

**Assessment of the Perceptions of Students,
Tutors, Primary School Teachers and Headteachers
about the Primary Teacher Education Curriculum in
Kenya**

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DECLARATION

This dissertation is my original work and to the best of my knowledge has not been presented to any other university for an academic award.

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This dissertation has been submitted for examination with our approval as university supervisors.

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DEDICATION

This study is dedicated to my husband Kamau and our children, Wanderi, Maina and Kamanja. To my children, may it serve as a source of inspiration and encouragement for you to dig the deepest depths and scale the highest heights of knowledge.

ABSTRACT

The study assessed the perceptions of primary teacher training college students, tutors, primary school teachers as well as headteachers of primary schools about the primary teacher education curriculum in Kenya. Among the research questions addressed included the following : (1) What are the perceptions of students, tutors, teachers and headteachers about the objectives and content of the PTE curriculum? (2) Which perceptions do tutors, students, teachers and headteachers hold about the methods of teaching used? (3) What are the perceptions of students, tutors, teachers and headteachers about the various assessments? (4) What perceptions do headteachers have about how the PTE curriculum is improving the competence of teachers in teaching? (5) Is there a relationship between the various demographic variables and the respondents' perceptions about the PTE curriculum? (6) Which factors are responsible for these perceptions? The study employed the survey design. The sampling procedures included simple random, stratified and purposive. The sample included 148 college tutors, 425 continuing second year students, 26 primary school teachers and 12 headteachers. The study found out that Education is a very relevant subject in PTTCs because it is a foundation course in teacher training. English is also very relevant because it is the medium of communication. Kiswahili is also viewed as a relevant subject because it brings about social cohesion and integration. Lecture and discussion methods are mainly used to teach in these colleges. The final session of teaching practice and the PTE examination are viewed as very relevant by all the respondents because the students have mastered both the content and the methodology in this course. According to the headteachers, teachers are not competent in teaching all subjects. This is because of specialization in second year which limits them in teaching. As ways of improving the PTE curriculum, the respondents gave suggestions such as increasing the duration of training, removing from the PTE syllabus subjects which are not examinable in primary schools and allowing students to take all subjects with no specialization. The study concluded that the PTE curriculum was effective in training primary school teachers. However, there is need to restructure the whole programme in order to improve it. Thus the Ministry of Education (MOE) needs to formulate a policy of training primary school teachers which is in harmony with the teaching and learning in primary schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

- PTE --- Primary Teacher Education
- KIE --- Kenya Institute of Education
- KCSE ---Kenya Certificate of Secondary Education
- ICT --- Information Communication and Technology
- PTTCs --- Primary Teacher Training Colleges
- KCPE ---Kenya Certificate of Primary Education
- HIV/AIDS --- Human Immuno-deficiency Virus/ Acquired Immune Deficiency Virus
- GHC --- Geography, History and Civics
- SPSS --- Statistical Package for Social Sciences
- MOE --- Ministry of Education
- DEO --- District Education Officer
- PDE --- Provincial Director of Education
- PGDE ---Post-Graduate Diploma in Education
- PI --- Primary I
- PE --- Physical Education
- MDGs --- Millennium Development Goals
- ECDE --- Early Childhood Development and Education
- KNEC --- Kenya National Examinations Council
- UNESCO--- United Nations Educational, Scientific and Cultural Organization
- TSC --- Teachers Service Commission
- CATs --- Continous Assessment Tests
- T/L ---- Teaching and Learning
- TP---- Teaching Practice

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Education reforms and school-restructuring initiatives that are taking place worldwide are forcing many countries to reconceptualize the role of teachers. It is not possible to effectively reform education systems without taking teachers into greater consideration. Equally, it is not possible for changes to the teachers' role to happen without transforming teacher education. Infact, changes in initial teacher education and in career-long teacher development are an integral part of educational reform and improvement of schools (Beattie, 1997). Beattie stressed that reform of schools and efforts to change them into communities of learning will never happen without the reform of teacher education and acceptance on the part of professionals of the necessity of continual reforming of ideas, concepts and understandings. Thus the need to assess the perceptions of the different people associated with the current primary teacher education (PTE) curriculum to find out how it was addressing reform in teacher education.

The traditional role of the teacher at the centre of student learning is no longer deemed adequate to meet new demands and is being replaced by programmes in which students take greater ownership of their own learning. Conceptualizations of what the teacher should be able to do in this new setting have become the focus of attention. Certainly, teachers have to be trained differently and existing ones in the teaching force must adapt to meet the challenge (Chuan, 2001). In this case, the study undertaken was seeking to find out the perceptions of students, tutors, teachers and headteachers about the PTE curriculum. There are certain basic characteristics which beginning teachers

should have on which they can build expertise. These are: knowledge of subject matter; disposition to find out about students and schools and the skills to do so; knowledge of strategies, techniques and tools to create and sustain a learning environment or community (Goodland, 1990). So there was need to establish how the PTE curriculum was instilling in the teachers the relevant skills so as to be effective teachers upon graduation.

Colman(2008) did a study on the perceptions of fourth grade Social Studies teachers on curriculum and the transition to standards-based education. This was an instrumental case study in the Nebraska state in the United States of America. He used it to survey and interview 6 purposefully-selected fourth grade Social Studies teachers to explore their perceptions regarding how standards and assessments changed their curricula. In their own words, these teachers described initial problems they experienced and how they eventually became more comfortable with using standards as a basis for their curriculum. Participants discussed benefits and problems of using standards. They noted the change from a teacher-driven curriculum to standards/assessment-driven curriculum. They detailed how unprepared they had been to teach Social Studies at first but how they now loved it and believed it was important in the curriculum. As this study concluded, the Nebraska Legislature passed LB 1157, a law designated to mandate statewide tests in Social Studies. This study was a snapshot to the passage of that legislation.

Chippo Marira (1990) carried out a study on Zimbabwean teachers perceptions of the Zimbabwean infant curriculum. The purpose of the study was to examine infant teachers' perceptions of the Zimbabwean curriculum. The study found out that children

seem to be learning in environments, both at home and at school that do not regard what they enjoy doing as important. At school, children spend very little time learning the subjects they enjoy most and at home it would be safe to assume parents pressurize children into studying those subjects they least enjoy because of the perceived importance of these subjects to future success. Thus both environments are not serving the needs of the young child as well as they might.

The Zimbabwean infant teacher education training programme is based purely on utilitarian grounds. This shows that teacher trainees are taught that the main emphasis of education in these formative years should be on academic achievement and not on promoting and encouraging natural curiosity and interests. This attitude ignores what is widely accepted to be the major goal of education in the early years, namely, to encourage the total development of the child. With this as the guiding principle, the importance of different subjects should be assessed in terms of maximum contribution to the total development of the child. The mode of instruction in the top-ranked subjects tends to be teacher-dominated because of the emphasis on imparting new concepts, skills and knowledge. This means that no creativity is afforded the individual child who becomes a mere receptacle for all the information coming from the teachers. Cognitive achievement was more emphasized and the curriculum was subject-oriented.

Reform was needed in an attempt to reduce the emphasis on cognitive skills and instead promote a greater emphasis on the all-round development of the child. Teachers need to be made aware of the different types of infant curricula, not only to provide them with an insight into the proliferation of educational theories and practices in force, but

also to broaden their perspective on the nature of the education of young children and thus furnish them with alternatives to curriculum implementation.

Jekayinfa (2011) did a study on teachers' perceptions on the introduction of Social Studies in the Nigerian Senior Secondary school curriculum. The findings indicated that many teachers were favorably disposed to the introduction of Social Studies in the Nigerian Senior Secondary school curriculum. Many Social Studies teachers who should implement the curriculum were not even aware of its introduction. There was also non-availability of material resources for the implementation of the new curriculum. This study recommended that there should be campaign programmes in form of workshops, seminars and conferences which will aim at sensitizing the people involved to enable the new curriculum to be implemented.

Educational institutions which trained teachers should find ways and means to strengthen and expand Social Studies in all areas. Examination bodies should rise up to the demand of the National Policy on Education (1998) by including Social Studies into their curriculum. All government agencies with responsibilities of planning curricula and providing curricula materials should make haste in providing the necessary materials needed for the new curriculum.

Models of teacher preparation aim for some basic parameters to be attained by the time a pre-service teacher graduates from a course. But teachers are also expected to have exposure to values and to be able to deal with issues such as ethics, tolerance, citizenship, equity and the ability to manage uncertainty and change. This therefore implies that the teacher education programme should produce an all-round teacher. In Kenya, since 1965 when a centre at Kenya Institute of Education was set up to carry out

the organizations and functions of teacher education, various curriculums have been put in place to improve both the quality of education and the teachers being trained. This is because no qualitative improvement of education can occur without a major improvement in the quality of teachers and teacher training (Republic of Kenya, 1976). The qualitative attributes of the teacher are of paramount importance in determining the quality of education, on which the intellectual development of the child is based.

According to the Kenya Institute of Education, teacher education programmes should produce competent and conscientious teachers. The programmes must also provide opportunities for the teachers to develop special talents, interests and skills in the teaching profession and to promote initiative in the teacher to enable them adapt themselves to the demands of changing professional and national life (K.I.E. 1994). The starting place for a new approach to education is always the training college. There, the student-teachers must themselves experience the process of exploration, of trial and error, of consolidation and application of knowledge which will later become the basis of their teaching. This is according to the Kenya Education Commission report (Republic of Kenya, 1964).

In its report, the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (The Republic of Kenya, 1988), found out that candidates who are recruited to train as primary school teachers are unemployed school leavers who have been out of school for at least one year or more or those who have been serving as untrained teachers. According to this working party, these candidates appear to opt for teacher training because they could not get other forms of training. The working party therefore recommended that this practice should be reviewed to allow

recruitment from those who want to be teachers and have chosen teaching as a career after secondary education. This is more likely to help choose candidates to enter the teaching profession because they are interested in becoming teachers (ibid). This was also one of the recommendations of the third teacher education conference held in 1994 which according to one of the participating agencies, that is, K.I.E. stated, “Only those interested in teaching should be allowed to train as teachers.” However, this recommendation was never translated into practice. This is because even currently, those students who never opted for teaching as a career are still admitted into primary teacher training colleges (as in other higher level colleges) to train as teachers.

According to Watson and Osibodu (1987), the competent classroom teacher is one who has developed their personal knowledge in the classroom in the light of his or her understanding both of the knowledge and of children, can organize learning experiences so that children can effectively and efficiently incorporate information into their conceptual framework of knowledge and can evaluate the effectiveness of lessons to see how much children learned from the experiences. Thus, The National Committee on Educational Objectives and Policies (Republic of Kenya, 1976), made recommendations which led to the inception of the in-service training programme of untrained teachers in order to reduce and if possible eliminate the then large numbers of untrained teachers.

Indeed, through this programme, those who had joined the teaching profession as untrained teachers, especially in 1974 (Sifuna, 1980) when free primary education was first introduced, have since been trained and are now fully qualified. In 2002, the then Kenya Institute of Education (K.I.E.), now referred to as the Kenya Institute of Curriculum Development (K.I.C.D.), reviewed the curriculums of primary and secondary

schools. At the same time, the institute sought to harmonize the curriculums of the three levels, that is, primary, secondary and teacher training colleges. This was in an effort to provide a link in the content taught at the three levels. During the Third Teacher Education Conference held in 1994 (K.I.C.D.) and the Conference of the College Principals Association held in 2000 (K.I.C.D.), various recommendations were made which indicated that there were gaps in the then P.T.E. curriculum which needed to be addressed. Thus the two conferences made various recommendations which if effected would improve this curriculum.

Some of the recommendations were: Electives should be introduced in the colleges because there is no way a teacher can actually qualify and teach all the thirteen subjects at primary level competently. English, Mathematics, Science and Professional Studies(Education) can be made compulsory subjects. The trainees can then be allowed to choose any four subjects from the remaining ones in their second year. The syllabuses in all the subject areas tend to be too wide to be covered in a period of two years. The tutors therefore tend to rush in order to complete them. There is therefore need to reexamine the primary teacher training colleges' syllabus in all the subjects with a view to making it manageable within two years.

From this curriculum, the new PTE syllabus was drawn up in 2004 and implemented in 2006. The objectives of the PTE curriculum are:

- (i) To develop the theoretical and practical knowledge about the teaching profession so that the teachers' attitudes and abilities can be turned towards professional commitment and competence.
- (ii) to develop in the teacher the ability to communicate effectively

- (iii) to create a national consciousness for educational excellence in every teacher
- (iv) to provide opportunities to develop special interests and skills and to promote initiative on the part of the teacher
- (v) to develop in the teacher the ability to adapt to change or new situation
- (vi) to promote national unity, national development and social equality
- (vii) to develop in every teacher awareness and appreciation of the role of technology in national development
- (viii) to develop in the teacher an awareness and appreciation for good health and environmental conservation.

The following issues have been addressed in this curriculum:

- (i) Harmonization of the teacher education curriculum with the current revised primary and secondary curriculums. Thus, Geography, History and Civics (GHC) a combined course is now taught as Social Studies. Aspects of Business Education have been integrated in Mathematics and Social Studies while some aspects in Mother Tongue and Drama have been incorporated in English and Kiswahili. Library Science has been integrated in English. Guidance and Counseling, Special Needs Education and Legal Issues have been strengthened in Professional Studies, that is, Education.
- (ii) Making the teacher education curriculum manageable and evaluative by removing overloads and overlaps. This is by introduction of integration of

some related subjects in the first year of the course and specialization in the second year of the course in order to make it more rational.

