

Effect of Modernized pre-Service and in-Service Training Programs Policy on Quality Teacher Training in Public Primary Teacher Training Colleges in Kenya

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Abstract: *Quality education is crucial in educational development of any nation since education acts as an agent of change, and enhances social - economic development of nations. Despite the various changes of curricular by education commissions, quality teacher training in Public Primary Teacher Training Colleges in Kenya still has some gaps that need to be addressed. Although previous studies found that indeed challenges existed in teacher training colleges in terms of education policies, no research has been conducted among stakeholders within PPTTCs in Kenya to ascertain the effects on quality training. This study intended to examine the effect of modernized pre-service and in-service training programs policy on quality teacher training in public primary teacher training colleges in Kenya. The study used descriptive survey design with a target population of 12,285 comprising 11, 525 and 1,050 college principals, subject tutors and teacher trainees respectively. Simple random sampling was used to obtain a sample size of 1,586. Both quantitative and qualitative data were collected using pretested structured questionnaires. Collected data was coded and analyzed using SPSS version 28 and results presented in form of tables, frequencies and percentages. About 50% principals and tutors cited tutors' overstay in one single college while 50% trainees cited lack of students' freedom and lack of employment for teacher graduates. From these findings it is concluded that lack of students' freedom, tutors' overstay in one single college and lack of employment for teacher graduates do affect quality training in PPTTCs in Kenya. The study further recommends that the government should involve all key stakeholders in the process of improving quality of teacher training by overhauling teacher training curriculum in relation to its structure, content and scope, subject tutors' professional development specifically for PTTCs in Kenya, unlike the case at the moment where subject tutors trained for secondary education are employed in PPTTCs. These will enhance quality teacher training in PPTTCs in Kenya.*

Keywords: *Modernized pre-Service Training Programs, in-Service Training Programs Policy Teacher Training, Public Primary Teacher Training Colleges, In-Service Training Programs, Pre-Service Training Programs*



INTRODUCTION

Teacher training is a process that involves education policies designed to equip prospective teachers with professional, pedagogical and social competencies as well as application of appropriate teaching and learning resource materials required for teaching activities. The process of educating a well-rounded teacher with desirable competencies is a life - long process that can last the entire career of the teacher (Gilham, 2008). According to Mgaiwa (2018), teacher training incorporates pre-service and in-service teacher development programs. Kijana (2016) further alludes that the underpinnings of making and nurturing quality teachers include Initial Teacher Education (ITE), Teacher Professional Development (TPD) and induction programs. The professionals who engage in training the prospective teachers are called teacher educators (Darling-Hammond, 2006).

Initial teacher education is a pre-service course before entering classroom as professional teacher. According to UNESCO (2012), a broad view of the teaching profession considers pre-and in-service teacher training and other interlinked aspects such as: mechanisms for selection, hiring, promotion and sometimes firing teachers; standards and expectations about teacher performance; salaries and incentives as well as evaluation and accountability. Teacher professional development is an in-service course for practicing teachers to enable them handle emerging issues during their teaching career. The rationale for TPD is to support serving teachers to leverage educational opportunities. It is meant to help them improve their skills, professional knowledge and pedagogy. Teacher professional developments is an essential element of teacher career progression and contributes significantly to staff motivation. Likewise, as noted by Komba and Mwakabenga (2019), TPD forms a pathway for improving students' achievement and hence a vital element of success in educational system reforms.

In Kenya, government has formulated an education policy on teacher education and training under the Ministry of Education Science and Technology (MOEST) to enhance teachers' professional development while in service. This policy provides for in-service teachers to train and improve their knowledge and pedagogical skills in line with the changing systems of education. Teacher Professional Development (TPD) is an important aspect in teacher education and training due to its impact on improving teacher quality. Through TPD, teachers are able to advance their pedagogical skills to meet diversity of learners and also acquire new information relevant to their subject matter. This has prompted development of policies to guide its efficient implementation by the Teachers Service Commission.

Opportunities for Open Distance learning has been created through collaboration between the Ministry of Education and College of Education and External Studies, to enable ease of learning among teachers while at their duty stations. As presented in the Constitution of Kenya (2010), MOEST framework has been realigned to train teachers to match the human capital development requirement in Kenya vision 2030. In addition, MOEST in Kenya has institutionalized Teacher Professional Development and charged Kenya Institute of Curriculum Development (KICD) and the Center for Mathematics, Science, and Technology Education in Africa (CEMASTE) to conduct in-service training of primary

teachers as well. These entities train teachers on adoption of learner centred teaching approach and integration of ICT in teaching and learning with an aim of increasing learner participation in class (Mutende, 2015).

