertise, technical and logistical support from universities and administrative issues arising from the institutional established systems, practices and traditions. In view of this fact, this study set out to establish from both students and lecturers whether they are aware of any challenges that face or exist in the administration of assessments in Faculties/Schools of Education. The analysis of the data collected on the relevant item reveals that 782(71.09) students and 48(56.47) lecturers indicated that administration of assessments faces many challenges while 301(27.86) students and 27(31.77) lecturers said they had not noted any serious challenges of administration of assessments but 17(1.55) students and 10(11.76) lecturers indicated that it was not possible to say. This information is summarized in Table 4.44. Consequently, there was urgent need to establish the existing challenges to the administration of assessments in Faculties/Schools of Education and address them appropriately. This discussion is covered in the next section of the chapter.

Table 4.44: Challenges of Administering Assessments in the Faculties/Schools of Education in Kenyan Universities

	Respondents		
Challenges of Administering Assessments	**Students**	**Lecturers**	**Grand Total**
Challenges Exist	782(71.09)	48(56.47)	830(70.04)
Challenges do not exist	301(27.36)	27(31.77)	328(27.68)
Difficult to say	17(1.55)	10(11.76)	27(2.28)
Total	**1100(92.83)**	**85(7.17)**	**1185**

Source: **Field Data, 2015.**

When asked to identify some of the potential challenges of/to administration of assessments in the Faculties/Schools of Education in selected Kenyan universities, respondents cited a total of eleven challenges of which some were student-specific, lecturer-specific, institution-specific and others that were cited by both students and lecturers. These challenges were conveniently categorized as administrative, technical, logistical, curricular and professional in nature. The following challenges were cited by respondents and categorized as presented above. Under administrative-related challenges were increased students enrolment, work space needs and cheating during administration of assessments. But under technical-related challenges were organization and management of assessments, timing of conducting assessments and the university operating examination policies/guidelines that govern the administration of assessments while logistical challenges included established systems and practices of conducting assessments in the Faculties/Schools of Education and information management in relation to assessments. But, curricular related challenges were time-table problems, invigilation and the staff teaching workload in these academic/professional units. In the case of professional-related challenges were the quality of Teacher-educators, the designed and conducted assessments and the adopted marking mode of examination after conducting assessments. Which is either individually done or "pool" system of marking scripts.

As shown in Table 4.45, there were challenges specific to either the students or lecturers only although a fairly large proportion (50) of them was cited by both students and lecturers. Those challenges cited by students only included timing of conducting assessments and the quality of the assessments conducted while lecturer-specific

challenges were workload and increased student enrolment in universities. But those challenges cited by both students and lecturers were organization and management of assessments, work space needs, time-table problems, information management, cheating by students during assessments and the established university examination policies/guidelines. This revelation of the stated challenges should serve as a useful blue print guide for Teacher-education practitioners.

Table 4.45: Cited Challenges of Administering Assessments in Faculties/Schools of Education in Kenyan Universities

SN	Challenge	Category of Challenges	Students	Lecturers	Total
1	Expertise	Professional		√	1
2	Organization/Administration of Assessments	Technical	√	√	2
3	Work Space Needs	Administrative	√	√	2
4	Student Enrolment	Administrative		√	1
5	Quality of Assessments	Professional	√		1
6	Time-table Problems	Curricular	√	√	2
7	Information Management	Logistical	√	√	2
8	Cheating in Assessments	Administrative	√	√	2
9	Teaching/Workload	Curricular		√	1
10	Policies/Systems/Guidelines	Technical/ Logistical	√	√	2
11	Marking of Assessments	Professional		√	1
12	Timing of Conducting Assessments	Technical	√		1
13	Invigilation of Assessments	professional/Logistical		√	1
Total		**13**	**8**	**11**	**19**

Source: **Field Data, 2015.**

Table 4.45 demonstrates that both students and lecturers are very much aware of the existing challenges that affect efficient administration of assessments as all aspects of pedagogical preparation in Teacher preparation programme in the Faculties/Schools of

Education in Kenyan universities. Most of these challenges, 6(50) have been properly cited by both lecturers and students and only 5(33.33) have been cited by lecturers and 2(16.67) by students only respectfully. Unless these challenges are well identified and managed, they may negatively affect the quality of assessment in Kenyan universities and by extension the quality of preparation of prospective teachers in pedagogy in Kenyan universities. Hence the practice of Teaching profession in Kenya.

General Comments

This section of the students and lecturers' sets of questionnaire was specifically designed to determine the respondents' overall views of the quality of graduates from the Faculties/Schools of Education in Kenyan universities and the noted deficiencies affecting the preparation and production of competent school teachers for Kenyan education system. Further, the subjects were required to suggest appropriate strategies/approaches of managing the stated deficiencies. In order to solicit this information from students and lecturers-respondents, four items were designed and included in students and lecturers' sets of questionnaire respectively. The first two items were on quality of graduates produced by Faculties/Schools of Education in the selected Kenyan Universities. The other two items required these respondents to identify and state some of the deficiencies affecting the preparation of prospective teachers for Teaching profession in Kenyan universities and make appropriate proposals of managing these deficiencies.

In the case of obtaining information on the quality of graduates from Faculties/Schools of Education, the data collected using the designed items was analyzed by the sex, type

(whether Public/Private) and location(urban/rural) of institution of affiliation and the lecturers' duration(period in years) of preparing prospective teachers. When this was done, first by sex, type and location of institutions students and lecturers were drawn from, it was found that 160(49.54) male and 140(44.87) female students and 18(40.91) male and 6(40) female lecturers from urban-based institution and 140(56) male and 110(51.16) female students and 14(66.67) male and 3(60) female lecturers from rural institutions felt that the graduates were competent school teachers. On the other hand, 50(15.48) male and 27(8.65) female students and 12(27.27) male and 7(46.67) female lecturers from urban-based institutions and 20(8) male and 13(6.05) female students and 5(23.81) male and 2(40) female lecturers from rural-based institutions said these teachers were not competent at all. However, 113(34.98) male and 145(46.48) female students and 14(31.82) male and 2(13.33) female lecturers from urban-based institutions and 90(36) male and 92(42.79) female students and 2(9.52) male lecturers from rural-based institutions said it was difficult to determine the quality of the produced school teachers. This observation is a worrying feature for Teaching profession. When the combined results (students and lecturers) of those respondents, 594(50.13), who indicated that the quality of produced school teachers is poor and those who said they had no opinion, is a noteworthy observation. If the individuals preparing prospective teachers and the prospective teachers themselves can say the quality of school teachers is poor then, to say the least, there is something amiss with the administration of Teacher preparation programme in Kenyan universities. Therefore, Tuitoek (1996) was right in claiming that Kenyan universities produce "half-baked" graduates. This is an aspect of Teacher Education programme that needs further interrogation! Table 4.46 presents these details.