- (iii) Infusing and integrating contemporary issues in order to make the curriculum more responsive to the needs of the society. Thus the revised curriculum has accommodated HIV/AIDS pandemic, drug and substance abuse, environmental education and human rights and gender awareness.
- (iv) Incorporating industrial and technological development by incorporating Information Communication Technology (ICT) as a Teaching or Learning tool.

Therefore the Primary Teacher Education (PTE) curriculum makes learning, progressive, that is, what is learnt in primary and secondary schools has some correlation and a higher level builds upon a lower level of learning. As regards the entry requirements, to be eligible for the Primary Teacher Education Certificate Course, a candidate must have scored a minimum grade of C (Plain) in the Kenya Certificate of Secondary Education (KCSE) or its equivalent, which is Division 3 in Kenya Certificate of Education. This is an improvement in admission because, initially, the minimum grade was D+ which was considered to be too low (Republic of Kenya, 1999).

The course lasts 2 years and is residential. No candidate is to be presented with the award of Primary Teacher Education Certificate until two full years of the prescribed course of study have been successfully completed (Kenya Institute of Education, 2004). In the first year of the course, students study the following subjects :-

- (i) Mathematics including aspects of Business Studies
- (ii) English including aspects of Library Science, Mother Tongue and Drama

- (iii) Kiswahili including aspects of Mother Tongue and Drama
- (iv) Science Integrated with Home Science and Agriculture
- (v) Religious Education (Christian Religious Education/Islamic Religious Education)
- (vi) Social Studies including some aspects of Business Studies
- (vii) Professional Studies including Special Needs Education, Guidance and Counseling and Legal Issues in Education.
- (viii) Creative Arts (Music, Art and Craft and Drama)
- (ix) Physical Education
- (x) Information Communication Technology (ICT)

Practical teaching is also undertaken. In the second year of the course, a student is required to study five compulsory subjects, which include Education, English, Kiswahili, Physical Education and Information Communication and Technology (ICT). In addition, a student has to choose from either of the two options, that is, Arts or Sciences.

Option A contains the Science subjects that is, Science, Home Science, Agriculture and Mathematics.

Option B includes the Arts that is, Music, Art and Craft, Social Studies and Religious Education (K.I.C.D. 2004). Therefore, students concentrate in their subject areas which they teach upon graduation. In the final examination, a student is required to sit for nine subjects including Teaching Practice. Information Communication Technology is internally examined, for the time being.

In evaluation, at the end of the first year of study, students sit for an internal mid-course examination, which is moderated by an external examiner. They are required to

pass all the nine (9) subjects in order to proceed to the second year of study. Those who pass are awarded a results transcript by the colleges (Kenya Institute of Curriculum Development, 2004). A student who fails in all the subjects is discontinued. Those who fail in 4 or more subjects repeat the year. A student who fails in less than 4 subjects is allowed to proceed to the second year of the course but has to re-sit the subjects failed.

A candidate who fails the subjects they sat repeats the year. Candidates who do not pass the examinations after being referred are discontinued. To be awarded the Primary Teacher Education Certificate, a student must:-

- (i) Pass Practical Teaching
- (ii) Obtain a pass in all eight (8) subjects

The final grade is determined by passes in the six best performed subjects. A student who does not pass teaching practice is required to redo it. A student who fails to meet the requirements for the award of the certificate is allowed to repeat the final examination on the subject[s] which he/she failed. The Primary Teacher Education Certificate is graded as: 1 – 2 Distinction, 3 – 4 Credit Pass, 5 – 6 Pass, 7 – 8 fail (Kenya Institute of Education, 2004). According to Braybrooke and Lindholm, 1976, there are various reasons why a curriculum could be acceptable or unacceptable to the target group. These are:

- (i) Communication-based reason: Either the information is not communicated in time to the target population or it is wrongly communicated. This leads to delays in implementation, confusion as well as misunderstanding. Thus the need to establish whether, in the Primary Teacher Education curriculum, the

channels of communication were open and well used for the information to reach the implementers.

- (ii) Resource-based reason: For a curriculum to be implemented there must be enough resources. At the same time, the demands of the curriculum might be too high or too unrealistic. For the Primary Teacher Education curriculum to be implemented, were the necessary resources available and adequate?
- (iii) Curriculum-based reason: Sometimes misgivings arise about a certain curriculum especially in relation to the objectives of the curriculum. So it will be important to find out what the Primary Teacher Education curriculum aimed to achieve and the relationship between these objectives and the objectives of Primary Teacher Education in general.
- (iv) Action-based reason: In certain instances, the target group supports the curriculum and even agrees with its goals. However, the implementation is not effectively done. This is because, the nature of the prescribed curriculum calls for a lot of adaptation on the target group (Braybrooke and Lindholm, 1976).

Example: In this curriculum, what kind of adaptations were required on the part of the implementers (tutors) and were they effectively addressed? For example, whether the tutors needed to undergo in service courses to acquire skills to implement this curriculum. From the above stated factors, the researcher sought to find out how they have affected teaching and learning in colleges and the performance of the graduates of this curriculum. Also, information was be availed on the issues to be addressed in setting up future Primary Teacher Education curriculums.

The following section covers the statement of the problem in the study.

1.2 Statement of the Problem

The process by which teachers are educated is the subject of political discussion in many countries, reflecting both the value attached by societies and cultures to the preparation of young people for life. It is important to prepare teachers who are not only good classroom operators but also community leaders. They need to have a deep conception of the nature of society and of their own role in influencing the shaping of social goals. These teachers need to know much more than those things which immediately impinge on the academic welfare of their pupils. They need a deep understanding of the main social, political and economic problems of their countries and the role which education can play in alleviating, if not eliminating those problems (Bishop, 1985).

In this case, the content in the current PTE curriculum and the strategies applied in delivering it should impart in the teachers the appropriate skills to enable them teach effectively. At the same time, this curriculum should address the various changes in the society and make teachers to be productive members in this society. The methods of training teachers must change if the teachers of the future are to change so as to accept a more vigorous leadership in their communities and in the professional execution of their teaching role. Teachers in training who are encouraged to learn and find out things for themselves are much more likely to adapt similar 'discovery' strategies with their pupils when they get into the classroom (Bishop, 1985).

The need to assess the perceptions of tutors, students, teachers and headteachers of primary schools was motivated by the fact that, perceptions could be either positive or negative as a result of influence by a variety of reasons. If positive, people will wholly own it and the training will be very effective. If negative, though it may not be rejected, there will be dissatisfaction and the graduates may end up as half-baked.

Some of the studies done on Primary Teacher Education curriculums include: a study by Kinyua (2001) that evaluated the implementation of Environmental Education Integrated curriculum in Primary Teachers Training Colleges in Kenya. This study will indicate how integration of contemporary issues is effectively carried out in the PTE curriculum. Perceptions about the content in the PTE curriculum which is discussed in this study includes contemporary issues, for example, ICT. Gichinga (2004) analyzed selected government policies on Primary Teacher Education in Kenya; this study will guide the present study in examining how government policies are carried out in PTTCs, for example, the policy on specialization of subjects in second year. Wangechi (2006) investigated the use of Information and Communication Technology (ICT) in PTTCs in Kenya. Limboro (2004) investigated the adequacy of primary teacher education curriculum. This was a case study of Machakos Teachers College. It was found out that teacher trainees lacked the competency skills needed to teach pupils. The workload for the students was too heavy and the training period short. Ombisi (2007) analyzed factors affecting the implementation of the revised curriculum in public PTTCs in the Central Region of Kenya. It was found out that the Science option was more favorable because of greater employment opportunities upon graduation. Teaching and learning resources were inadequate and tutors were not inducted before implementation of the curriculum. All

these studies looked at the PTE curriculum in terms of the challenges facing it. For example, inadequate teaching and learning resources, too wide a content, lack of time to cover the syllabus, lack of specialized skills, for example, in Information Communication and Technologies and lack of proper guidance in certain areas. None of the studies addressed perceptions.

This study was therefore aimed at assessing the perceptions (that is, views, opinions, thoughts) of various people directly and indirectly associated with the PTTCs curriculum regarding the whole process of training primary school teachers. The next section outlines the research questions of the study.

1.3 Research Questions

The study sought to answer the following questions:

1. What are the perceptions of students, tutors, teachers and headteachers about the objectives and content of the revised PTE curriculum?
2. Which perceptions do students, tutors, teachers and headteachers have about the methods of teaching used?
3. What are the perceptions of students, tutors, teachers and headteachers about the various assessments?
4. What perceptions do headteachers hold about how the PTE curriculum is improving the competence of teachers in teaching?
5. What are the perceptions of students, tutors, teachers and headteachers about how the PTE curriculum can be improved?
6. Is there a relationship between the various demographic variables and the respondents' perceptions about the PTE curriculum?

7. Which factors are responsible for these perceptions?

The hypotheses are listed in the following section.

1.4 Hypotheses

The study tested the following hypotheses:

1. There is a significant difference between teaching experiences and the tutors' perceptions about the PTE curriculum.
2. There is no significant difference between the students' and teachers' perceptions about the PTE curriculum.
3. There is a significant difference between the tutors' qualifications and their perceptions about the PTE curriculum.
4. There is a significant difference between gender and the teachers' perceptions about the PTE curriculum.
5. There is no significant difference between the tutors' and headteachers' perceptions about the PTE curriculum.

The significance of the study is discussed in the next section.

1.5 Significance of the Study

From the recommendations of this study, it was hoped that, this would enable the Kenya Institute of Curriculum Development Academic Committee to improve on the procedure followed in designing the Primary Teacher Education curriculum. This study also aimed at providing lessons learned that would be used to improve other curriculums designed by the Kenya Institute of Curriculum Development. From the findings of this study, it was hoped that a comprehensive report would be provided on the

implementation of the Primary Teacher Education curriculum for the purpose of replicating it to other related programmes.

Kenya Institute of Curriculum Development has been in existence since 1965 and so are the Primary Teacher Education curriculums. The revised Primary Teacher Education curriculum has been in operation since 2006. Therefore, the Kenya Institute of Curriculum Development staff expected that the graduates were of certain superior or advanced skills different from others who had been trained through the previous Primary Teacher Education curriculums. It was hoped that the Ministry of Education would be interested in the study findings for the purpose of making sound policy decisions when formulating educational policies.

This study was to assess in details the opinions, views, suggestions of different people about the Primary Teacher Education curriculum. Thus important information about this curriculum would be provided to tutors and other curriculum implementers about the methods of teaching and whether there is need to adjust them or integrate even more. Students would gain access to information on the objectives and content of the PTE curriculum. Therefore, as they enroll for this programme, they would be aware of what to expect in it and whether this concurs with their life's expectations. In this case, their decisions would be based on sound information. Perceptions about the content in the PTE curriculum would be relevant to the faith-based institutions because religion is taught in both first and second years. Religion addresses the moral values of the individuals. Thus these institutions would get to know how moral values are being imparted into these trainees even as they prepare to go and teach primary school pupils and thus pass on the same to them. The private owned institutions, for example, the

industrial sector would get information that technology is also addressed in the content of this curriculum because ICT is included in it. This is in line with Vision 2030 which emphasizes industrial and technological advancement.

Other institutions like N.E.M.A. (National Environment Management Authority), would get information that health and environment issues have been addressed in the objectives of the PTE curriculum. These issues are also integrated in all the subjects in the teaching and learning process. As far as the community at large is concerned, this study will be relevant because the objectives of the PTE curriculum address all the national goals of education. Thus the social, political, economic, cultural, psychological aspects of the trainees have been addressed. The perceptions of the respondents about the objectives on communication and will indicate how important it is for teachers to communicate effectively in the classroom as well as with other people across all levels of the society. This is because both the English and Kiswahili languages are taught in the colleges. This curriculum deals with the objective of developing in the teacher the ability to adapt to change or new situation. Thus the perceptions of the respondents will indicate how the trainees and the teachers associate appropriately with people of other cultural backgrounds as well as living in environments different from theirs.

The policy makers in the country and especially those in the Ministry of Education would acquire information about the perceptions of various people regarding various aspects associated with the training of primary school teachers. They would then evaluate whether these perceptions are well addressed in the Social Pillar of Vision 2030. The policy makers in other countries and the world at large (especially those dealing with education) would get to know whether Kenya has conformed to the United Nations

declaration of Education for All (EFA). In addition, this would indicate how adequately the goals of access, equity, retention, transition and completion have been achieved. It would also be indicated to the larger world how the training offered in PTTCs is consistent with the Millennium Development Goals (MDGs). The scope and delimitation of study is discussed in the next section.

1.6 Scope and Delimitation of the Study

This study focused on the Primary Teacher Education curriculum. Thus it was delimited to the perceptions of different people about this curriculum. The Primary Teacher Education curriculum was implemented in 2006. Thus quite a substantial number of teachers have been trained through it. Therefore, the study concentrated on teachers (former students) and the students in Primary Teachers Training Colleges. This enabled the researcher to find out what their perceptions were about this curriculum. Tutors of the Primary Teachers Training Colleges were also included in this study. Headteachers of primary schools were targeted so as to give their perceptions about the performance of teachers trained through this curriculum. This study was limited to sampled public and private PTTCs in Kenya. It was also limited to the serving teachers trained through the Primary Teacher Education Curriculum. The study was delimited to research instruments which included tutors', students', teachers' and headteachers' questionnaires as well as an in depth interview guide for the headteachers of primary schools. The theoretical framework associated with this study is covered next.