Induction is the process of providing training and support during the first few years of teaching or the first year in a particular school (Cochran-Smith et al., 2015). This is another form of TPD which is sponsored at school levels through workshops. It mostly target novice teachers who are also required to develop pedagogical competencies at subject level. Likewise, as observed by Andiema (2017) college tutors in Kenya have suffered a lot more due to poor terms of service, working conditions and lack of in-service courses after employment. Therefore, there is a necessity to develop policies that will attract recruitment and retention of competent teachers into the profession. The policy should also enhance support and incentives to improve the teacher working conditions. This will ensure competitiveness of teaching profession in the labour market at both college and school levels.

Gathumbi et al., (2013) argue that to elevate Teacher Professional Development programs, it should be anchored in comprehensive policies as a commitment of education for all teachers. The inability to roll out adequate TPD in teacher training colleges positively affects the teaching strategies and acquisition of new knowledge required to combat the quickly changing world in the 21st century (Andiema, 2017). Kafu (2011) notes that teacher professional development is useless practically unless teacher educators are given access to ICT resources and have adequate time and essential support to integrate the learnt skills and knowledge. Contrary to traditional methodology of teaching, teacher educators are expected to embrace pedagogy that promotes critical thinking, collaboration, communication and generally learner centered education system that embraces technological aspects. Naliaka et al., (2017) suggest that that teachers need to be engaged in lifelong learning, incorporate technology such as gaming, e-learning and online simulations to meet the demand of the changing world and diversity of learners. Thus, policy changes need to necessitate technological advancement in teacher training. The current study⁷ therefore intended to examine effect of modernized pre-service and in-service training programs policy on quality teacher training in public primary teacher training colleges in Kenya

METHODOLOGY

Research design is the overall strategy chosen to integrate the different components of the study in a coherent and logical way. It constituted the blueprints for collection, measurement and analysis of data with relevance and purpose to the research study (Kothari, 2016). The study employed the descriptive survey design. Descriptive survey design involved the collection of quantitative and qualitative data by use of questionnaires followed by the description of characteristics of the sample population based on the collected data. These characteristics included people's attitudes, opinions, habit, relationships or any other education social issues (Mugenda & Mugenda, 2003). This

design allowed the researcher to gather information, summarize, presents and interpret for the purpose of clarification (Orodho, 2002).

The target population in this study was twelve thousand two hundred and eighty-five (12285) altogether. This comprised of all the thirty-five (35) college principals, all the one thousand seven hundred and fifty (1750) college subject tutors and all the ten thousand five hundred (10500) teacher trainees in the thirty-five (35) DPTTCs in Kenya.

With reference to the sampling procedure, the study adopted probability sampling, specifically simple random sampling. According to Mugenda and Mugenda (2003), thirty percent (30%) of the target population can be selected from a population for a study. Since PTTCs use the same curriculum, eleven (11) colleges were selected using simple random sampling to enhance equal and independent chance of being a member of the sample. The selection criterion was as a result of the widely dispersed PPTTCs in the republic of Kenya. Gay (1996) argues that limitation of time and financial resources may influence researcher's choice of study area. To select eleven (11) colleges from thirty-five (35) PPTTCs in Kenya, the researcher wrote the names of all PPTTCs on pieces of papers, shook them and then picked randomly the required number. All the principals of the randomly selected colleges were included in the study as key participants. The teacher trainees were further selected using simple random sampling based on the ratio of the student population in each college. The total proposed sample of the student population was 10% of the accessible population (Mugenda & Mugenda, 2003). The sample size of the study consisted of 11 principals, 525 tutors and 1050 teacher trainees in the eleven selected colleges as indicated in table 1.

Table 1
Sampling Matrix

Category	Population	Sample size	Percentage
PPTTCs	35	11	30.0
Principals			
Subject tutors	1750	525	30.0
Teacher trainees	10500	1050	10.0
Total	12285	1586	12.9

Source: MoE 2021

With regards to the data collection instruments, the study used questionnaire and document analysis. The questionnaires which were the main tool for data collection consisted of series of structured questions. In this study questionnaires were convenient because they have the ability to collect large sum of population data, helped in accurate analysis, provided anonymity of the participants, and offered convenience due to the fact that the participants were knowledgeable and literate, (Orodho, 2009). Questionnaires were also safe with online administration via emails due to the COVID 19 health guidelines. Document analysis instrument was also used to get relevant information about teacher trainees' performance in PTE examinations.