Table 4.46: Quality of Graduates Prepared and Produced by Kenyan Universities

Quality of Graduates	Urban				Rural				Grand Total
	Students		Lecturers		Students		Lecturers		
	Male	Female	Male	Female	Male	Female	Male	Female	
Competent	160	140	18	6	140	110	14	3	591
	(49.54)	(44.87)	(40.91)	(40.0)	(56.0)	(51.16)	(66.67)	(60.0)	
Not Competent	50	27	12	7	20	13	5	2	136
	(15.48)	(8.65)	(27.27)	(46.67)	(8.0)	(6.05)	(23.81)	(40.0)	(11.48)
Difficult to Say	113	145	14	2	90	92	2		458
	(34.98)	(46.48)	(31.82)	(13.33)	(36.0)	(42.79)	(9.52)	0	(38.65)
	323	**312**	**44**	**15**	**250**	**215**	**21**	**5**	
Total	**(27.26)**	**(26.33)**	**(3.71)**	**(1.27)**	**(21.1)**	**(18.14)**	**(1.77)**	**(0.42)**	**1185**

Source: **Field data, 2015.**

However, when the data collected on this same item was analyzed on the basis of the duration (period in years) the Teacher-educators/lecturers had been preparing school teachers, the established results are as shown in Table 4.47. Close Examination of these results reveal that 5(31.25) male and 2(40) female lecturers with Training experience of 1-10years, 5(41.67) male and 3(50) female lecturers with experience of 11-20years, 13(68.42) male and 2(28.57) female lecturers with experience of 21-30years of preparing prospective teachers and 9(56.25) male 2(50) female lecturers with experience of over 30years of preparing school teachers indicated that graduates of the Faculties/Schools of Education in kenyan universities are competent or of good quality. However, 7(43.75) male and 3(60) female lecturers with experience of 1-10years, 4(33.33) male and 2(33.33) female with experience of 11-20years of preparing prospective teachers, 4(21.05) male and 3(42.86) female with experience of 21-30years and 2(12.5) male and 1(25) female lecturers with over 30years of preparing prospective teachers indicated the graduates are not competent while 4(25) male lecturers with experience of 1-10years, 3(25) male and 1(16.67) female lecturers with experience of 11-20years, 2(10.53)male and another 2(28.57) female lecturers with experience of 21-30years of preparing prospective teachers and 5(31.25) male and 1(25) female lecturers with over 30years experience said it was difficult for them to determine the quality of graduates of Faculties/Schools of Education. This analysis on the basis of the experience of lecturers /Teacher-educators in Teacher Preparation programme spanning from one year to over 30 years confirms what was observed above that majority (51.77) of lecturers believe that the quality of school teachers prepared and produced at university level in Kenyan universities is wanting or rather poor. This is what Watkins and Darmelly (2014)

established in their study of core values as the basis for Teacher education for inclusion in Australia. Therefore, there is increasing need to review the administration of Teacher education programme at university level in Kenya. This involves embracing philosophical beliefs about how educational goals can best be achieved which have shifted from emphasizing curriculum content to focusing on learners' (prospective teachers) knowledge, expectation and experience (Pea and Gomez, 1992; Tobin and Dawson, 1992); Table 4.48 summarizes the presentation.

Table 4.47: Quality of Graduate School teachers from Kenyan Universities

Quality of Graduates	1-10Yrs Male	Female	11-20Yrs Male	Female	21-30Yrs Male	Female	Over 30Yrs Male	Female	Grand Total
				Experience in Years of Lecturers					
Competent	5	2	5	3	13	2	9	2	41
	(31.25)	(40.0)	(41.67)	(50.0)	(68.42)	(28.57)	(56.25)	(50.0)	(48.24)
Not Competent	7	3	4	2	4	3	2	1	26
	(43.75)	(60.0)	(33.33)	(33.33)	(21.05)	(42.86)	(12.50)	(25.0)	(30.59)
Difficult to Say	4		3	1	2	2	5	1	18
	(25.0)	0	(25.0)	(16.67)	(10.53)	(28.57)	(31.25)	(25.0)	(21.18)
	16	**5**	**12**	**6**	**19**	**7**	**16**	**4**	
Total	**(18.82)**	**(5.88)**	**(14.12)**	**(7.06)**	**(22.35)**	**(8.24)**	**(18.82)**	**(4.71)**	**85**

Source: **Field data, 2015.**

On the issue of the deficiencies affecting preparation of prospective teachers in Kenyan universities and possible strategies of managing these deficiencies in order to promote the quality of school teachers in Kenya, two items were designed and included in the students and lecturers' sets of questionnaire respectively. The first item sought information from the respondents on whether they have noted deficiencies in administration of Teacher preparation programme in Kenyan universities. The analysis of the collected data yielded the following results: four hundred and twelve (71.9) male and 376(71.35) female students and 43(66.15) male and 10(50) female lecturers said there were deficiencies in the administration of Teacher preparation programme in Kenyan universities but 98(17.1) male and 141(26.76) female students and 17(26.15) male and 2(10) female lecturers indicated they have not noticed any deficiencies in the programme. But 63(11) male and 10(18.98) female students and 5(7.69) male and 8(40) female lecturers could not determine and/or say whether there are any deficiencies in Teacher preparation programme. From this analysis, there is enough evidence that the administration of Teacher education programme at university level in Kenya has many deficiencies as indicated by a large number (70.97) of respondents who said so. This is what Bosire (1995) and Kafu; (2015) established in their studies of administration of Teacher education programme in Kenya. This situation compromises the quality/ of preparing school teachers and by extension, the quality of this crop of school teachers and Teaching profession in this country. Table 4.49 summarizes these results by category of respondents and their sex. However, the over-all result is that the current Teacher preparation programme is deficient and does not help prospective teachers to understand

how to find and apply effective benchmarks for students achievement in learning (Moody et al, 2000).

Table 4.48: Noted Deficiencies of Practiced Teacher preparation programme

Respondents					
	Students		**Lecturers**		
Deficiencies	**Male**	**Female**	**Male**	**Female**	**Grand Total**
Noted Deficiencies	412(71.9)	376(71.35)	43(66.15)	10(50.0)	841(70.97)
No Deficiencies Noted	98(17.1)	141(26.76)	17(26.15)	2(10.0)	258(21.77)
Cannot Say	63(11.0)	10(18.98)	5(7.69)	8(40.0)	86(7.26)
Total	**573(98.35)**	**527(44.47)**	**65(5.49)**	**20(1.69)**	**1185**

Source: **Field data, 2015.**

On management of the noted deficiencies in preparation of school teachers by Faculties/Schools of Education in Kenyan universities, the respondents cited many deficiencies which are summarized as follows: inadequate duration for preparing teachers for Teaching profession, poor/inappropriate educational facilities and resources for preparing prospective teachers, inappropriate Teacher education curriculum, under-staffing and mismanagement of Faculties/Schools of Education as academic and professional units in Kenyan universities. When collected data on the relevant item was analyzed by the type (urban and rural) of institution, category of respondents (students and lecturers) and the sex of the respondents, the results were as presented in table 4.50.