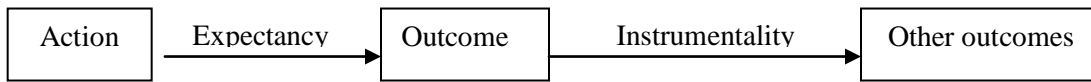
1.7 Theoretical Framework

This study was guided by the expectancy theory which indicates the relationship between effort, performance and rewards. This theory was proposed by Lewin K. and Tolman E. (1932) as quoted by Joshua Okumbe (2007) and Paula Silver (1983). The theory which was related to this study is discussed in the next section.

1.7.1 The Expectancy Theory

Lewin K. & Tolman E. (1932) as highlighted in Okumbe (2007) stated that, the expectancy theory rests on the assumption that motivation is a conscious process in which decisions lawfully relate to psychological events that occur contemporaneously with behavior and that forces in the individual and environment combine to determine behavior. According to Silver (1983), the expectancy theory states that motivation is a force or drive within a person. This force varies according to two factors: expectancy and instrumentality. Expectancy is a perceived relationship between action and its direct outcomes. Instrumentality is a perceived relationship between direct outcomes and indirect outcomes of action. Both expectancy and instrumentality are influenced by the valences (attractiveness/repulsiveness) of outcomes. In other words, motivation can be conceptualized as the combination of two major elements: one's expectancy that an action will have a particular outcome and the instrumentality of that outcome in relation to other valued outcomes. The relationships among these elements can be illustrated as in Figure 1.

Figure 1.1: Relationship between expectancy and instrumentality in the expectancy theory of motivation



Source: Silver (1983).

Motivation to perform an act is a combination of one's expectations that the action will have a particular outcome and the perceived utility of that outcome in relation to other outcomes. Motivation is a product of various factors that is, force, valence, expectancy, outcomes, instrumentality and action (Okumbe, 2007; Silver, 1983).

Force-the force to perform an act or to engage in an action is synonymous with motivation to perform an act (Silver, 1983). Example, students to study hard, tutors to teach effectively and efficiently. It is internal energy that has direction and intensity. Valence refers to the strength of a person's preference for a particular outcome such as reward (Okumbe, 2007). Example, job promotion of tutors. It is the degree of perceived attractiveness or repulsiveness of an object, the extent to which objects are desired or rejected by an individual (Silver, 1983).

Something that is very attractive to or strongly desired by an individual has a high positive valence to that individual. Example, good performance in examinations. Something toward which the individual feels indifferent has no valence (zero valence) to that individual. An object toward which a person feels repulsion or intense displeasure has a high negative valence to that person. Example, poor performance or failure in examinations has negative valence for tutors, students and even headteachers.

Expectancy is the probability (ranging from 0 to 1) that a particular action or effort will lead to a particular performance (first-level outcome). It is a momentary belief concerning the probability that a particular action will result in a particular outcome or set of outcomes (Silver, 1983). Example, tutors expect students to perform well in examinations after teaching them. Students expect to perform well in examinations after studying hard.

Outcomes are the perceived results of actions or of other results. They are the objects towards or away from which people direct their actions. There are both direct and indirect outcomes. Direct outcomes, sometimes called first-level outcomes or performance, are the more immediate results of actions – results that the actions themselves were directed toward or intended to accomplish. Example, the act of preparing a lesson can result directly in good lesson presentation or teaching. Indirect outcomes, sometimes called second-level outcomes are the more remote results of actions-the perceived consequences of direct outcomes. Example, the consequences of good lesson presentation could include attentive students, learning on the part of the students and good performance in examinations.

Instrumentality is the probability (also ranging from 0 to 1) that performance (first-level outcome) will lead to a desired reward (second-level outcome) (Okumbe, 2007). It is the expected utility or usefulness of a direct outcome for the attainment or avoidance of other outcomes. It is the perceived relationship between direct and indirect outcomes (Silver 1983). Examples, performing well in examinations and acquiring jobs for the primary 1 graduates. Action is the overt behavior, that is, a doing of something. Action entails physical movement as well as cognitive content and emotional tone. The

expectancy theory presupposes a repertoire of actions available to each individual. Any particular motor or psychomotor activity in which a person engages is an action that has been selected from the repertoire of possible actions. Example, students, tutors and even headteachers taking an active part to change and improve the society. Being actively involved in solving the social, economic, political problems afflicting the society. For instance, avoiding corruption, environmental degradation, engaging in clean-up activities of the environment. This theory was related to the perceptions of various people regarding the Primary Teacher Education curriculum. Example: Students in colleges would expect that the effort that they put in their studies would lead to good performance in examinations and promotion to the next level. In this case, their perceptions would be positive. But if the requirements of this curriculum made the academic progress to be slow and even influenced their final certificates, they would perceive it negatively.

Those students, who had already graduated, that is, the teachers, would expect that the efforts they put in their studies while training would lead to good performance in their final examinations. This would enable them to acquire jobs easily (if all other factors are constant). However, the various requirements of this curriculum (example, specialization) may have acted as a hindrance to this. In this case, their perceptions would be negative. Tutors would expect that the efforts they have put in their career, like training, further studies, researching for effective teaching and learning strategies, would enable them to perform well in their work. In this case, the instrumentality would be excellent performance by students in their studies, remuneration and promotion to higher job levels. The expectations of the headteachers would be high instructional competence by the teachers. Instrumentality in this case would be good performance by the pupils in

their studies. However, the expectancy theory has certain weaknesses. Example, it over-intellectualizes the cognitive processes that individuals use when selecting alternative actions. That people actually calculate probabilities and values, multiply them together and then decide how to act sounds too hypothetical (Okumbe, 2007).

It is not practical that tutors or even teachers would sit and calculate how many students they are teaching, how they would perform in their examinations and how much they would be paid. Afterwards, they decide whether or not to put effort in teaching them. On the other hand, students cannot sit and calculate how many subjects they are studying, how they expect to perform and how much money they would be paid upon employment or how they would gain from their studies. Then they decide whether or not to work hard in their studies. Another shortcoming is that, the expectancy theory lacks the power to explain large percentages of variance in criterion variables such as effort and performance. This is because effort does not automatically lead to good performance because other factors play significant roles. Example, the effort of teachers in teaching will not necessarily mean that students will perform excellently in examinations. These students will need to work hard, be disciplined and pay fees so that they will be physically present in their classes to learn. At the same time, the teaching and learning resources will have to be available and adequate.

Students may work hard in their studies but fail to perform well in examinations due to various reasons. Example, illnesses, leakage in examinations. Although the expectancy theory has these deficiencies, the study made use of it because it helped to clarify the relationship between individual and organizational goals (Okumbe, 2007). In this particular study, the theory helped to clarify the perceptions of various respondents,

how they affected their effort and performance and how this was related to the objectives of primary teacher education. The researcher dealt with these deficiencies by including items in the respondents' instruments, dealing with these shortcomings. This provided a basis for dealing with the afore mentioned weaknesses. The expectancy theory provided a framework for understanding how motivation and performance could be improved. This would lead to positive perceptions and thus improved performance. Example: Tutors may have held the perception that their efforts should lead to good performance. This perception could be enhanced through engaging them in in-service courses or training as well as including their ideas, opinions and suggestions when developing teacher education curriculums. They could also actively participate in developing the syllabus. Perceptions can be improved or changed through motivation. This can be achieved through the rewards system that is, the performance-reward contingency. Example, lecturers and teachers can be rewarded through better remuneration and promotion. Students can receive awards for good performance in their studies as well as in other extra-curricular activities.

Understanding the tasks as well as job objectives will indicate the views, opinions, and values of the various respondents regarding the Primary Teacher Education curriculum. Thus they will not waste their effort searching for these objectives but in task related behavior that is, doing that which is expected of them in their specific areas. The students', tutors', teachers' and headteachers' expectations, needs, desires and goals will indicate their perceptions regarding the Primary Teacher Education curriculum. Thus the expectancy theory will provide a strategy for integrating all these with the objectives of primary teacher education.

The study also made use of the Social Perception Theory.

Social Perception Theory

It refers to how an individual “sees” others and how others perceive an individual. This is accomplished through various means such as classifying an individual based on a single characteristic (halo effect), evaluating a person’s characteristics by comparison to others (contrast effect), perceiving others in ways that really reflect a perceiver’s own attitudes and beliefs (projection), judging someone on the basis of one’s perception of the group to which that person belongs (stereotyping), causing a person to act erroneously based on another person’s perception (Pygmalion effect), or controlling another person’s perception of oneself (impression management).

(i) Halo Effect

The halo effect occurs when an individual draws a general impression about another person based on a single characteristic such as intelligence, sociability or appearance. The perceiver may evaluate the other individual high on many traits because of his or her belief that the individual is high in one trait. For example, those associated with the revised PTE curriculum may have viewed it as appropriate or adequate because of its aspect of specialization. This effect ignores all other traits and only rates an individual based on a single trait or characteristic. This could lead to grave errors being committed. When other traits are exhibited later on, this could lead to disappointment, frustrations, strained relationships or law suits. Therefore, it would be appropriate for different people to view the PTE curriculum in its totality and base their perceptions on that rather than on a single aspect of it such as specialization, entry requirements or even certification.

ii) Contrast effects

Research has provided evidence that perceptions are also subject to what is termed as perceptual contrast effects. Contrast effects relate to an individual's evaluation based on (or affected by) comparisons with other people who rank higher or lower on the same characteristics. The perceptions of people regarding the PTE curriculum would be influenced by their comparison of this curriculum with other curriculums, for instance, the diploma curriculum, KCPE or KCSE curriculum or even the previous PTE curriculum. In this case, when compared with a curriculum of higher order, that is, the diploma, it would be judged as of lesser value. However when compared with others of lower order (KCPE or KCSE), it would be viewed to be of a higher value.

The contrast effects emphasize comparison. This poses a problem because it ignores capability as well as other hidden factors which may not be obvious from the outward appearance. In this study, it is possible to view the PTE curriculum as inferior when compared to others such as the diploma curriculum because of the different levels. But other factors such as the skills imparted to the trainees which are relevant to the level at which they will be working are ignored. On the other hand, it can be ranked higher when put into comparison with others such as the KCPE or KCSE curriculums. But at these two levels, the main skills that are imparted are academic, whereas at the PTE level trainees acquire teaching and evaluation skills.

iii) Projection

Projection is the attribution of one's own attitudes and beliefs onto others. According to Sigmund Freud (1894) and Ann Freud (1936), projection is a defensive mechanism,

where we attribute our own attitudes onto someone else as a defense against our feelings of anxiety or guilt. Projection can mean ascribing to others the negatives that we find inside ourselves, thereby protecting our self-esteem. For example, if tutors fail to manage their time well so as to complete the syllabus in time, they will project and say that the content was too wide. If teachers fail to internalize the skills acquired during training and apply them when teaching, they would project their failures to the revised PTE curriculum through which they were trained. Headteachers need to induct the new teachers and guide them through the primary school syllabus. When they fail to do this and the performance of teachers is wanting, they project the under performance to the revised PTE curriculum..

This theory shows the weaknesses and limitations of people. It is failure to perceive issues in the right way. Instead of people working on their failures and shortcomings, they create a wall around themselves and feel secure blaming others. It implies failing to face reality and looking for solutions to problem(s).

Stereotyping

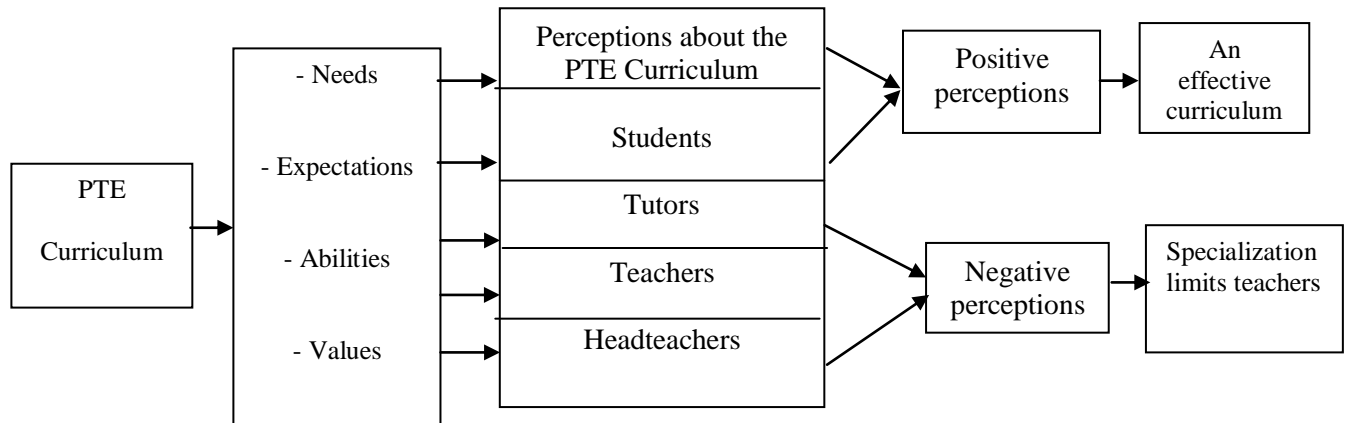
A stereotype is defined to mean a conventional image applied to whole groups of people and the treatment of groups according to a fixed set of generalized traits or characteristics. It is possible to stereotype the revised PTE curriculum as just like any other curriculum that the Kenya Institute of Curriculum Development has drawn for different levels of education. That there is nothing new or peculiar in it, but just adjustments and a few additions here and there. Otherwise, generally training the same P1 graduates.