About data collection procedures, the researcher sought an introductory letter from the Department of Education at the Presbyterian University of East Africa which was used to obtain a permit from the National Council for Science and Technology (NACOSTI) in Kenya to get clearance to visit the eleven PPTTCs, and college principals' permission. Structured questionnaires were prepared to obtain quantitative data. The researcher then assured the participants of confidentiality. The researcher advised the respondents not to write their details on the instruments the distribution of the questionnaires and collection of raw data took two weeks.

Regarding data analysis procedures, descriptive statistics were used to analyze both the quantitative and qualitative data obtained, the researcher cleaned, coded all the data and entered in the computer for analysis using the SPSS version 28 which is able to handle large amount of data, given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient and quick in analyzing data (Gastwirth *et al.*, 2009). After analysis, the results were presented using frequencies, percentages and tables.

RESULTS

Demographic Characteristics of the Respondents

The study sought to examine the demographic characteristics of the respondents. The characteristics included the following: gender distribution, age bracket, and education level. In terms of gender, slightly more than a third (36.4%) of the principals were female, 63.6 %of them were male. However, subject tutors registered 41% males, and 59% females, while teacher trainees also recorded 34% males, and 59.0% females.

With reference to the age bracket, majority of the teacher trainees were aged between 18 to 30 years while majority of the principals were aged between 40 to 51 years. About half of the subject tutors were aged between the ages of 31 to 40 years.

About their educational background, half of the principals had a master degree and the rest had bachelors. There were no PhD degree holders. These were indicators that they were well qualified to teach in PPTTCs. Analysis emerging from the principals and subject tutors qualifications, revealed, that this target group was well grounded, and this, further helped the researcher to obtain vital data on the quality of teacher education in public primary teacher trainings in Kenya.

Effect of Modernized pre-Service and in-Service Training Programs Policy on Quality Teacher Training in Public Primary Teacher Training Colleges

The study sought to examine the extent to which the implementation of policy of pre-service and in-service training programs affect quality teacher training among teacher

trainees in public primary teacher training colleges in Kenya. Table 2 shows the distribution of the respondents

Table 2

Principals' Responses to Effects of implementation of ministry of education policies on quality training among teacher trainees in PPTTCs in Kenya

Principals' Responses [N= 11]	Count	%
Trainees' freedom	0	0
Tutors absenteeism	0	0
Tutors' workload	2	18.1
Lack of college fees.	1	9.0
Lack of teaching and learning resources.	3	27.
Unqualified teaching staff.	1	9.0
Poor infrastructure	3	27
Unfriendly tutors	1	9.0
Tutors' occupation with their personal activities	0	0

Source: MOE, 2021

Table 3

Subject Tutors' Responses to effects of implemented education policies on teacher training

	Tutors' Responses [N= 525]	Count	%
1	Trainees' freedom	33	6.3
2	Tutors absenteeism	12	2.3
3	Tutors' workload	88	16.7
4	Lack of college fee.	88	16.7
5	Lack of teaching and learning resources.	98	18.8
6	Unqualified teaching staff.	34	6.4
7	Poor infrastructure	146	27.9
8	Unfriendly tutors	15	2.8
9	Tutors occupation with their personal activities	11	2.1
	Any other: Specify		

Table 5

Trainees' responses to effects of implementation of education policies on quality teacher training.

	Trainees' Responses [N= 1050]	Count	%
1	Trainees' freedom	65	6.2
2	Tutors absenteeism	144	13.7
3	Tutors workload	94	9.0
4	Lack of college fee.	134	12.8
5	Lack of teaching and learning resources.	160	15.2
6	Unqualified teaching staff.	120	11.4
7	Poor infrastructure	144	13.7
8	Unfriendly tutors	109	10.4
9	Tutors occupation with their personal activities	80	7.6

According to College Principals response 80 (15%), 99 (19%) 88 (17%), 110 (21%), and 168 (32%) of the subject tutors who participated in the study cited duration of training', teacher profession all development, lack of teaching and learning resources, and poor infrastructure respectively as major effects of factors of quality teacher education in public primary teacher training colleges in Kenya. The students trainees analysis indicated, 144 (14%), 134 (13%), 160 (15.2%), 144 (14%), 65 (6.2%), 94 (9.0%), 120 (11.4%), 109 (10.4%) and 80 (7.6%), confirmed that students' freedom, tutors workload, lack of teaching and learning resources, and poor infrastructure influence quality teacher education respectively.