One hundred and ninety (58.82) male and 27(8.65) female students and 16(36.36) male and 3(20) female lecturers from urban-based institutions and 72(28.8) male and 120(55.81) female students and 5(23.81) male and 1(20) female lecturers from rural institutions cited inadequate duration for preparing prospective teachers as one of the noted deficiencies. Thirty six (11.15) male and 110(35.26) female students and 6(13.64) male and 3(20) female lecturers from urban-based universities and 46(18.4) male and 31(14.42) female students and 3(14.29) male and 1(20) female lecturers in rural-based institutions cited poor/inappropriate facilities and resources as a deficiency in Teacher Preparation programme. But 24(7.43) male and 66(21.15) female students and 10(22.73) male and 2(13.33) female lecturers from urban institutions and 52(20.8) male and 9(41.86) female students and 4(19.05) male lecturers from rural-based institutions indicated inappropriate Teacher Education curriculum as a deficiency while 50(15.48) male and 80(25.64) female students and 9(20.46) male and 4(26.67) female lecturers from urban-based institutions and 70(28) male and 46(21.4) female students and 2(9.52) male and 2(40) female lecturers based in rural institutions cited under-staffing as a deficiency. Twenty three (7.12) male and 29(9.3) female students and 3(6.82) male and 3(20) female lecturers from urban-based institutions and 10(4) male and 9(4.19) female students and 7(33.33) male and 1(20) female lecturers from rural-based universities felt that mismanagement of the Faculties/Schools of Education as academic and professional units as the main deficiency. From this analysis it is clear that the most serious deficiency is the inadequacy of the duration of preparing teachers (36.62), followed by understaffing factor (22.19), then poor/inappropriate facilities and resources (19.92) for preparing prospective teachers, inappropriate Teacher Education curriculum (14.09) and last but not

least is the mismanagement of Faculties/School of Education (7.17) in Kenyan universities. These are serious deficiencies in Teacher preparation programme which the Kenyan universities must immediately address if they have to prepare and produce the right caliber/crop of school teachers to serve in Kenya and elsewhere in the world in this century and beyond. Most of these cited weaknesses affecting the quality of Teacher education programme were noted by Karanja (1978) when addressing the state of education in Kenya. Karanja (1978) pointed-out that the quality of administering education was poor and had to be reviewed. These deficiencies in Teacher education programme are not unique to Kenya. Anastasiades et al (2011), Aubusson and Schuck (2013) and Ingersoll (2007) in their works on quality of Teacher education worldwide have cited these deficiencies.

Table 4.49: Categories of noted Deficiencies in Teacher Preparation Programme

| | Urban | | | | Rural | | | | |
| | Students | | Lecturers | | Students | | Lecturers | | |
Noted Deficiencies	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
Inadequate duration	190	27	16	3	72	120	5	1	434
	(58.82)	(8.65)	(36.36)	(20.0)	(28.8)	(55.81)	(23.81)	(20.0)	(36.62)
Poor/Inappropriate	36	110	6	3	46	31	3	1	236
Facilities and Resources	(11.15)	(35.26)	(13.64)	(20.0)	(18.4)	(14.42)	(14.29)	(20.0)	(19.92)
Inappropriate Teacher	24	66	10	2	52	9	4		167
education curriculum	(7.43)	(21.15)	(22.73)	(13.33)	(20.8)	(41.86)	(19.05)	0	(14.09)
Understaffing in the	50	80	9	4	70	46	2	2	263
Faculties/Schools of	(15.48)	(25.64)	(20.46)	(26.67)	(28.0)	(18.4)	(9.52)	(40.0)	(22.19)
Education									
Mismanagement of	23	29	3	3	10	9	7	1	85
Faculties/Schools of	(7.12)	(9.3)	(6.82)	(20.0)	(4.0)	(4.19)	(33.33)	(20.0)	(7.17)
Education									
	323	**312**	**44**	**15**	**250**	**215**	**21**	**5**	
Total	**(27.26)**	**(26.33)**	**(3.71)**	**(1.27)**	**(21.1)**	**(18.14)**	**(1.77)**	**(0.42)**	**1185**

Source: **Field data, 2015.**

When asked to suggest how the noted deficiencies in administration of Teacher preparation programme in Kenyan universities should be managed, the respondents made several proposals as required by the last item in students and lecturers' sets of questionnaire. Among the proposed strategies of doing this are to increase of investments (provide funds, expertise, technical and logistical support) in the Teacher education programme, increase/extension of the present duration for preparing school teachers from four to five years, modernization of the programme by adapting to and adoption of new developments in education especially new educational technologies in education and society, broadening of the Teacher education curriculum to include new areas of interest to modern school teachers, needs of modern world and Teaching profession, improving the development and supply of educational facilities and resources for efficient administration of the programme and employment/recruitment of well-trained /qualified/competent staff in Teacher education to manage the programme at university level. The analysis of the collected data by sex, categories of respondents and location of institutions of affiliation on the relevant item yielded the following results. In the case of the proposal of increase in investments (funds, expertise, technical/logistical support), 50(15.48) male and 63(20.19) female students and 13(29.55) male and 3(20) female lecturers from urban-based institutions and 71(28.4) male and 66(30.7) female students and 8(38.1) male and 1(20) female lecturers made this suggestion while 60(18.58) male and 41(13.14) female students and 6(13.64) male and 2(13.33) female lecturers from urban institutions and 54(21.6) male and 40(18.61) female students and 3(14.29) male lecturers from rural institutions recommended that Teacher education curriculum should be broadened to cover new areas of interest to Teacher education programme. Then

70(21.67) male and 68(21.8) female students and 6(13.64) male and 2(13.33) female lecturers from urban-based institutions and 33(13.2) male 46(21.4) female students and 2(9.52) male and 2(40) female lecturers from rural-based institutions suggested improvement in the development and supply of facilities and resources for preparation of school teachers. But 42(13) male and 39(12.5) female students and 7(15.91) male and 3(20) female lecturers from urban institutions and 42(16.8) male and 40(18.61) female students and 1(20) female lecturer from rural-based institutions suggested that well trained, qualified and competent personnel in Teacher Education be employed/hired/recruited to manage Teacher Preparation programme at university level. Besides, 25(7.74) male and 20(6.41) female students and 5(11.36) male and 1(6.67) female lecturers from urban-based institutions and 15(6) male and 8(3.72) female students and 5(23.81) male lecturers from rural-based institutions suggested modernization of Teacher education programme at university level in Kenya so as to embrace new developments in education and society and finally, 76(23.53) male and 81(25.96) female students and 7(15.91) male and 4(26.67) female lecturers from urban-based institutions and 35(14) male and 15(6.98) female students and 3(14.29) male and 1(20) female lecturers suggested the increase/extension of the duration for preparing prospective teachers for Teaching profession from the present four to five years to accommodate the expanded needs of modern Teacher education. Table 4.51 presents the stated facts. These results establish one important fact that the main stake-holders in Teacher education programme in Kenya are well aware of the challenges and have, some solutions to these challenges.