In stereotyping, a general judgment is passed on groups of people or even certain issues. In so doing, individual strengths or even, individual strengths or even weaknesses are not identified. Thus the strengths are not utilized and no effort is put in working on the weaknesses so as to help people improve on them or eliminate them completely. This blanket condemnation leads to wastage of potentialities and subjugation of any hard work towards betterment. The conceptual framework is discussed next.

1.7.2 Conceptual Framework

Figure 1.2 shows a conceptual framework which indicates the independent variable, the intervening variables as well as the dependent variable. It also shows the result which could be either positive or negative perceptions.

Figure 1.2: Conceptual Framework



In this conceptual framework, it is expected that the PTE curriculum (the independent variable) addresses the needs, abilities, expectations and values of the various respondents. This is because this curriculum has been designed and developed in line with the national goals of education, Millennium Development Goals as well as Vision 2030. The needs, abilities, expectations and values of these respondents are indicated by their social, economic, political and cultural environments and experiences. The arrows between the intervening variables (needs, abilities, expectations and values) and the dependent variable (perceptions of students, tutors, teachers and headteachers) show that their perceptions about the PTE curriculum are dictated by their needs, abilities, expectations and values. For example, the students' needs are to train within the specified duration, graduate with the necessary knowledge and skills as qualified teachers and acquire their certificate. Their expectations are to pass their examinations well with

excellent grades (other factors being constant) and that the content of this curriculum matches their abilities and values.

The tutors' expectations are that the students they are training will perform excellently in their examinations. Coupled with other factors, this will be determined by their ability to cover the syllabus within two years. The teachers expect to graduate with the necessary knowledge and skills so that they possess the abilities to competently teach the primary school teachers. The headteachers expect the teachers to effectively teach the pupils so that they perform well in the examinations (other factors held constant). Their needs are for these teachers to have acquired positive values which they will impart to the pupils. Their expectations also include teachers addressing the needs and values of the pupils and the society as a result of being trained through the PTE curriculum.

The arrows between the box on the perceptions of the respondents and the last two boxes show that the results could be either positive or negative perceptions. For example, positive perceptions could be, it is an effective curriculum, it addresses the needs of everyone involved. Negative perceptions could include, teachers are not competent in all subjects, the content is too wide and the examinations are punitive.

1.8 Operational Definition of Terms

Assessment

This is an opinion or a judgment about an issue that one has experienced and has mentally analyzed it.

Curriculum

It includes all that is learned and acquired in and out of class in a learning institution.

Headteachers

Refer to the personnel who head primary schools. They perform administrative duties which include supervising teachers and other staff. They also carry out teaching, learning and evaluation in their schools.

Integration

It refers to the process of harmonizing or bringing together different ideas or concepts under one broad topic. This can be done through explanations, demonstration, question and answer, use of real objects.

Perceptions

These are the values, views, beliefs, attitudes, opinions and suggestions which people hold regarding a certain issue in life as measured by the researcher using the Likert scale in a range of 3-1 responses.

Primary schools

These are the lower level learning institutions which offer basic education to pupils who have completed nursery school education.

Primary teacher education

This is a two year training programme designed for post-secondary school students to impart in them the skills for teaching.

Secondary education

It is the learning offered to pupils who have completed primary school education. It is of a higher level compared to that offered in primary schools. It takes a period of four years and progresses from one level to the other that is, from one, two, three, four. Until 1988, there was the A level which took two years, that is, forms five and six.

Sessional paper

It refers to a legal document from the government outlining different sectors which need to be addressed and the measures to be undertaken to address the identified needs.

Specialization

The process through which students concentrate on a specific area of study in order to acquire adequate knowledge and skills in it. In PTTCs, students specialize either in Science or Art subjects in the second year of training.

Syllabus

It is a document from an agency of the Ministry of Education that is, the Kenya Institute of Curriculum Development, outlining the subjects to be studied and their levels, teaching and learning resources as well as strategies to be applied and the evaluation procedures for each level of education which fall under the mandate of that agency.

Teachers

These are the personnel who do teaching and learning, evaluation and other learning activities in primary and secondary schools.

Teacher trainees (student teachers)

These are students in teacher training institutions who are being trained how to teach and who later on become teachers.

Teaching practice

These are the teaching and learning activities carried out in primary schools by those students training to become teachers.

Teacher training

Refers to teaching academic subjects and imparting pedagogical skills to students so as to become teachers.

Tutors

They are the instructors who carry out teaching, learning and evaluation as well as guide other extra-curricular activities in teacher training colleges.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section consisted of review of literature related to the primary teacher education curriculum. The section looked at the concept of perception, types of perception, review of perception theories, studies on teacher education curriculums and summary of the literature reviewed.

2.2 The Genesis of the Concept Perception.

The word “perception” comes from the Latin words *perceptio*, *percipio* and means apprehension with the mind or senses. What one perceives is a result of interplays between past experiences, including one’s culture and the interpretation of the perceived. According to Thesaurus (2008), perception is the condition of being aware, that is awareness, cognizance, consciousness or sense. It is that which exists in the mind as the product of careful mental activity, that is, conception, idea, image, notion, thought. This implies that as far as the PTE curriculum is concerned the tutors, teachers and headteachers would have an idea or form an image about it depending on how they interpret it. Also this would be determined by their past experiences with teachers trained under previous curriculums.

An object can be perceived in different ways. Just as one object can give rise to multiple percepts, so an object may fail to give rise to any percept at all; if the percept has no grounding in a person’s experience, the person may literally not perceive it. The processes of perception which include, stimulus – senses – brain – interpretation, alter what humans see. When people view something with a preconceived concept about it,

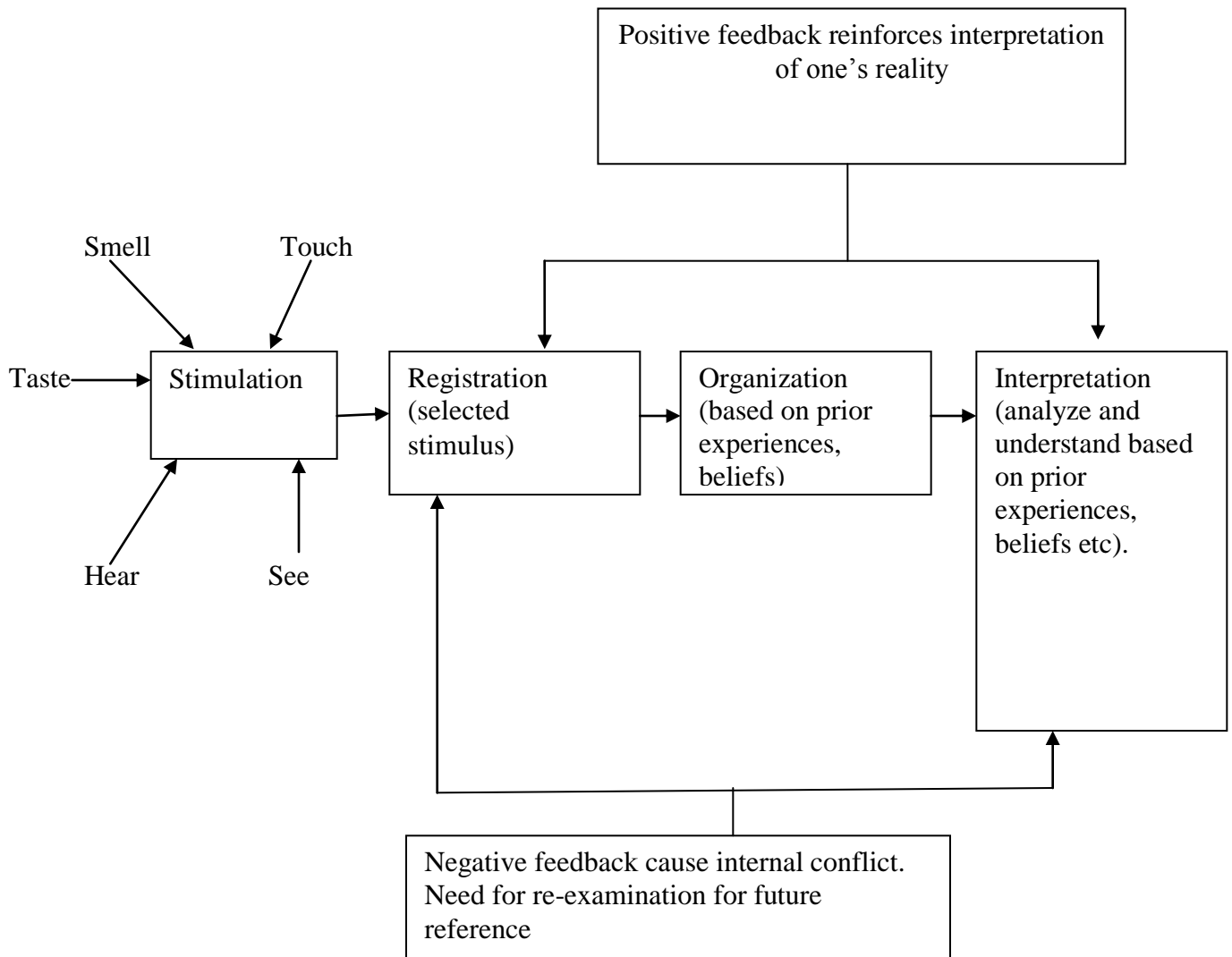
they tend to take those concepts and see them whether or not they are there. This problem stems from the fact that humans are unable to understand new information, without the inherent bias of their previous knowledge. This applies to the current PTE curriculum. The way tutors and head teachers understand it would be influenced by their knowledge and experiences with the previous curriculum. The Britanica Concise Encyclopedia(2002) define perception as the process of registering sensory stimuli as meaningful experience. The differences between sensation and perception vary according to how the terms are defined. A common distinction is that sensations are simple sensory experiences while percepts are complex constructions of simple elements joined through association. Another is that perception is more subject to the influence of learning.

This implies that perception is simply not based on feelings or the influence of others. Perception implies understanding, having a meaning to an individual. To the Science Technology Encyclopedia (1998), perceptions are those subjective experiences of objects or events that ordinarily result from stimulation of the receptor organs of the body. This stimulation is transformed or encoded into neural activity (by specialized receptor mechanisms) and is relayed to more central regions of the nervous system where further neural processing occurs. Most likely it is the final neural processing in the brain that underlies or causes perceptual experience.

Thus in perception, together with the sense organs, the brain is involved. It receives the message or the stimulus, comprehends and analyses it and then interprets it. This therefore implies that in seeking the perceptions about the revised PTE curriculum, the respondents would have to be people who have dealt or have been dealing with it, either directly or indirectly (head teachers). Perception is the process by which organisms

interpret or organize sensation to produce a meaningful experience of the world (Norman and Lindsay, 1977). In other words, a person is confronted with a situation or stimuli. The person interprets the stimuli into something meaningful to him or her based on prior experiences. However, what an individual interprets or perceives may be substantially different from reality. For example, various people may view the PTE curriculum as cumbersome because of its many requirements (especially in evaluation) and consequently punitive to the students. On the contrary and in reality, this curriculum aims at producing refined graduates with specialized skills in particular areas. The perception process follows four stages: Stimulation, registration, organization and interpretation.

Figure 2.1: The perception process



Source: Norman and Lindsay, 1977

A person's awareness and acceptance of the stimuli play an important role in the perception process. Receptiveness to the stimuli is highly selective and may be limited by a person's existing beliefs, attitude, motivation and personality. Individuals will select the stimuli that satisfy their immediate needs (perceptual vigilance) and may disregard stimuli that may cause psychological anxiety (perceptual defense). Perception is

influenced by a variety of factors, that is; the intensity and physical dimensions of the stimulus, activities of the sense organs such as effects of preceding stimulation, the subject's past experiences, and attention factors such as readiness to respond to a stimulus as well as motivation and emotional state of the subject. Perceptions vary from person to person. Different people perceive different things about the same situation. But more than that, we assign different meanings to what we perceive. The meanings might change for a certain person. As far as the PTE curriculum is concerned, different people would have different perceptions about it. These perceptions as well as the meanings we assign to the PTE curriculum may change as time moves on. In the following section, the views of scholars on perception have been discussed.

2.3 Scholars' Views on Perception

A. Gibson discusses the **Ecological Approach to Visual Perception**. According to him, the information for perception is not transmitted, does not consist of signals and does not entail a sender and receiver. The brain is part of the visual perception system, along with the eye and its movements and the moving body. The whole moving system directly registers or picks up or resonates to invariants in the structure of ambient light and the process is circular and not one-way(Gibson, 1986). Among other things, the system picks up higher order invariants that specify opportunities the environment affords for action. Reality understood in ecological terms, as opposed to physical terms, is made up of meaningful things. In perceiving our environment and its affordances for action, we discover meanings rather than impose them. The subjective-objective duality is blurred in several ways.