Table 6

Distribution of principals' responses to the effects of policies of teacher education on quality teacher education

	Very Good	Good	Not Know	Bad	Very Bad
Knowledge of content	7	4			
General pedagogical knowledge	6	5			
Curriculum /syllabus knowledge		3		8	
Current approach to teaching	7	4			
Adopting instructional materials,	8	3			
Games, teaching aids and ICT	7	1			3
Developing positive attitude	8	1			2
Classroom management skills	8	2			1
Subject matter	10	1			
Language	7	2			2

Table 7

Distribution of Subject tutors' responses to effects of policies of teacher education on low quality teacher education

	Very Good	Good	Not Know	Bad	Very Bad
Knowledge of content	525				
General pedagogical knowledge	525				
Curriculum /syllabus knowledge	335	190			
Current approach to teaching	500	25			
Adopting instructional materials,	350	175			
Games, teaching aids and ICT	226	229			
Developing positive attitude	456	69			
Classroom management skills	505	20			
Subject matter	388	137			
Language	520	5			

Table 8

Distribution of teacher trainees' responses to effects of policies of teacher education

	Very Good	Good	Not Know	Bad	Very Bad
Knowledge of content				780	270
General pedagogical knowledge				850	200
Curriculum /syllabus knowledge	630	420			
Current approach to teaching	162	888			
Adopting instructional materials,	930	120			
Games, teaching aids and ICT		150	150	550	350
Developing positive attitude		1000	49		
Classroom management skills		160		659	231
Subject matter		195		709	146
Language		329		535	185

In scoring, based on the aforementioned tables, the average of those who wrote, very good, and good, was calculated to ascertain the total number of participants who said that the policies are good. On the other hand, those who wrote, bad and very bad was also calculated to ascertain the total number of participants who said that the policies are bad. The statement, do not know was counted independently.

DISCUSSION

This study findings are in line with Isopahkala (2005) who maintains that insufficient training period is a major challenge influencing quality teacher education, hence, an influence in insufficient learning in most schools in the basic education sector. It is clear from these findings that the two-year training period for primary teacher education was not enough and in agreement with the Ministry of Education guideline of three years' training to be accomplished with a Diploma in Primary Education, as per the current directive.

The findings of this objective of the study indicated facts that were of utmost interest for example principals, and subject tutors registered that the subject contents, and general pedagogical knowledge are good in their colleges. However, the trainees who are also, the specific beneficiaries of these policies, have contended that subject contents, and the general pedagogical knowledge are bad, and very bad respectively. The teacher trainees also gave negative judgment to games, teaching aids/ICT, class room management, subject matter, and language. This result is elaborated by the Ministry of Education (2011), which believes that teacher educators in public primary teacher training in Kenya are highly educated, with most of them, holders of Bachelors of Education (B. ED) degrees and were initially trained as secondary school teachers with a specialty in two particular subject areas. The question that perhaps is desirable to pause is, "if these teachers were initially trained as secondary school teachers, how relevant, are they, then to primary education? Are there policies in place to enable them have hands-on experience with primary teacher education? Could these be an effect suggested by the trainees as, negative policies in their responses?"

These findings are confirmed by Kanore (2004), that Teachers Service Commission (TSC) uses Competency Based Education (CBE) as the staffing criteria for tutors in public primary teacher training colleges in Kenya. He further argues that, there is no special requirement for one to be posted in public primary teacher training college, and that, any degree or diploma holder may be posted in a college, regardless of whether they are trained to teach primary teacher trainees, or whether, or not they have had primary school experience. His result is also consistent to MOE (2011) that well qualified and competent teacher educators are required in classrooms at all levels through uplifting standards of primary teacher education.

CONCLUSION

The results of this research revealed that; effects of implementation of pre-service and in-service, diploma level qualification and strategies (independent variables) are directly linked to quality teacher training in public primary teacher training colleges in Kenya (dependent variable). There is a direct interplay between "effects" related to implementation of education policies and strategies of teacher training (independent variables) on quality training (dependent variable) in public primary teacher training colleges in Kenya. Based on the findings of this study, subject tutors should be allowed to handle manageable workloads by ensuring staff. The government should therefore post adequate teaching staff

to the PPTTCs. Further the training period should be increased to three years to increase the trainee – tutor contact hours.

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