Table 4.50: Suggested Strategies of Managing the noted Deficiencies in Teacher preparation programmes

	Urban				Rural				
	Students		Lecturers		Students		Lecturers		
Suggested Strategies	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
Increase in Investment	50 (15.48)	63 (20.19)	13 (29.55)	3 (20.0)	71 (28.4)	66 (30.7)	8 (38.1)	1 (20.0)	275 (23.21)
Broaden the Curriculum	60 (18.58)	41 (13.14)	6 (13.64)	2 (13.33)	54 (21.6)	40 (18.61)	3 (14.29)	0	206 (17.38)
Improve Facilities & Resources	70 (21.67)	68 (21.8)	6 (13.64)	2 (13.33)	33 (13.2)	46 (21.4)	2 (9.52)	2 (40.0)	229 (19.33)
Recruit Competent Staff	42 (13.0)	39 (12.5)	7 (15.91)	3 (20.0)	42 (16.8)	40 (18.61)	0	1 (20.0)	174 (14.68)
Modernize the Programme	25 (7.74)	20 (6.41)	5 (11.36)	1 (6.67)	15 (6.0)	8 (3.72)	5 (23.81)	0	79 (6.67)
Increase in Duration	76 (23.53)	81 (25.96)	7 (15.91)	4 (26.67)	35 (14.0)	15 (6.98)	3 (14.29)	1 (20.0)	222 (18.73)
Total	**323** (27.26)	**312** (26.33)	**44** (3.71)	**15** (1.27)	**250** (21.1)	**215** (18.14)	**21** (1.77)	**5** (0.40)	**1185**

Source: Field data, 2015.

Summary

Based on the stated six objectives including the main objective of the present study and the out-lined sub-themes/sections in the two sets of questionnaire, observation/checklist and the interview schedule/guide, it was possible to summarize the established facts so far. The six objectives divided into the main objective of the study and the five subsidiary objectives investigated the ability and capacity of Teacher-educators/trainers in administration of pedagogy at university level in Kenya. The five subsidiary objectives were designed to investigate the nature and scope of the Teacher Preparation programme in Kenyan universities determine the quality of Teacher-educators/trainers in the conduct of pedagogy in selected Kenyan universities that offer Teacher Education programme, to establish the status of the present duration of preparing prospective teacher for Teaching profession, to investigate the status of the educational facilities and resources used in preparing prospective teachers in universities and to establish the challenges the Faculties/Schools of Education in selected Kenyan universities experience when administering Teacher preparation programme. The corresponding sub-themes drawn from the designed research instruments were the Practice of Teacher education programme in Kenyan universities, the status of educational facilities and resources for preparing prospective teachers in pedagogy , the need and/or role of Teaching Practice exercise in preparing prospective teachers in pedagogy , the conduct of assessments in Teacher Preparation programme in the Faculties/Schools of Education and the general observations and/or overview of the administration of Teacher education programme at university level in Kenya. The adopted approach of presenting this chapter summary is to re-state the above objectives and, where necessary the relevant sub-themes/sections

drawn from the research instruments and then the main observations/findings or results for this study.

Main Objective of the Study

The main objective of this study was to investigate the preparation of prospective teachers in pedagogy at university level in Kenya. On the basis of the analysis of various aspects of Teacher Preparation programme as reported and discussed in this chapter, it is apparent that, the quality of administration of this programme in Kenyan universities is poor or wanting. The study has established that Faculties/Schools of Education in Kenyan universities are not efficiently managed, educational facilities and resources required for efficient preparation of prospective teachers for Teaching profession are not only inappropriate but inadequate, the quality of Teacher-educators is poor and the established practices in administration of this programme in Kenyan universities are impediments rather than facilitation in the development of the expected quality in this programme in Kenyan universities especially with regard to pedagogical considerations. These observations are consistent with what has been established globally concerning the administration of Teacher education programme (Ingersoll, 2007).

Subsidiary Objective Number One

The first subsidiary objective was to investigate the nature and scope of Teacher Preparation programme in Kenyan universities.

From the Teacher-educators' point of view of lecturers, Heads of Department and Deans of Faculties/Schools of Education the present Teacher preparation programme as administered at university level in Kenya is narrow in scope, conservative/conventional

in nature and irrelevant to the present needs of not only modern Kenya but global needs. The majority (62.35) of the lecturer-respondents stressed that this programme is out-dated and needs urgent review if it has to prepare and produce the right caliber/crop of school teachers for modern Kenya. They further said that for this programme to survive in this modern world it must re-invent itself. They called for modernization of the programme through adaptation to and adoption of both technologization and globalization processes and its total overhaul.

Subsidiary Objective Number Two

The second subsidiary objective was to determine the quality of Teacher-educators/trainers in Teacher Education in general and pedagogy in particular. This study has established that most of the individuals (99) involved in preparation of prospective teachers in Kenyan universities have no expertise in Teacher education. Only one Dean of the School of Education indicated he had some basic preparation (at under-graduate studies level) in this programme. In fact one of the four Deans of Faculties/Schools of Education selected for this study had no preparation/training in education at all yet she was heading Teacher preparation unit which is a highly professional unit in Teaching profession. Generally, although all the lecturers in the Faculties/Schools of Education had degree qualifications in education, none of them had studied/specialized in Teacher education. This deficiency does adversely affect the preparation of prospective teachers in pedagogy and, by extension, Teaching Profession.

Subsidiary Objective Number Three

The third subsidiary objective was to establish the status of the present duration of preparing prospective teachers in Kenyan universities for teaching profession. The interest was to determine whether this is adequate or not. The obtained results in this study reveal that all the stake-holders (Teacher-trainees/prospective teachers, lecturers, Heads of Department and Deans of Faculties/Schools of Education) feel that the present four year duration for Teacher preparation programme is inadequate for proper preparation of a modern school teacher for Kenya. They strongly recommend that this duration be increased/ extended by one year or more so as to facilitate the anticipated broadening of the present Teacher education curriculum. That is, the Teacher Preparation programme should run for five or more years at university level in Kenya in order to embrace the new emerging issues in education and society as established by Kafu (2012) such as the teaching of ethics of Teaching, ethics of Teaching profession, social studies and educational technologies including Information and Communication Technology (ICT). These suggestions of extending the duration of Teacher preparation programme by one year had been made by the Kenya Government in 1990 but universities were either slow or reluctant to implement the proposal (GOK, 1990).

Subsidiary Objective Number Four

 The fourth subsidiary objective was to investigate the status of educational facilities and resources used in preparing prospective teachers for Teaching Profession in selected universities in Kenya. The present study has established that the available educational facilities and resources for preparing prospective teachers/teacher-trainees in Kenyan

universities are poor, inadequate, irrelevant and inappropriate for the purpose of preparing school teachers. This feature is noted across all the relevant designed items focusing on administration of the Teacher education programme. The concern from respondents is that the efficiency in managing this programme is adversely affected by this factor. That is, these educational items are inadequate, out-dated/obsolete, irrelevant, inappropriate and dilapidated for efficient preparation of modern school teachers in Kenyan universities. No wonder this study has also established that the quality of graduates/school teachers from these institutions is poor/wanting. Confirming Tuitoek's (1996) assertion that Kenyan universities are producing "half-baked" graduates.