Action is critical in Gibson's view of perception because it makes it possible to pick up higher-order invariants from the flow of the optic array. Movement attracts information from ambient light while the flow of ambient light also provides information about movement. In this theory, perception and action are inseparably fused and interdependent. Action enables the pick up of invariant information in varied circumstances, yielding perceptual constancy, while perception guides an invariant intention through varied circumstances, yielding action constancy. The whole loop through action, perception, action and resulting perception is critical for both perception and action. This indicates that action precedes perception. Before perception occurs, there is an action by the other organs of the body in coordination with the brain. Then after perception has occurred, there is reaction to what has been perceived. This is what is interpreted in order to be fully understood.

Two-level Interdependence Approach to Perception

This was advanced by Elman in 1996. According to him, perception and action can be constitutively as well as instrumentally interdependent, because the contents of both perceptual experiences and intentions can be co-dependent. Perception is an expression of three general ideas. The first is the idea of content-dependence. Content can be carried out and determined relationally. The second is that there is no neutral boundary that might prevent the first point from applying to relations between the input and output. The third is that superposition or co-dependence of contents can make for interdependence. Networks of relations can carry various co-dependents or superposed contents in such a way that such contents are interdependently determined. This theory

indicates that perception and action are independent. None occurs as a consequence of the other. Thus output is not necessarily a result of input.

2.4 Review of Perception Theories

Cognitive theory

According to this theory, there is a poverty of stimulus. This (with reference to perception) is the claim that sensations are by themselves, unable to provide a unique description of the world. Sensations require ‘enriching’ which is the role of the mental model (Norman and Lindsay, 1977). Consequently, by simply hearing about the PTE curriculum or seeing its graduates, a person may not give a proper perception about it. There’s need to experience it so as to understand it fully.

The cognitive theory highlights the critical role played by the mind in comprehending any issue or phenomena. The mind assists in interpreting what is seen, heard, felt or even smelt. However, both the senses and the mental model are interdependent for any perception to occur.

Perceptual Ecology Theory

James Gibson rejected the assumptions of a poverty of stimulus by rejecting the notion that perception is based on sensations. Instead, he investigated what information is actually presented to the perceptual systems. He and the psychologists who work within this paradigm detailed how the world could be specified to a mobile, exploring organism via the lawful projection of information about the world into energy arrays. Specification is a 1:1 mapping of some aspect of the world into a perceptual array; given such a mapping, no enrichment is required and perception is direct perception. This implies that

people can give their perceptions about a certain stimulus without necessarily comprehending it. However, with the revised PTE curriculum, this would be difficult.

Thus according to James Gibson, the most important thing is the availability of information. When a certain object receives it, it enters into a world of exploration, mapping or matching this information to the various senses. This leads to direct perception. But direct perception is impossible because whatever is received has to be synthesized to make meaning.

Filter Theory

This theory states that on the one hand, due to limited capacity, a person must process information selectively and therefore, when presented with information from two different channels (example, methods of delivery such as visual and auditory), an individual's perceptual system processes only that which it believes to be most relevant.

However, perceptual defense creates an internal barrier that limits the external stimuli passing when it is not congruent with the person's current beliefs, attitudes and motivation. This is referred to as selective perception (Freud A., 1936). Selective perception occurs when an individual limits the processing of external stimuli by selectively interpreting what he or she sees based on beliefs, experience or attitudes.

In the filter theory, there is a "selection-for-action view" which suggests that filtering is not just a consequence of capacity limitations but is driven by goal-directed actions. The concept is that any action requires the selection of certain aspects of the environment that are action relevant and at the same time, filtering other aspects that are action irrelevant.

Therefore, when one is working towards a goal, one will skip over information that does not support one's plan. In any case, people are selective in what they perceive

and tend to filter information based on the capacity to absorb new data, combined with preconceived thoughts. With the revised PTE curriculum, different people may not indicate their perceptions about it in its entirety. They may select certain aspects of it which they think impact directly on them, for example, specialization of subjects, evaluation or certification and give their perceptions about them.

Individuals will only filter and take in the information which is relevant to them. However, even this relevance may become irrelevant if they are not congruent with an individual's beliefs, attitudes, experiences as well as the goals to be achieved. Thus the filter theory focuses on subjective selection of information. This selection is based on the capability of the individual to act on that information, directed towards the objectives outlined. Therefore, important information or aspects of it may be rejected because of the issue of subjectivity. With reference to this theory, the perceptions of students, lecturers, teachers and headteachers about the PTE curriculum will be dictated by their individual beliefs, attitudes, experiences and the goals they want to achieve. This will not reflect the objectivity of these perceptions.

Attribution Theory

Since the 1950's researchers have tried to understand and explain why people do what they do. Attribution theory was first introduced by Heider (1958) as "naïve psychology" to help explain the behaviors of others by describing ways in which people make casual explanations for their actions. Heider believed that people have two behavioral motives: 1) the need to understand the world around them. 2) the need to control their environment. Heider proposed that people act on the basis of their beliefs whether or not these beliefs are valid. Weiner (1979) suggested that individuals justify

their performance decisions by cognitively constructing their reality in terms of internal – external, controllable – uncontrollable and stable – unstable factors.

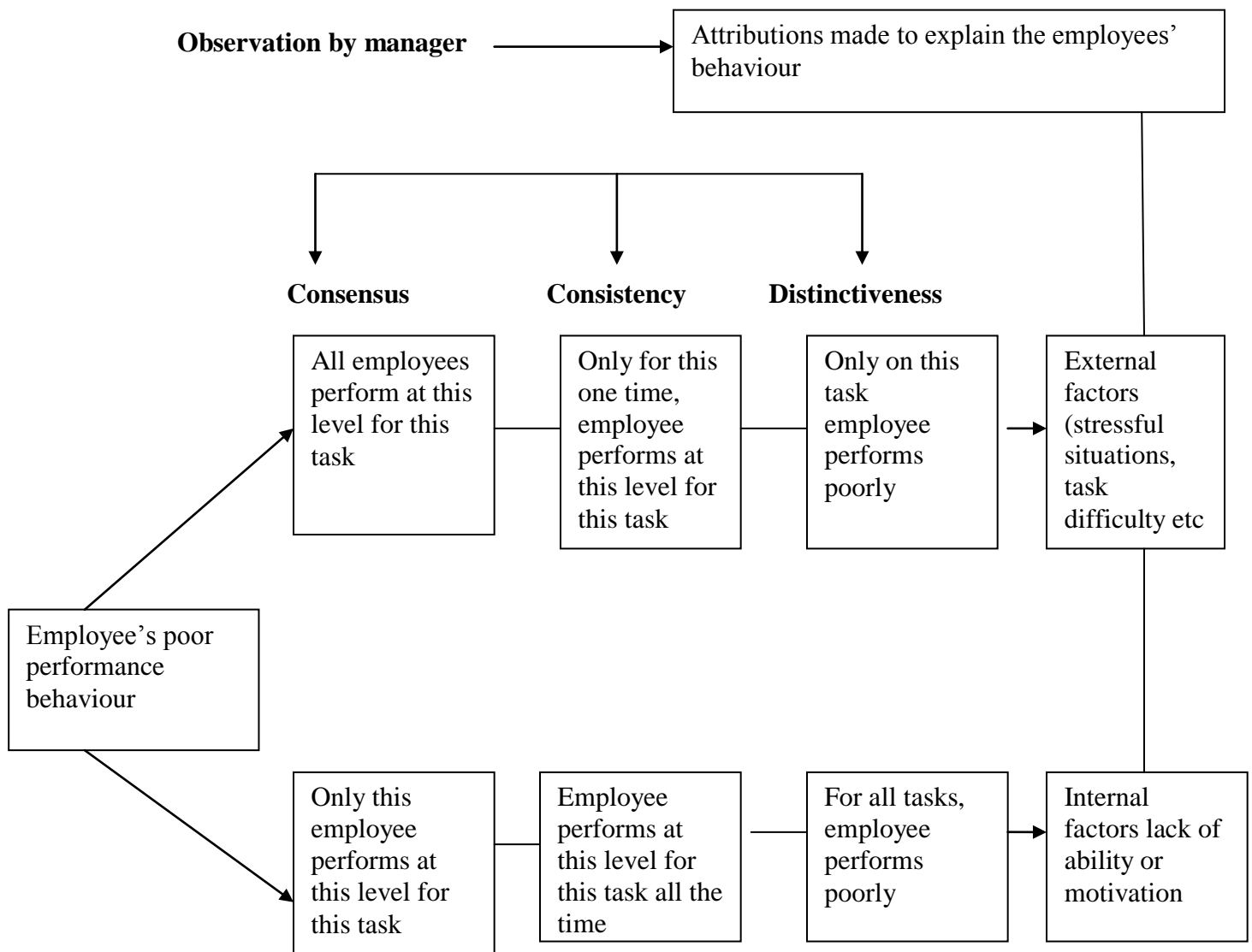
According to Weiner, when one tries to describe the processes of explaining events and the relating behaviour, external or internal attributions can be given. An external attribution claims that some outside force motivated the event. By contrast, an internal attribution assigns causality to factors within the person. An internal attribution claims that the person was directly responsible for the event. Controllability refers to whether the person had the power to exert control over the events of the situation. Stability of the cause relates to whether the behavior is consistent over time because of the individual's values and beliefs or because of outside elements such as rules or laws that would govern a person's behaviour in the various situations.

Attribution theory is a concept from social psychology that allows people to offer explanations for why things happen and is more concerned with the individual's cognitive perceptions than the underlying reality of events (Daley, 1996). As such, fundamental attribution error occurs when the influence of external factors is underestimated and the influence of internal factors is over-estimated in regard to making judgments about behaviour. Self-serving bias is the tendency for individuals to attribute their own successes to internal factors while putting the blame for failures on external factors. When employees make attributions about a negative event that happened at work, they tend to underemphasize internal (dispositional) factors such as ability, motivation or personality traits and overemphasize external (situational) factors. For example, some workers are "high achievers" because of their attributions. They approach rather avoid tasks because they are confident of success due to their ability and effort.

These “high achievers” persist when the work gets more difficult rather than giving up because achieving their goals is self-rewarding and they will attribute their success to their personal drive and efforts. In contrast, the unmotivated “external” person will avoid or quit difficult tasks because he or she tends to doubt his or her ability and attributes success to luck or other factors out of his or her control. Such “external” persons have little drive or enthusiasm for work because positive outcomes are not to be related to their direct effort.

Managers are often in a position where they make causal attributions regarding an employee’s behaviour or pattern. Kelley’s (1967, 1973) model of attribution theory incorporates three attributions: consensus, consistency and distinctiveness.

Figure 2.2: Kelly’s Attribution Theory Model



Source: Kelly, 1973

Consensus relates to whether an employee’s performance is the same as or different from other employees. Consistency refers to whether the employee’s behaviour is the same in most situations. Whereas distinctiveness asks the question, “Does the employee act differently in other situations?” Managers will attribute an employee’s

behaviour to external causes such as task difficulty, if there is high consensus, low consistency and high distinctiveness. Managers need to remember that there are many issues that factor into this process and that organizational history, personal experiences, individual tendencies (toward internal versus external views of causality, intrinsic versus extrinsic motivations) and prior knowledge will impact perceptions of causes. The attribution theory applied to this study is that the perceptions of different people about the PTE curriculum would be based on their attribution of their performance (in learning and teaching) to external factors, example, the content of the curriculum, time duration, inadequate teaching and learning resources and not to internal factors that is, failure to comprehend the curriculum, inability to work hard in studies, inappropriate teaching and learning strategies or lack of motivation.

In this theory, the aspect of self-gratification comes into play. In this, individuals attribute or relate success in a task to their individual efforts and failure to factors beyond their control. People do not want to carry any blame for failure but only praise. This is even displayed at management levels where managers will blame external factors if the performance of most employees is the same and their behaviour is similar in most situations. They commit an attribution error because of failure to take into consideration other underlying intrinsic and personal factors.

In this study, the attribution theory brings into focus both internal and external factors such as carrying out research, putting in extra hours of teaching and learning, group discussions (for students), could lead to positive perceptions about the PTE curriculum. In this case, other internal factors such failure to comprehend the curriculum, inability to work hard in studies, inappropriate teaching and learning strategies or lack of

motivation will not be highlighted. On the other hand, external factors which include the content of the curriculum, time duration, inadequate teaching and learning resources will

Bottom- up Theories

According to these theories, perception builds up hierarchically from a set of primitive “features” to our internal representations. All bottom-up theories rely on the notion that perception builds upwards from a foundation of primitives to a representation our cognitive system can use. This takes place without any influence from higher cognitive processes. Bottom-up theories include: direct, template/exemplar, prototype, feature and structural description theories. This implies for example, that we may look at the revised PTE curriculum and understand it as it is designed. We may not want to decipher it more or think more deeply about it. For instance, its effects and implications on the training programme and even the graduates.

According to this theory, anything that we see, hear or feel is just remote to us. With time, we get to understand it. However, it is possible for something to remain remote or primitive to us or even remotely familiar to us if we do not put effort towards understanding it. This is made worse if we do not apply higher level cognitive processes as stated by this theory. To fully grasp the meaning of anything, we need to analyze and synthesize. Thus in the case of the PTE curriculum, it may remain just something people who have interest in for, instance, sponsors, parents and others know little about if they do not work hard to understand what it is all about. For example, what is contained in the curriculum, how it is taught and evaluated, how teachers perform in their teaching careers after graduation.

Top- down theories

Top-down theories involve varying degrees of influence of higher cognitive processes on what we actually perceive. Example, the Word Superiority Effect which is the effect of context on perception. In this case, we look at the context of the revised PTE Curriculum. This implies, understanding the prevailing conditions that necessitated the PTE curriculum to be revised. At the same time how these conditions influence our perceptions. Example, the issue of the contemporary issues which have been integrated in the revised PTE curriculum. Our perceptions may be positive or negative depending on our understanding of them as well as our experiences of the magnitude of their effects in the society. In the next section, various studies done on teacher education curriculum are discussed.

Top down theories pose a problem because it is impossible to apply higher cognitive processes like synthesis, analysis and application before knowing or comprehending anything. Example it would be incomprehensible for people who are not directly involved in the PTE curriculum (in developing, implementing or evaluating it) to give their views about its strengths and weaknesses, how it can be improved, if they have not taken time to read and understand the curriculum and to enquire how it is implemented and evaluated. In such a case, their opinions would not be valid.

2.5 Scholars' Review of Perception Theories.

The Cognitive Theory by Albert Bandura

According to Bandura, the concepts of the Cognitive Theory are: 1, Environment: These are the factors external to the person. They provide opportunities and social support. 2, Situation: It refers to the perception of the environment. The situation corrects

misperceptions and promotes healthful forms. 3, Behavioural capability: knowledge and skill to perform a given behaviour. It promotes mastery learning through skills training. 4, Expectations: Anticipatory outcomes of a behaviour. 5, Expectancies: The values that the person places on a given outcome or incentives. 6, Self-control: Personal regulation of goal-directed behaviour or performance. It provides opportunities for self-monitoring, goal setting, problem solving and self reward. 7, Observational learning: Behavioural acquisition that occurs by watching the actions and outcomes of others' behaviour. It includes credible role models of the target behaviour. 8, Reinforcement: Responses to a person's behaviour that increase or decrease the likelihood of reoccurrence; they promote self-initiated rewards and incentives. 9, Emotional coping responses: Strategies or tactics that are used by a person to deal with emotional stimuli. They provide training in problem solving and stress management. 10, Reciprocal determinism: The dynamic interaction of the person, the behaviour and the environment in which the behaviour is performed.

From the concepts highlighted above by Bandura, various factors play a role in the cognitive theory. These are both internal and external. These shape an individual's behaviour and personality. The way we view ourselves, others and the environment shape our perceptions about various issues in life.

The Perceptual Ecology Theory by J. Gibson and Ann D. Pick

Perception entails a reciprocal relationship between a person and his or her environment. The environment provides resources and opportunities for the person and the person gets information from and acts on the environment. The concept of affordance is central to this idea; the person acts on what the environment affords, as it is

appropriate. Therefore, the environment in totality that is, the social, physical, economic, and political shapes an individual. If the environment is harsh, the person will develop a negative personality and their perceptions will be negative. However, a positive environment will promote positivism and even positive perceptions.

Attribution Theory by Weiner B.

According to Weiner, the Attribution theory is classified along three dimensions: Locus, Stability and Controllability. These three affect learners' subsequent motivation toward the task or activity. **Locus:** It refers to whether the cause of the is perceived as internal to the individual or external. If a learner believes that she failed an examination because she lacks ability, she is choosing an internal cause because ability is internal to the learner. In contrast, if a learner believes that he failed an examination because the teacher is incompetent, he is choosing an external cause because teacher incompetence is external to the student. **Stability:** It refers to whether the cause is stable or unstable across time and situations. If a learner believes that he failed a Science examination because he lacks ability in Science, then his cause is stable, particularly if he believes that his lack of ability in Science is a permanent quality. In contrast, if a learner believes that he failed the examination because he was ill at the time of the examination, then the cause is unstable in cases in which the illness is a temporary factor. **Controllability:** It refers to whether the cause of the event is perceived as being under the control of the individual. If a learner believes that he lost a race because he did not get enough practice before the event, the cause is controllable because he could have decided to spend more time practicing; in contrast, if he feels that he lost the race because he simply lacks ability

as a runner, then the cause is uncontrollable. Thus internal attributions can be considered controllable (Weiner, 1985).

The attribution theory along these three dimensions applies to the perceptions of various people about the PTE curriculum. For example, the locus dimension can be applied to the content which is beyond the control of tutors and students. Ability of the students could be internal or external, for instance, where students refuse to work hard and become deviant. Availability of teaching and learning resources could be temporary or permanent depending on an institution and its management.

Social Perception Theory by Barry, Gecas and Farmer

It also deals with the nature, causes and consequences of perceptions of social entities, including oneself, other individuals, social categories and aggregates or groups to which one may or may not belong. Social perception theory deals with person and group perception.

Person Perception

It is the social perception with the self as the object. Through introspection and information from others, people develop beliefs about their many qualities: personality, physical appearance, behavioural tendencies, moral stature and athletic prowess. Though introspection is a source of self-knowledge, it is not the predominant source and it is actually biased and inaccurate. People focus on themselves and get information from others so as to know who they are. Information from other people helps get rid of subjectivity. This aids in personal growth and development.

Group Perception

There are two approaches to group perception: 1, those concerned with reference group choices and effects 2, those addressing social categorization processes (Barry, 1981). A reference is a set of individuals whose standing or perspective is taken into account by an actor in selecting a course of action or making a judgment about a specific issue (Farmer, 1992). The functions of reference groups are to provide sources of normative information and to offer bases for social comparisons (Gecas, 1982). Normative information dictates correct and incorrect courses of action and positive and negative values. Social comparisons with reference groups provide bases for evaluating one's beliefs, actions and accomplishments.

People detest being categorized and avoid categorizing others. However, social categorization is a manifestation of a perceptual process that is fundamental to survival. By learning to recognize and categorize elements of their environments, humans are able to distinguish nutriment from poison and ally from adversary. The side effects of the categorization process are the tendency for people to overestimate differences between groups and underestimate differences among group members. Stereotyping, that is, the overgeneralization of perceived group attributes also occurs. Discrimination, which is the differential treatment of others solely on the basis of their group membership occur. At the same time, prejudice, which refers to negative attitudes toward certain groups and their members, manifests itself as a result of perceptual stereotyping.

In the study on the Perceptions about the PTE curriculum, students, teachers and tutors may categorize it, for instance, as a good or bad curriculum. Students may also

categorize subjects as either simple or hard, without putting effort in those categorized as hard. All these will inform their perceptions about this curriculum.

2.6 Studies on Teacher Education Curriculums

Studies done internationally indicate that primary teacher education curriculums determine the quality of training as well as trainees and impacts heavily on the competence of these teachers in the classrooms. Feldens (1982) in a study on teacher education curriculum in Brazil found out that the curriculum should not only be clear to the students but also to other stakeholders such as parents. It should also be consistent with the values of all involved. The central purpose of the investigation was to discover the beliefs – values, priorities, expectations- that students, parents and instructional staff held about school and teaching in first level schools in Porto Alegre, Brazil. The findings indicated that, the actual everyday educational functions that teachers must perform throughout each teaching year should be made clear to prospective teachers and ought to form a central core of the professional competence of their education.

It would be important to organize and implement curriculum and instructional experiences that provide the teacher – to- be and the teacher – at – work with clearer understanding not only about their own roles but about the views and values of the population with whom they will be working. This would be a practical way of overcoming the ambivalence, confusion and contradiction manifested in parents and other stakeholders. An understanding about schooling and teaching is vital wherever there is a true interest and real effort toward improving educational experience for children and youth in a changing world especially perhaps, for teacher education. Students expressed a desire for fair, friendly treatment and a more open, well rounded

satisfying curriculum. They were fully aware of their own responsibilities and were willing to accept them. Parents expressed their desire for curricular change and greater participation by themselves in school affairs.. The sample consisted of 450 instructional staff, 1073 students from first, fourth and eighth grades, 939 parents of these students. The sample in the current study also included tutors and headteachers of primary schools. The sampling procedures involved were stratified and cluster random sampling. This study also employed multi-stage and purposive sampling. It was not clear from this study the research design used to conduct it. At the same time, the instruments used to collect data were not specified. Thus it was not possible to relate the findings with the methodology as well as the data collection procedures.

The education department seems to have failed to outline the roles of those in teacher training and what was expected of them after training. At the same time, parents and other stakeholders were not aware of the going-ons in schools. This created confusion and misunderstanding amongst different groups in the education system. The study by Feldens and the current one are related in that both are on teacher education curriculums. Also both involved students and instructional staff as respondents.

Linda Spatig (1982) carried out a study on, Student teaching as Social reproduction: An Ethnography in Appalachia in the United States. The sample was made up of four elementary teacher education students. Critical ethnography was the methodology that was applied in this study. The instruments consisted of participant observation and interviews. From the findings of this study, discipline was considered the most important issue addressed in student teaching. There is no learning that can happen in a classroom if everybody is going whichever way, yelling and even running around the

room. A teacher controlled classroom with obedient, compliant students was equated with good discipline. According to one student teacher, his teacher education program had provided him with no major insights or understandings about teaching.

Rather, the students applied the ‘whatever works’ orientation to teaching, which is related to the idea of learning through experience. The student teachers tended to downplay the role of their teacher education program in terms of impacting their ideas about teaching. These previously held ideas derived largely from their own experiences as students as well as from experiences working with children in church, school settings and camps. The focus on discipline and control, the emphasis on methods and techniques rather than on curricular substance, did not challenge the students’ previously held perspectives about teaching. This was an Ethnography study. The present study was a survey dealing with perceptions of different respondents. In addition to participant observation and interviews which were the instruments used in the study, focus group discussions could also have been included. This could have yielded more information because in a discussion people express their own ideas, emanating either from their experiences, views or opinions. The sample consisted only of student teachers. However their tutors could also have been included because they train these students.

In this study, the teacher education programme did not have a lot of impact on the training that the students received nor to change their ideas about dealing with children especially in the classroom situation. This study and the one by the researcher are related in that both made use of interviews as instruments for data collection as well as teacher education students as respondents.

Her Majesty's Inspectorate (1987) explored the preparedness of primary school teachers. At the time of the study worrying proportions of new teachers were inadequately prepared to use computers, teach children under five years of age, cater for children with special needs and take on the administrative and pastoral duties which schools expected them to perform. According to their findings, when primary school teachers were in their first year of teaching, effective mastery of the subject was achieved in less than half of the lessons observed and some security was noted in another quarter. Several other areas were identified where these teachers were experiencing difficulties. These included classroom management and control, identifying and making specific the aims of the lessons, matching work to the varied abilities of the children, skills of questioning and the use of marking work as an instrument of diagnosis to help pupils to improve their performance. Those teachers were asked to reflect on and rate their satisfaction with their teacher training. Two thirds were well or reasonably well satisfied but nevertheless were unhappy with the balance of the courses. Too much time was allocated to educational studies and too little to practical work, teaching methods and classroom observation. Many primary school teachers in particular felt less than adequately prepared for classroom management, the teaching of reading, teaching more able children, the under 5s and the use of audio – visual equipment. This study dealt with primary school teachers. The current study also included head teachers of primary schools who rated the preparedness of these teachers in terms of their performance.

The teacher education department emphasized academic work more at the expense of professional or practical work. The teachers while in training were not given enough exposure (either while learning in class or practically) in issues dealing with

management as well as use of teaching and learning resources such as audio-visual equipment and computers.

This study and the one being carried out are related in that both sought to find out how the training teachers had received had prepared them to teach in primary schools and the level of this preparedness.

Furlong, Barton, Miles and Whiting (1990) did a study on Modes of Teacher Education in England. The study was done against the background of policy change and political struggle to monitor the changes being introduced. The researchers made use of baseline survey and the snowballing sampling strategy. The sample consisted of primary teacher trainees (those in training) and the newly qualified teachers. It also included headteachers of these newly qualified teachers. The instruments consisted of 3 different questionnaires, that is:

- (i) The Exit questionnaire

This was given to a sample of students who are about to complete their training.

- (ii) A questionnaire for the newly qualified teachers.

A questionnaire for the headteachers of these newly qualified teachers (NQTs).

There were also focus group discussions.

According to the findings of this study in the Exit survey, 97% of students graded the overall quality of their training as at least satisfactory and 78% of them thought that it was good or very good. Nearly 99% of students reported that their course had maintained or even increased their initial enthusiasm for teaching. About 15% of head teachers and 12% of the new teachers expressed concern with regard to preparation for maintaining discipline and understanding the role of language in reading. Headteachers were positive

about newly qualified teachers' levels of competence. Newly qualified teachers expressed confidence in the handling of policy issues as well as an understanding of the role of critical reflection in professional development. In group discussions and in written comments, trainees did not just appreciate school experiences as an opportunity to develop new skills and understandings; they also valued it as an opportunity to find out things about themselves. While this study made use of only the snowballing sampling strategy, the current study employed multi-stage, stratified and purposive sampling strategies. In snowballing sampling, the researcher may obtain a sample consisting of subjects with similar characteristics or even those with characteristics which are not useful to the researcher. However, in stratified sampling, subjects with diverse characteristics are selected (example, gender) while purposive sampling gives respondents with the required information. The actual sample size in this study was not indicated which would have indicated whether it was representative of the total population. In the current study, the sample size was given and tutors of primary teacher training colleges made up this sample.