Subsidiary Objective Number Five

The fifth subsidiary objective was to establish challenges the Faculties/Schools of Education in selected Kenyan universities experience when administering Teacher preparation programme. Close scrutiny of the obtained results of this study demonstrates that the administration of Teacher education programme in Kenyan universities is facing numerous challenges/deficiencies caused by the practices conducted in this programme in these institutions. These challenges include inadequate investment in the programme by the state/government and institutions universities, the recruitment unqualified Teacher-educators and/or under-staffing of the Faculties/Schools of Education in Kenyan universities to prepare school teachers, the use of inappropriate Teacher education curriculum for preparing prospective teachers for modern Kenya, the short duration (four years only) presently practiced in preparing school teachers and the poor quality of educational facilities and resources currently being used in teacher preparation programme in Kenyan universities. All these stated deficiencies /challenges combined

have resulted in preparation and production of poor quality of school teachers at university level in Kenya. Teachers who cannot competently serve the needs of modern Kenya and, by extension promote the image of Teaching profession in this country. In order to confront the noted challenges there is need to develop and use innovative practices in Teacher education as proposed by Chen Ping Lim et al (2009).

Generally, this chapter has presented and discussed results from the concepts of Teacher preparation programme and pedagogy, organization and administration of Teacher education programme in Kenyan universities, established practices and traditions in the Teacher preparation programme, emerging issues in administration of this programme in Kenyan universities and the quality of prepared and produced graduate school teachers for Kenya and the world from these institutions. This was the main thrust of this study

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the conclusions of the study based on the findings/observations/ results as summarized in chapter four and the subsequent recommendations made on the basis of the conclusions therein presented. First to be presented are the conclusions of the study then these are followed by the recommendations of the study. Since the reported findings/observations/results in chapter four were based on the objectives of the study, the latter will not be repeated in this presentation except in summary form.

5.2 Summary of the findings of the study.

The analyses of the data collected in the present study established eight findings related to preparation of prospective teachers by the Kenyan universities offering teacher education programme. For the benefit of drawing up the conclusions reported herein, the eight established observations/findings include the following:

1. The concept of Teacher education programme as well as Teacher preparation programme is misconstrued, misconceived, misplaced and confused with that of Teacher Training programme in Kenya in general and Kenyan universities in particular.

2. The quality of managing Teacher education programme in Kenya is generally poor. The programme is not professionally administered.

3. The adopted and practiced structure of administering Teacher education programme in Kenya in general and the Kenyan universities is not appropriate/facilitative to efficient preparation of prospective teachers in pedagogy. Hence compromising the development of professionalism in Teaching career.

4. The present duration of four years for preparing prospective teachers by Kenyan universities for Teaching profession is not adequate for preparing these teachers-to-be in pedagogy. This is because of the enhanced Teacher education curriculum and the anticipated expanded roles of a modern school to manage emerging challenges in education in general and instruction in particular.

5. There are numerous challenges facing Faculties/Schools of education in Kenyan universities in management of Teacher education programme in general and pedagogy in particular.

6. There is little facilitation provided to the Faculties/Schools of Education by stake-holders in teacher education to facilitate proper preparation of prospective teachers in pedagogy in Kenyan universities.

7. There is little investment in Teacher education programme and, especially Teacher preparation programme in Kenya in general and Kenyan universities specifically to facilitate the design, development and efficient administration of pedagogy.

8. The state and status of the available educational facilities and resources for administration of Teacher education programme and especially pedagogy is

pathetic/deplorable. These items are inadequate, out-dated/obsolete, irrelevant and inappropriate for conducting efficient Teacher education programme in general and pedagogy in particular.

From these findings, the conclusions herein presented were drawn.

5.3 Conclusion of the Study

In view of the above stated findings, the following conclusions of the study were drawn.

1. Teacher education programme is a misconstrued, misconceived, misunderstood programme of education in Kenya in general and the Kenyan universities in particular.

2. Teacher education programme is not professionally managed in Kenyan universities. There is expert-crisis in the management of this programme in these institutions. Hence gravely affecting the quality of preparing prospective teachers in pedagogy.

3. The adopted and practiced structure of administering Teacher education programme by Kenyan universities is not facilitative to preparing prospective teachers efficiently in pedagogy. This is the practice of having non-trained and qualified teachers (Lecturers) teaching content/subject-matters to prospective teachers compromises not only preparation of those potential school teachers in pedagogy but also for Teaching profession.

4. The present duration of preparing prospective teachers for Teaching profession for four years by the Kenyan universities is not adequate enough to cover the

needs of pedagogy. This is more serious when the expanded roles of school teachers in the modern world are considered.

5. The administration of Teacher education programme in Kenyan universities is currently experiencing a wide range of challenges related to expertise in Teacher education, administration, funding, infrastructure, technical and logistical support.

6. There is little facilitation (support) for the administration of Teacher education programme by faculties/Schools of Education in Kenyan universities by stake-holders in Teacher education especially the Kenya government. This has drastically affected the preparation of prospective teachers in pedagogy.

7. The level and quality of investment in the development of Teacher education programme and especially pedagogy is not enough. This is somehow low and poor to facilitate efficient preparation of prospective teachers in pedagogy to operate in modern school instructional expectations.

8. The state and status of the required educational facilities and resources for efficient preparation of prospective teachers by Faculties/Schools of Education in Kenyan universities is poor. Hence resulting in poor preparation of these potential school teachers in pedagogy.

9. Generally, the quality of Teacher education programme and especially pedagogy is wanting. This programme is not only irrelevant but also not facilitative to preparing and producing competent school teachers in pedagogy.

5.4 Recommendations of the Study

On the basis of the conclusions of the study drawn, the following recommendations are made:

1. The Ministry of Education in Kenya should endeavor to develop and conduct strategies of publicizing Teacher education and Teacher education programme among the Kenyan general society. These strategies should include the use of media, educational fora (forums) and/or publicity channels.

2. The Ministry of Education in general and the Kenyan universities in particular should professionalize the management of Teacher education programme by using only trained and qualified personnel in the management of the programme. This may be done by the Faculties/Schools of education mounting programmes in Teacher education to prepare and produce such a pool of specialists who will eventually be hired to manage Teacher education programme in the country.

3. All the personnel involved in Teacher education programme should be professionals. They should be trained and qualified teachers especially in pedagogy if Kenya has to have competent school teachers in pedagogy. That is, there is increasing need to review the existing adopted structure and practice of conducting Teacher education programme in Kenyan universities.

4. The adopted four year duration of preparing prospective teachers for Teaching profession and, especially in pedagogy should be extended by one or two years. This is necessary so as to provide adequate time not only to prepare these potential school teachers in pedagogy but the new and expanded roles of teachers in modern world.

5. In order to manage the emerging challenges of managing Teacher education programme and, especially pedagogy, there is need to conduct regular research in this programmed, investing adequately in it and professionalizing its administration. This strategy will not only promote its quality but make it relevant to the needs of the people of Kenya and beyond.

6. The Kenya government through the Ministry of Education in general and the university governance in Kenyan universities should develop and supply relevant educational facilities and resources for administering efficient Teacher education programme and particularly pedagogy. This will ensure preparation and production of competent teachers in pedagogy.

7. The Ministry of Education should modernize Teacher education programme and especially pedagogy by Technologizing the programme in Kenyan universities to make it be tandem with the expectations of modern education in general and instructional technology in particular.