In this study, concern was expressed as to how appropriately prepared teachers were in maintaining discipline as well as mastering the critical role which language plays in reading. Discipline is core to any form of learning and is hard for effective learning to occur if it is lacking. It also very crucial for pupils and teachers to master a language(s) because it is the means of communication. At the same time, it is the tool that is used to teach. The relationship between these two studies is seen in that both involved as respondents, student teachers (trainees), the newly qualified teachers (those teaching in

primary schools) and the headteachers of primary schools (where these newly qualified teachers are teaching.

Mark Ginsburg (1990) conducted a study on Contradictions, Resistance and Incorporation in the political socialization of educators in Mexico. The aim of this study was to highlight the political dimension of teacher education, that is, to examine the political socialization of educators in formal preparation programs.

The study was designed to address five main questions:-

- (i) How do female and male students in teacher preparation programs view society in terms of political, economic and social problems?
- (ii) What are they currently doing or do they anticipate doing to deal with these societal problems in their work activity?
- (iii) What are they currently doing or do they anticipate doing to deal with these societal problems outside of their work settings?
- (iv) Why are they oriented to engage in or refrain from certain strategies for addressing societal problems?
- (v) To what extent and in what ways have their views about society and their (in and outside of work) strategies for dealing with social problems been influenced during their various experiences while enrolled in the program?

The methodology used was ethnography and the instruments included participant observation, field notes, interviews, and document analyses, audio tapes of presentations or discussions in class and team project work. The sample size consisted of students enrolled in the first cohort of the social science education program and instructors with whom they interacted. From this study, the findings indicated that, educational problems

derive from the inadequacies of the preparation or training possessed by educators. There is a lack of commitment of the great majority of teachers to act as agents of social change. There is need to involve students more actively and democratically in decision making in the classroom about content to be studied and assignments to be undertaken.

Students should interact more often with colleagues. This strategy involves efforts to raise colleagues' consciousness so that they might in turn raise the consciousness of other students. In order to deal with social problems or to promote social change, students need to be involved in community projects such as protecting the environment. Students enrolled in the first cohort of the social science education program were the only ones included in the sample. However, students in other cohorts and from other education programs could also have been included. Since this was a study dealing with political and social problems, education officials and parents could also have made up the sample.

The teacher education programme in Mexico was inefficient and thus produced poorly prepared teachers or educators. Involving students in decision making about the content to be studied and assignments to be undertaken is quite in order. However, this has to be done in line with the education policies and the objectives to be achieved at this level. The relationship is seen in that, interviews were used in both and the sample size included students as well as instructors (tutors).

Clark (1995) did a case study on the process of training student teachers for primary schools in England. From this study, it was established that, generally, students had great difficulty answering questions or they would occasionally give what appeared to be textbook like definitions of the purposes of science education, such as, "science is important because it helps to develop children's enquiry skills". Such answers may have

been attributable to the fact that the students had thought little about the nature of the primary school curriculum and had not yet clarified their ideas about the possible purposes and justifications for different subject areas. It was found out that student teachers had great difficulty answering general questions about subject matter or the curriculum. There were areas where change was needed and areas which needed to be usefully monitored over the course of the study. Example; students' ideas about learning how to teach. These ideas seemed to change between the first and second year of the course.

In this study a sample of 20 student primary teachers was used. This may be too small a sample and thus not fully representative of the total population. The current study consisted of 425 students as the sample. Data was analyzed by constructing a case account or case history of each student teacher and then making comparisons amongst the students. However, t- test would have determined significant difference in means and correlation would have determined relationships. These two data analysis procedures were applied in the present study.

The students were cramming the content and not really understanding or internalizing it. Also, they did not really comprehend what the career that they had chosen really involved. This study is related with one undertaken in that student-teachers made up the sample.

Andrea (2003) did an analysis of the reflections of prospective teachers about learning to teach and their influence on current teaching practices in teacher education. This study was based on the fact that, after students complete a teacher education program and become certified teachers, how well they are prepared to teach and how

prospective teachers describe their learning to teach experiences had not been established. The findings from this study indicated that, teaching is about telling and student teachers had not been told how to teach in the methods courses. Student teachers would teach in ways that required children to be active and this is different from listening to the teacher. Active learning is important than memorizing facts; it is important to create learning environments wherein prospective teachers engage actively in the processes of each subject and consciously reflect on their learning. Interviews were the methods of data collection. However, the use of questionnaires would have gathered more information which respondents may not reveal in a face to face interview.

It is not indicated whether students had been trained on how to create learning environments. In both studies, interviews were used as instruments and student teachers as sample.

Nilan (1999) examined the expectations and attitudes of trainee teachers about their future working lives. Data was collected by use of surveys of ten teachers, 30 teacher trainees, 20 parents of teacher trainees. There were also interviews with 15 teachers' college lecturers, ten local employers. Focus group discussions on changes and visions were held with a total of 18 teacher trainees. There was also a case-study which revealed the expectations and hopes of major education stakeholders during this period of educational reform in Indonesia. Secondly, data included classroom observation notes, field notes, and journal review. This study revealed predominantly negative opinions and aspirations among practicing and trainee teachers and even some teachers' college lecturers. Many parents of trainee teachers hoped that jobs other than teaching would become available for their soon to be graduated sons and daughters. Local employers

expressed dismay with the skills shown by local graduates from teachers' colleges. They condemned the national education system and criticized the apparent incompetence of teachers. It was not indicated how the stated respondents were sampled and from what total population in order to relate them with the findings.

It is not clear what kind of educational reform took place in Indonesia and what it involved. Also, whether parents, student-teachers, college lecturers and local employers were given opportunities to give their input when this reform was done.

Survey design was used in both studies as well interviews for data collection.

In Kenya, research studies done revealed that primary teacher education curriculums have effects on the overall training process and they spill over into the primary schools. Kinyua (2000) evaluated the implementation of Environmental Education Integrated curriculum in Primary Teacher Training Colleges in Kenya. The analysis of the curriculum revealed that a multi-disciplinary approach was used in incorporating topics of Environmental Education into the teacher training programmes. However, the syllabus did not guide the tutors on methodology and resources. The Environmental Education related content in the syllabuses appeared as subtopics under the main topics and time allocation for these was not specifically indicated. This left such time allocation to the discretion of the tutors when preparing the schemes of work. Heads of Departments expressed their concern that the approach had limitations of fragmentation and duplication of content. The approach was disadvantageous in that the main goals of the core discipline in which Environmental Education had been integrated featured prominently and consequently less emphasis was given to the objective of integrated Environmental Education content.

There was lack of enough time allocation because of the congested curriculum, the syllabus never indicated time for topics and there were no tutors' guides. Tutors were never in-serviced nor trained since Environmental Education was introduced and the classes were too large to allow the use of some useful methods, ranging between 70-100 students. There were no special books for teaching Environmental Education. This was because of the multi-disciplinary approach used in the integration of Environmental Education to the school curriculum. Because of this approach, no special books had been published to cater for Environmental Education as it did not exist as a subject on its own. The assumption was that the present books on traditional subjects, example, Science and Home Science should cater for Environmental Education also. This study focused on only one aspect of the syllabus, that is, the integration of Environmental Education in the Primary Teachers Education curriculum. Thus other areas included or covered by the Primary Teachers Education curriculum were left out. Primary school teachers were not included in the study. This could have established the extent to which the knowledge they had acquired on Environmental Education in colleges had guided them in integrating the same while teaching.

This study did not indicate whether the Kenya Institute of Curriculum Development (K.I.C.D.) gave guidelines on how Environmental Education Integrated Curriculum was to be implemented in PTTCs, whether tutors were inducted, and time allocation for this subject and if materials and resources were provided to teach it. The introduction of this subject seem to have been haphazard and thus the poor mode of implementation.

This study and the one by the researcher were related because both included college tutors and students in the sample. Also the survey design was used and interviews were the instruments used.

Limboro (2004) investigated the adequacy of primary teacher education curriculum. This was a case study of Machakos Teachers College. The findings indicated that although the Teacher Training College curriculum was relevant to what teachers were expected to teach at the primary school level, steps needed to be taken to ensure that trainees were thoroughly prepared in all the competency skills in order to equip them with the relevant knowledge and skills to impart to the learners. The training period could be increased to three years to give the tutors more time to prepare the trainees. Alternatively, the subjects could be reduced to ease the workload. The colleges were still offering some subjects like Agriculture, Art and Craft, Music and Home Science which were no longer examinable at the Kenya Certificate of Primary Education. Inclusion of these subjects in the Primary Teachers Education curriculum led to heavy work load. Because this was a case study of one public Primary Teacher Training College it may not have been possible to generalize the findings to other Primary Teacher Training Colleges.

In this study, it was not clearly indicated which competency skills the teachers need to be prepared in, that is, whether communication, life or interpersonal skills. The two studies were related because in both , the findings indicated that the training period could be increased from two to three years or the workload could be reduced. Also, subjects which were no longer examinable in primary schools were still being offered in PTTC.s.

Gichinga (2004) analyzed selected government policies on primary teacher education in Kenya: challenges and prospects. The findings indicated that teacher trainees did not have enough time to master the thirteen subjects they were expected to study and thus have ended up as jacks of all trades and masters of none. The then Primary Teachers Education curriculum was too broad and it was poorly coordinated. Although the teacher trainers' skills were adequate, there was need for review and the learning resources were not adequate. HIV and AIDS is a management challenge in the Primary Teachers Education programme because Primary Teacher Training College communities comprising of teachers and students are equally affected by the pandemic through sickness and death which affect productivity and quality of Primary Teachers Education. Most of the policy guidelines were contained in general circulars. The use of convenient sampling could have given a sample size that was not actually representative of the total population. This study dealt with selected government policies and not curriculum issues which is the focus of the current study.

The researcher did not indicate the government's policy on HIV/AIDS and how principals were dealing with it. It was also not clear in the study how the general circulars reached the colleges.

Wangechi (2006) investigated the use of Information and Communication Technologies in Primary Teacher Training Colleges in Kenya. From this study it was established that majority of the teacher trainers never used computer programs in the teaching and learning process. This is because they lacked the skills of using a micro computer. The teacher trainers indicated that most units of work that they taught did not contain learning activities which involve some student use of Information

Communication and Technology tools. Thus from these findings, the use of ICT in the learning activities is very low. This study investigated the use of ICT in the Primary Teachers Education curriculum. But the teaching of ICT as a subject, which is in the syllabus of the Primary Teachers Education and the issues arising thereof was never investigated. The study could have highlighted briefly how K.I.C.D. introduced ICT in T.T.C.s. and the modalities to be followed in using it as a teaching and learning tool.

Ombisi (2007) carried out a study on the analysis of factors affecting the implementation of the revised curriculum in public primary teacher training colleges in the Central Province of Kenya. The study employed the descriptive survey design and the target population consisted of the student teachers, tutors and principals from Thogoto, Murang'a and Kilimambogo PTTCs. The sample size was made up of 3 public PTTCs, 90 first year trainees, heads of departments of the 3 colleges and principals of these colleges. The sampling techniques included stratified, simple random and purposive. The study made use of questionnaires for the students teachers and the tutors as well as an interview guide for the principals.

From this study it was established that 87.8% of the students favored specialization of subjects while 12.2% indicated that they would like to take all the subjects because it made one to be more marketable when looking for employment. Option A made up of the Sciences was more popular than option B consisting of Arts subjects in terms of employment later on. Those who did not prefer any of the options said that they would rather do all the subjects or be allowed to choose the subjects they were interested in. Majority of the trainees (84.4%) stated that they were adequately equipped with knowledge on the emerging issues through integration in various subjects.

Almost 70%, that is, 66.7% of the trainees indicated that facilities and resources were inadequate. Example, Information Communication and Technology (I.C.T.) equipment. More than 60%, that is, 66.7% of the tutors indicated that induction for all the tutors was not carried out before the implementation of the revised curriculum. According to 58.3% of the tutors and 64% of the trainees, the trainees had a negative attitude towards the revised PTE curriculum because the conditions for passing the examination were punitive. The study by Ombisi dealt with the factors affecting the implementation of the revised PTE curriculum. The current study focused on the perceptions of various people about this curriculum. Ombisi also concentrated her study in one region, that is the Central Province of Kenya. This is different from the current study which sampled three out of the eight provinces in Kenya as the basis of its study. The punitive conditions in the examinations were not highlighted in this study.

Matula (2009) did a study on factors influencing the implementation of gender equity policies in Kenya's public primary teacher training colleges. The study employed the survey design and the target population consisted of lecturers, students and principals of public T.T.Cs. The sample size was made up of 20 principals, 1,222 lecturers, 17,688 students, deputy principals, deans of students, deans of curriculum and heads of departments. The sampling procedures used included stratified, purposive and simple random sampling. The study made use of interviews, observation schedule, document analysis as well as questionnaires. From the study it was established that 31.7% of the female respondents had teaching experience of over 15 years while 20.6% of the males had the same experience but were principals. This is because such posts demand members to put in extra time to accomplish office work. Gender roles in Kenya demand

women to take care of their homes and children. This disadvantages them from taking up such posts. Almost 70%, that is, 66.7% of the students felt that there was no gender balance in the students' leadership in their colleges. Most of these, (39.6%) were females while 27.1% were males. Thus female students were not preferred by their fellow students to be in the students' leadership positions of their colleges.

This study failed to indicate whether awareness had been created about these gender policies. At the same time, private T. T.C.s could also have been studied for the study to be more representative.