8. Further studies should be conducted in the organization and management of Teacher education programme in Kenya and specifically in Kenyan universities. In addition, "Tracer study" should be conducted to establish the

performance in pedagogy of the alumni of Faculties/Schools of Education of Kenyan universities in the field. Besides, there is need to conduct a study in the amount of facilitation extended to the Faculties/Schools of Education in Kenyan universities in preparation of prospective teachers in pedagogy.

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APPENDICES

Appendix 1: A Map of Kenya Showing Location of Baraton, Egerton, Kenyatta and Catholic University of Eastern Africa Universities
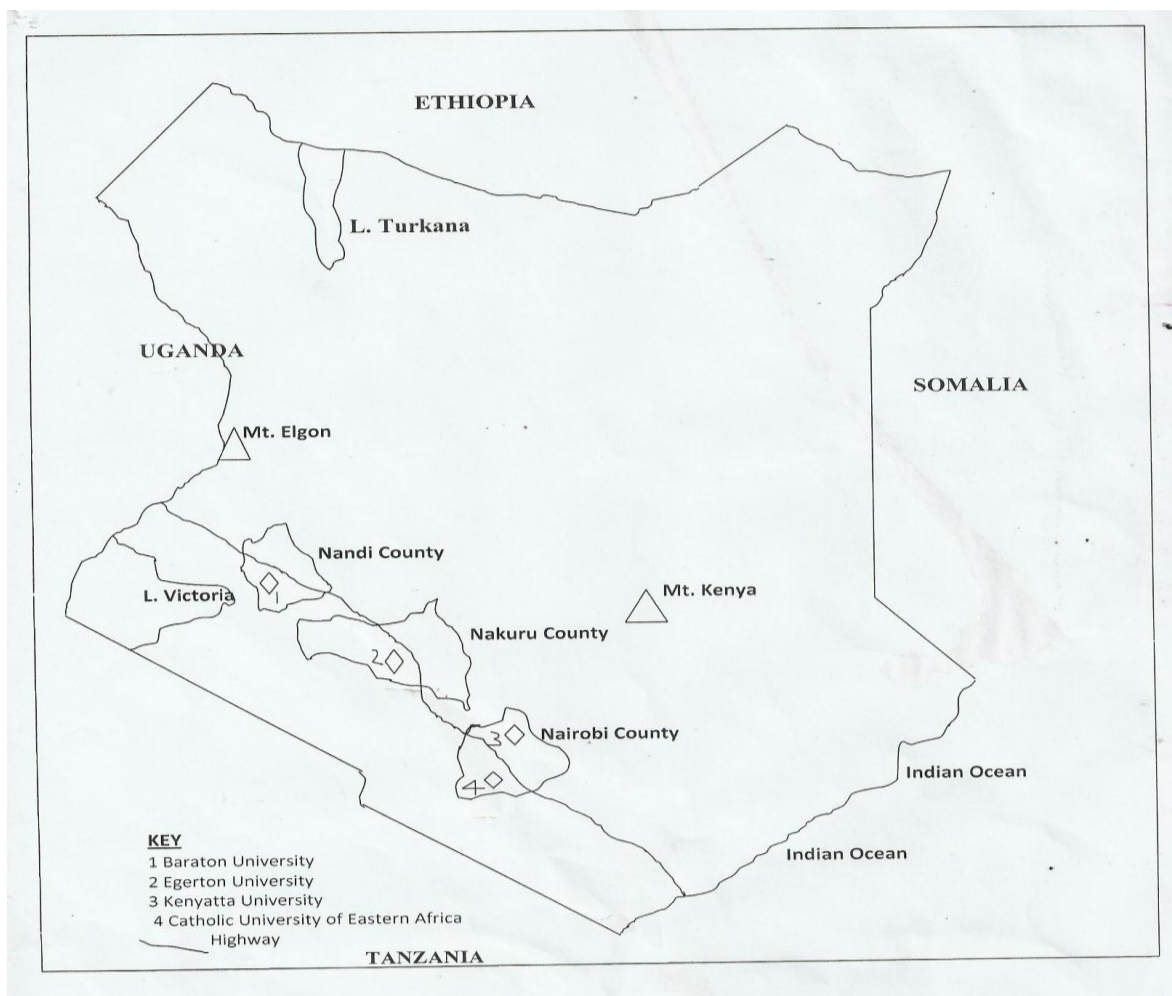
Appendix 2: Introduction Letter

Moi University

Department of Curriculum Instruction and Educational Media

School of Education,

P.O. Box 3900-30100,

Eldoret, Kenya.

Dear respondent,

I am a Doctor of Philosophy student undertaking a research entitled ***"Preparation of Teachers in Pedagogy in Kenyan Universities"*** I kindly request you to fill the questionnaires. Your unreserved responses will be treated with utmost confidentiality and they will be exclusively used for the purpose of this study.

There is no right or wrong answer, therefore, respond to the items as appropriately as specified herein. Do **NOT** write your name anywhere on this paper.

Thank you

Yours faithfully,

Genvieve Nasimiyu

Appendix 3: Student's Questionnaire

Preparation of teachers in Pedagogy in Kenyan Universities

Pre-amble

This questionnaire is designed to collect information of school teachers in pedagogy in Kenyan Universities. It is divided into three parts namely, bio data, curricular- related issues, administrative issues and general comments. You are kindly asked to Respond to the questionnaire items as honestly as possible by ticking in the provided brackets [ ] and filling in the blank spaces. Do not put any information on the questionnaire other than requested one.

Bio-data

Institutional Details

   i. Name of the University

   ii. Type of University

      a. Public   [ ]

      b. Private [   ]

   iii. Location of university

   a. Urban

   b. Rural

      2. Personal Details

      a) 19- 24 years

      b) 25-30 years

      c) 31- 35 years

d) 36-45 years

e) Over 45 years

iii) Performance in KCSE (mean grade)

a) A [ ]

b) B [ ]

c) C [ ]

d) D [ ]

iv) University career degree Preferences

_____

_____

_____

_____

V Teaching subject Combination_____

vi. Education Degree pursued/studies _____

Vii. Name of units taken

a) Year one _____

b) Year Two_____

c) Year Three_____

d) Year four _____

Total number of units ....

Curricular – Related Issues

3. Do you have a good understanding of the degree programme you are pursuing in education

a. Very much   [   ]

b. Somehow   [   ]

c. Not Very Much   [   ]

d. Not at all   [   ]

Why is it so_____

4. In your opinion, do you think what you are taught is

a) Relevant to your degree programme

b) Not Relevant

c) No Comment

why do you think so..?

....

....

5. Are the courses you are taught in your degree programme

Adequate   [   ]

Inadequate   [   ]

Difficult to say   [   ]

Why do you think so?..

....

....

6. Do you think the number of units you cover in your degree programme are

Adequate   [   ]

Inadequate   [   ]

Difficult to say   [   ]

Why do you think so?...

7. if your response in items (6) is (b) what number of units do you think are adequate?

....units

8. Do you think courses for your degree programme in education are

Well Taught   [ ]

Not Well taught   [ ]

Difficult To say   [ ]

Why do you think so?..

....

....

9. If you response items (8) above is (b), suggest how these courses should be well taught

....

....

10. Comparatively, which courses are better taught in your degree programme

Content/Teaching subjects   [   ]

Professional/Pedagogical areas [ ]

Why do you think so?...

....

....

11.   In your view, do you thinking practice as an important component of teachers

Preparation programme

Very Important   [ ]

Somewhat Important [ ]

Not Important   [ ]

Can't Say   [ ]

Why do you think so?..

....

....

12. In your view, is teaching Practice exercise in your University?

Well organized and administered   [ ]

Somehow organized and administered [ ]

Not well organized and administered   [ ]

Don't Know   [   ]

Why do you think so?..

....

....

13. Which structure of Teaching Practice exercise would you prefer for your university

One long session during the course   [ ]

Two equal Sessions   [   ]

Three equal sessions   [   ]

None of the above   [ ]

Specify--

Why do you think so?..

....

....

14. Does your Faculty /school of Education Have?

Adequate facilities and resources for Teacher preparation [ ]

Not Adequate

Don't know

Why do you think so?..

....

....

15. Are the available facilities and resources for teaching and teaching and training school in your faculty /School of Education of

a. Wide variety and high quality   [ ]

b. Not varied and of poor   [   ]

c. Difficult   to say   [   ]

Why do you think so?...

....

....

16. in your view, are available faculties and resources for preparing schools teachers in your Faculty/School of Education

a) Relevant and modern for Teacher preparation

b.   Not relevant and out-dated   [   ]

c. No opinion   [   ]

Why do you think so?..

....

....

17. Do you think assessment procedures used in your Faculty/School of Education Are?

Competently conducted [   ]

Not competently conducted

Difficult to say

Why do you think so?..

....

....

18. What are some of the challenges of assessment procedures in your Faculty/School of

Education..

....

....

Administrative Issues

19 In your view, do you think your university management

Support the school of education

Does not support the school of education

No idea

Why do you think so?..

....

....

20. In your opinion, do you think your Faculty/School of Education is

Competently managed   [   ]

Incompetently managed   [   ]

 Difficult to say   [ ]

Why do you think so?..

....

....

21. In your opinion do you think Faculty/School of education preparing producing

Competent school teachers   [   ]

Not Competent school teachers   [   ]

Don't Know   [   ]

Why do you think so?..

....

....

General Comments

How would you like Teacher education programme conducted in your university?

On Campus / Residential   [   ]

Off- Campus/Non Residential   [   ]

None of these two   [   ]

Specify _____

Why do you suggest so?_____

_____

_____

23. Do you think the present duration of preparing school teachers in your university is

No Adequate   [   ]

Not Adequate   [   ]

Don't Know   [   ]

Why do you think so?..

....

....

If your response in item (21) above is (b), what duration of teacher preparation do you

suggest ---------------------------years?

Appendix 4: Lecturers Questionnaire

Preparation of school teachers in pedagogy in Kenyan universities

Pre-amble

This questionnaire is designed to collect information on preparation of school teachers in pedagogy in Kenyan universities. It is divided into four parts namely bio-data, curricular-related issues, administrative issues and general comments. You are kindly asked to respond to the questionnaire items as honesty as possible by ticking in the provided boxes and filling appropriately in the blank spaces. Do not put any information on the questionnaire other than that requested for.

1. Bio-data

1) Institutional details

i) Name of the university _____

ii. Type of the university

a) Public

b) Private

iii. Establishment of the university

a) In the 1960's ☐

b) In the 19880's ☐

c) In the 1990's ☐

d) In the 2000's ☐

iv. Location of the university

a) Urban ☐

b) Rural ☐

v. Size of the university in terms of students population

a) 2000-5000 ☐

b) 5001-10,000 ☐

c) 10,001-20,000 ☐

d) 15,001-20,000 ☐

e) Over 20,000 ☐

2. Personal details

i) Sex
a) Male ☐
b) Female ☐
ii) Age bracket
a) 25-35 Years ☐

b) 36-45 Years ☐

c) 46-55 Years ☐

d) 56-65 Years ☐

e) Over 65 Years ☐

iii. Your academic and professional qualification _____
_____
iv. Your designation e.g Lecturer, Professor, ... etc) _____

v. Period you been of training/preparing school teacher at university level

a) 1-10 Years ☐

b) 11-20 Years ☐

c) 21-30 Years ☐

d) Over 30 Years ☐

    vi.   Institutional/university where trained (e.g Kenyatta University) _____

II.   Curricular Issues

3.   In your view is the present Teacher education curriculum

    a) Broad enough for Teachers preparation ☐

    b) Narrow/ restrictive in scope ☐

    c) No option about it ☐

    d) Any other option ☐

    Specify

_____

Why do you say so

_____

_____

4.   From your experience, do you think the present Teacher education curriculum is

    a)   Suitable for Teacher preparation

    b)   Not suitable ☐

    c)   No opinion ☐

Why do you say so

_____

_____

_____

5.   Do you find the courses taught in the Faculty/School of Education for Teacher

Preparation

a) Relevant ☐

b) Not relevant ☐

c) Difficult to say ☐

Why do you feel so

_____

_____

_____

6.   Which mode of teaching and training does your university use in preparing school

teachers

a) On-campus/residential ☐

b) Off –Campus Non-residential ☐

c) Combination of these two ☐

d) Don't know ☐

Why do you think this is so

_____

_____

7.   How many education degree programmes does your Faculty/ school of Education

offer?

a) 2-5 programmes ☐

b) 6-8 programmes ☐

c) 8-10 programmes ☐

d) Over programmes ☐

8.   How many courses do you teach?

_____

9.   What is your overall teaching load per week?

_____

10.   In your view, is this teaching load

a) Manageable ☐

b) Not manageable ☐

c) No opinion ☐

Why do you think so?

_____

_____

_____

11.   From your experiment, what are the general attitude students in the Faculty/school

of   Education towards Teachers education programmes

a) Favorable ☐

b) Not favorable ☐

c) Difficulty to determine ☐

12.   In your view, does your Faculty/ School of Education have

a) Adequate facilities and resources

b) Not adequate ☐

c) Don't know ☐

Why do you say so?

_____

_____

_____

13.   Are the available facilities and resources in your Faculty/ School of education

a) Suitable for Teacher preparation programmes ☐

b) Not suitable ☐

c) No opinion ☐

Why do you think so?

_____

_____

_____

14.   Are the available facilities and resources for Teaching Education programme of

a) Wide variety/ range ☐

b) Not wide variety/ range ☐

c) Don't know ☐

15.   What is the status of the available facilities and resources in your Faculty/School

of   Education

a) Modern/current ☐

b) Traditional/old fashioned ☐

c) Don't know ☐

Why do you think so?

_____

_____

_____

16.   Do you consider Teaching Practice exercise an essential component of Teacher

preparation programme

a) Very essential   ☐

b) Not very essential   ☐

c) No opinion   ☐

Why do you think so?

_____

_____

_____

17.   What structure of Teaching Practice exercise would you prefer for your Faculty/

School of Education

a) One long session during the course   ☐

b) Two equal sessions   ☐

c) Three equal sessions   ☐

d) Any other   Specify   ☐   -

_____

Why do you suggest so?

_____

_____

_____

18.   In your view, do you think in your Faculty/ School of Education is

a) Well organized and administered   ☐

b) Not organized and administered   ☐

c) Difficulty to say   ☐

Why do you think so?

_____

_____

_____

19.   What type of assessments do you conduct in your Faculty / School of Education

a) End of semester/term/quarter   ☐

b) End of year (EOY)   ☐

c) Combination of these two   ☐

d) Any other form   ☐

Specify   -

_____

_____

_____

_____

20.   Do you think assessment procedures in your Faculty/ School of Education are.

a) Competently conducted ☐

b) Not competently conducted ☐

c) No opinion ☐

Why do you say so?

_____

_____

_____

21.   Are the assessments organized and conducted in your Faculty/ School of Education

a) Relevant for Teacher Preparation exercise ☐

b) Not relevant ☐

c) Difficulty to say ☐

Why do you think so?

_____

_____

III.   Administrative issues

22.   In your view, is your university management

a) Supportive of Teaching Education programme ☐

b) Not supportive ☐

c) Difficulty to say ☐

Why is it so? _____

_____

_____

23.   If you think your university management is supportive of Teacher Education

programme   in the Faculty / School of Education, list the evidence of this-

_____

_____

24.   Who should teach and train school teachers in the Faculty/ School of Education in

your   university

    a) Professionals in Teach education   ☐

    b) Any training and qualified teacher   ☐

    c) Any university graduate   ☐

    d) None of the above   ☐

    Why do you think so?

_____

_____

_____

25.   What competencies should someone possess in order to be appointed a Dean or

Head of Department in the Faculty/ School of Education?

_____

_____

26.   What should be the role of the Dean of the School of Education in your university?

_____

_____

_____

27.   In your view, is the Faculty / School of Education in your university

a) Efficiently managed   ☐

b) Not efficiently managed   ☐

c) No opinion   ☐

Why do you think so?

_____

_____

_____

II.   General comments

28.   In your opinion, do you think the present duration of preparing school teachers on your university is

a) Adequate   ☐

b) Not adequate   ☐

c) Can't say   ☐

Why do you say so?

_____

_____

_____

29.   If your response to item (29) above is (b) suggest the appropriate duration

_____

_____

_____

30.   What do you think are some of deficiencies of preparing school teachers in the

Faculty/ School of Education in your university? Please list them thus

_____

_____

_____

31.   Suggest how the deficiencies stated in item (31) above can be managed

_____

_____

_____

Appendix 5: Interview Schedule

FOR DEANS OF SCHOOLS/FACULTIES AND   HEADS OF DEPARTMENT

SECTION I- Background Information

Interview Schedule Number ………… Interview date ………………………

School ……………………………   Department: …………………….......

Gender: Male ☐   Female ☐   Teaching Experience……...

Professional Qualification………………..

SECTION II- Views on preparation of Teachers in Pedagogy

1. In your view, what is Pedagogy?

………………………………………………………………………………………

…………………………………………………………………………………

2. What makes Teaching profession different from other disciplines?

………………………………………………………………………………………

…………………………………………………………………………………

3. ` What is your aim in the training teachers in pedagogy?

………………………………………………………………………………………

…………………………………………………………………………………

4. In your opinion, why should student teachers learn pedagogy?

…………………………………………………………………………………………

……………………………………………………………………………………

5. What do you regard as good pedagogical practices in teaching?

…………………………………………………………………………………………

…………………………………………………………………………………

6. What characteristics should a good teacher possess?

…………………………………………………………………………………………

…………………………………………………………………………………

7. How do you assess your students understanding of pedagogy in class?

…………………………………………………………………………………………

…………………………………………………………………………………

8. Which pedagogical skills and practices are emphasized in teacher preparation?

…………………………………………………………………………………………

………………………………………………………………………………

9. What are the needs of teachers in your school as regards the acquisition of pedagogical skills?

…………………………………………………………………………………………

…………………………………………………………………………………

10. Please describe or give examples of a pedagogical skills and practices

…………………………………………………………………………………………

…………………………………………………………………………………

11. Why do teachers require these skills in teaching

    …………………………………………………………………………………………………

    ………………………………………………………………………………………

12. What are the needs of teachers in your school as regards Training in pedagogy?

    …………………………………………………………………………………………………

    ………………………………………………………………………………………

13. How has your experience in the teaching of pedagogy improved your ability to

    use appropriate pedagogical skills and practices?

    …………………………………………………………………………………………………

    ………………………………………………………………

Appendix 6: Observation Schedule

Moi University
School of Education
Curriculum, Instruction and Educational Media Department

Observation Guide/Schedule in preparation of prospective teachers in pedagogy in Kenyan Universities.

Institution/University_____ Date_____

Observation item	Availability		Quantity		Status		State		Maintenance	
	yes	no	adequate	Inadequate	Working condition	Not working condition	Good Quality	Poor Quality	Well maintained	Poorly maintained
1.Office Spaces										
2.Lecture rooms/halls										
3.Amphetheatres										
4.Laboratories/Workshops										
5.Playfields										
6.Demonstrations										
7.Exhibition/Display rooms										
8.Learning Resource Centre										
9.Computer-related technology										
10.Texts/Course books										

Overall Assessment/General Impression or view about facilities and resources for Teacher Preparation programme in Kenyan Universities.

1. Availability   _____Yes/No
2. Adequacy/Quality   _____Yes/No
3. Quality   _____ Yes/NO
4. Variety   _____ Yes/NO
5. Relevance   _____Yes/No
6. Maintenance   _____ Yes/No

Genvieve S. Nasimiyu
Researcher

Appendix 7: Research Authorization

NATIONAL COMMISSION FORSCIENCE, TECHNOLOGY ANDINNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No. **NACOSTI/P/17/57223/16435**

Date: **6th June, 2017**

Genvieve Nasimiyu Simwelo
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Preparation of teachers in pedagogy in Kenyan Universities,"* I am pleased to inform you that you have been authorized to undertake research in **Kiambu, Nairobi and Uasin Gishu Counties** for the period ending **2nd June, 2018.**

You are advised to report to **the Vice Chancellors of selected Universities, the County Commissioners and the County Directors of Education, Kiambu, Nairobi and Uasin Gishu Counties** before embarking on the research project.

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

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Vice Chancellors
Selected Universities.

The County Commissioner
Kiambu County.

Appendix 8: Research Permit

CONDITIONS

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

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEACH CLEARANCE PERMIT

Serial No.A 14293

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. GENVIEVE NASIMIYU SIMWELO
of MOI UNIVERSITY, 3900-300100
ELDORET, has been permitted to conduct research in Kiambu , Nairobi, Uasin-Gishu Counties

on the topic: PREPARATION OF TEACHERS IN PEDAGOGY IN KENYAN UNIVERSITIES

for the period ending:
2nd June,2018

Permit No : NACOSTI/P/17/57223/16435
Date Of Issue : 6th June,2017
Fee Recieved :Ksh 2000

....
Applicant's
Signature

....
Director General
National Commission for Science,
Technology & Innovation