Mwangi, Twoli and Maundu (2011) carried out research on Context-Based Primary Teacher Training Model: The way forward for Kenya. The purpose of the study was to find out whether context-based learning model through use of focus discussion groups improves pre-service teachers' teaching effectiveness and to formulate a suitable pre-service primary teacher training model for Kenya. The study employed a quasi-experimental research design that involved a pre-test/post-test longitudinal panel control group. The sample size comprised of a total of 80 pre-service teachers from Meru and Egoji PTTC.s. Each group comprised of 40 members based on equal gender proportions. The researchers made use of 10 pre-service teachers per focus group for the experimental sample and facilitated a total of 7 focus group discussions once per week for each of the 10 groups. Stratified sampling was used for all the groups sampled. The instruments used included : pre-test and post-test classroom observation schedule, focus group discussions and reflective teaching diary for pre-service teachers to record their day's reflection on their teaching and classroom behavior practices.

The findings from this study indicated that pre-service teachers valued learning from each other and reflecting on their teaching. Context-based learning model through use of focus discussion groups improved pre-service teachers teaching effectiveness. Reflective practice, school-based and co-operative learning were the main sources of learning in the context-based model. Pre-service teachers taught using the focus group discussion performed better in classroom practice than those taught using the traditional model. Pre-service teachers' reflective diary recording provided evidence that the co-operative learning, the school-based and reflective practice components were operating well. Context-based model promotes learner-centered learning through problem-solving and learner independent learning. It also improves learners and stimulates pre-service teachers' creativity among other advantages. This is in contrast to the current system of training primary school teachers in Kenya.

The study by Mwangi, Twoli and Maundu focused on a model of teacher training, that is, the context-based model. However, the current study dealt with perceptions about the PTE curriculum. The study also concentrated on two PTTCs, that is, Egoji and Meru both of which are in the Eastern Province of Kenya. These two are also public PTTC.s. This is different from the current study that sampled 3 out of the eight provinces and sampled both public and private PTTC.s. This study could have included at least one private PTTC for varied views on this topic. This is because the conditions are different in public and private Primary Teacher Training Colleges.

McLaughlin and Sharlene (2011) did a study on: Can we use young people's knowledge to develop teachers and HIV-related education? The study focused on attempts to continue to empower young people to protect themselves from HIV by

exploring the dynamics around HIV-related education in schools, in particular by examining the role that young people's knowledge can play in improving curricula and thus reducing HIV and AIDS rates. The research design employed was rapid ethnography. This is an ethnography that employs "time deepening strategies". The sample size comprised of 8 schools in Kenya, Tanzania and South Africa. The instruments that were used included: observations of HIV-related education and other lessons in the school. The surrounding community was also observed. Focus group discussions as well as interviews were also used. From this study, it was found out that, young people are very keen to have open and honest dialogues with teachers and they see them as an important group who can help. They have considerable informal knowledge about family life and they want to test it out against the more formal knowledge of the teachers.

Teachers have a sound knowledge of young people's lives and of the need to engage in HIV-preventative education. Some of the teachers had received training and felt confident about their ability to engage in classroom teaching with the young people. Many did not feel confident even after training. The local contextual factors and the teachers' own beliefs contributed to this lack of confidence. Teachers were often unsure of how their values would fit with the local community and different groups within it. Social processes can be used to build some agreements which will enhance teacher learning and teacher confidence. At the same time, pupil consultation and dialogue can be used to inform thinking on the curriculum for HIV education. It was also found out that a hybrid project, (one that draws on informal and formal knowledge to help educate both pupils and teachers), should be designed so as to develop a curriculum that will incorporate all these elements.

This study dealt with factors to be considered in improving the curriculum for training teachers and in particular, the inclusion of HIV-related education. It did not deal with perceptions. The study also included 8 schools in Kenya, Tanzania and South Africa while the current study had a sample size of 26 primary schools in various provinces in Kenya as well as public and private PTTC.s. The study did not indicate how the curriculum developers in introducing HIV-related education would deal with local contextual factors which were hindering teachers' confidence in teaching this kind of education. At the same time, how they were to address the issue of conflict of values of both the teachers and those of the different groups in the local community. This study and the current one were related in that, in both, interviews were used as instruments. At the same time, students and teachers formed part of the sample.

Summary of the literature review follows in the next section.

2.7 Summary of the Literature Review

The making of primary teachers' education curriculums (as with all other curriculums) is a very crucial function in a society. This is because the graduates of this programme go out to teach learners at the lowest level of the educational ladder. Thus these teachers need to be thoroughly and effectively trained so that they give the learners a firm academic foundation. From the literature reviewed it is clear that perception does not just involve the sensory organs, but also the brain. This implies that the mind needs to understand a certain stimuli so as to interpret it correctly. Different people perceive things differently and according to the different theories of perception, various factors play roles in the way different stimuli are perceived.

This study sought to assess the perceptions of students, tutors and headteachers about the Primary Teachers Education curriculum in Kenya. The information generated thereof could be used in improving this programme. International studies reviewed indicate that well-designed primary teacher education curriculums will serve the needs of the students and other stakeholders, example, parents, employers. Failure to this, there will be dissatisfaction and even hostility towards the teaching profession. However, most of these studies mainly focus on the challenges faced by student teachers in training and teachers who are working. Their perceptions (opinions, views, attitudes, suggestions) were not examined. Studies such as that done by Gichinga (2004) recommended the extension of the training period to 3 years, without examining the implications of such a step to other areas of the Primary Teachers Education programmes. Also Limboro (2004) recommended the scrapping of subjects such as Music, Agriculture, Art and Craft, Home Science from the Primary Teachers Education curriculum because they are not examined in the primary school final examination. But aside the examination, these subjects have their own values which mould the lives of the learners. This study will assess the perceptions of those directly involved in the implementation of the Primary Teachers Education curriculum as well as those who experience and observe the effects of this curriculum. This is because they can provide necessary information on the quality or otherwise of this curriculum.

Studies done in Kenya on the Primary Teachers Education curriculum such as Wangechi (2006), Kinyua (2001), Limboro (2004), Gichinga (2004) do not focus on the perceptions related to the PTE curriculum. Apart from the challenges some of which are visible, example, teaching and learning resources, trainers' skills, time, it is also

important to seek the opinions, views, suggestions of those involved with this curriculum. These studies tended to focus on the challenges. However, the perceptions which this study will produce will be used to evaluate this curriculum, highlight its strengths and establish the necessary changes and adjustments which need to be implemented.

The following knowledge gaps were identified in the literature reviewed:

In the study by Feldens, the area covered by this study is not indicated. In the current study, sampled P1 colleges from the whole country (Kenya) will be studied. Tutors in colleges also have information about the curriculum and the areas which have not been addressed. Tutors will be part of the sample in the study being undertaken. In Linda Spatig's study, curriculum matters were not given a lot of emphasis. In fact the importance of the teacher education program and its role in teaching tended to be downplayed by the students. In the study being undertaken, curriculum matters will be dealt with fully as well as the opinions and views that different people have about them.

In the study by Her Majesty's Inspectorate, the teachers were to reflect on and rate their satisfaction with their teacher training. Rating implies that they were to evaluate their teacher training. The current study will be an assessment specifically dealing with the views as well as opinions of various people associated with the PTE curriculum. The study carried out by Furlong, Barton, Miles and Whiting (1990) is not specific what kind of a study it is. The current study is an assessment of perceptions. The area where this research was done is not clearly indicated and if it was in the whole of England, multi-stage sampling would have been appropriate because it is applicable where large geographical areas are involved, for example the whole country. In this case, the sample size should have been indicated.

The study by Mark Ginsburg (1990) was dealing with political and social issues and their roles in teacher education programs. For this reason, the government policy on these issues needs to have been indicated in as far as teacher preparation programs were concerned. From the study done by Clark (1995), it is not clear whether these students had been exposed to the primary school curriculum so as to clearly understand it. Also, whether the content for different subject areas was accessible to these students or not. At the same time, the instruments which were used to collect data from these students were not indicated so as to move on and discuss data analysis.

In the study by Andrea (2003), the approach that was used to train student teachers to teach was not indicated. The student teachers seemed to teach the children by applying the same methodology that they were trained in, that is, memorizing facts rather than being actively engaged in learning. According to the study done by Nilan in 1999, there was educational reform in Indonesia. However, trainee teachers and even college lecturers continued to have negative opinions and aspirations about teaching. The reform should have improved the teacher training system so as to address and arrest these negative opinions and aspirations. At the same time, to make the teachers competent and improve their skills. This implies that there is an issue(s) which the policy makers failed to address. From the study by Kinyua (2000:69), those charged with the responsibility of preparing the syllabus have not given proper guidance to the tutors on how Environmental Education is to be taught as an integrated subject. In the same vein, tutors have no reference books to use in teaching this subject. This implies that there is no coordination and harmony in its teaching. Lecturers may choose to ignore it because there are no clear guidelines on how to teach it.

In the study by Limboro (2004) the competency skills in which learners are prepared and those in which they are not, are not clearly indicated. If the college students leave having not been prepared in all the competency skills, it means they graduate as half-baked. This is a serious problem which curriculum developers need to address. The inclusion in the P1 curriculum of subjects which are no longer examined in the Kenya Certificate of Primary Education could serve other purposes. Apart from teaching in primary schools upon graduation, these students could further their education. They could also prefer to pursue other careers apart from teaching. In analyzing selected government policies on primary teacher education in Kenya in 2004, Gichinga indicated that the curriculum was poorly coordinated. It was not explicit where the poor coordination was emanating from, that is, from the curriculum developers, the college administration or the trainers themselves. Also it did not clearly specify what kind of review was needed for the trainers' skills. This study was dealing with an analysis of challenges and prospects associated with various policies. It did not focus on the perceptions of different people.

Wangechi (2006) investigated the use of Information and Communication Technologies in Primary Teacher Training Colleges in Kenya. According to this study, teacher trainers did not have the skills to use computers. However, it was not indicated whether these trainers had gone through any training in order to acquire these skills. Moreover, whether that training had imparted in them the appropriate skills to enable them use computers. Also the aspect being investigated was not clearly spelt out, that is, whether it was the use of computers as tools for teaching or the integration of Information Communication and Technology while teaching. In the study by Ombisi, the staff at the Kenya Institute of Curriculum Development (Teacher Education department) could have

been part of the respondents. This is because as the designers of this curriculum they could shed more light on how much ground they covered in preparing lecturers to implement this curriculum as well as the provision of adequate resources. At the same time, the Quality Assurance and Standards Officers at the Ministry of Education could have been interviewed on their assessment about appropriate implementation of this curriculum.

The study by Matula could have included those who formulate gender policies so as to get their views about the provision of resources required to implement these policies. Also the input of the Quality Assurance and Standards Officers about the maintenance of standards in implementing these policies could have been included.. At the same time, the former students could have been part of the respondents. This could have informed the study about the extent to which these policies imparted in them the appropriate knowledge and skills on gender matters. Related to this, how effectively they have been implementing gender equity policies in their schools. In the study by Mwangi, Twoli and Maundu, lecturers who train students could have been part of the respondents so as to give their views about this model of training. Teachers who are already teaching could also have provided insights about this model as compared to the model that was used to train them. Interviews could have been part of the instruments so as to provide indepth information from the respondents about this topic.

In the study by McLaughlin and Sharlene, those who train teachers could have been part of the study so as to give important information on the modalities to be used in including HIV-related education in the curriculum as well as the materials required to teach it. The researchers could also have included questionnaires as instruments. This is

because in such a topic touching on private information, respondents are likely to reveal more details about themselves in written form than in interviews or even in focus group discussions. This is due to fear of embarrassment and stigma later on in their lives as they relate with others.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter contains the research design, target population, sample and sampling procedures, research instruments, validity and reliability of the instruments, data collection procedures and data analysis procedures.

The following section covers the research design.

3.2 Research Design

The research design of the study is mixed design combining quantitative (cross-sectional survey) and qualitative (phenomenology). The survey method gathers data from a relatively large number of cases at a particular time (Best, 1970). Surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events (Ogula, 2005; Cohen & Manion, 1980). It was necessary to use the survey design because the researcher gathered data from sampled Teacher Training Colleges which were all over the country. Thus, this was a large area. Participants comprised sampled graduates of the Primary Teacher Education curriculum who were already teaching as well as headteachers of sampled primary schools where these graduates were teaching. It also made use of the naturalistic design, in this case, the phenomenology study. The naturalistic design deals with a particular phenomenon. In this case, PTE curriculum about which the opinions, views of the various respondents were sought, it was possible to find out whether the standards which were set out in the syllabus had been met in as far as the Primary Teachers

Education curriculum is concerned. Example, whether the objectives had been achieved and if not, what could be done in order to achieve them. The next section deals with the target population.

3.3 Target Population

The population which was included in this study consisted of students in PTTCs both public and private who were being trained under the Primary Teacher Education curriculum. They totalled about 36,870 students. Also included were those students who trained under the same curriculum in the five year period (2006-2010), had already graduated and were teaching in primary schools. The total number was 71,175 students. The study also targeted tutors teaching in PTTCs (both public and private). They made a total of 3570 tutors. Headteachers of primary schools also made up the sample of this study, which was 3870. Following is the sample size and the sampling procedures.

3.4 Sample and Sampling Procedures

This study employed probability sampling because this enabled the researcher to obtain a sample which was representative of the total population. It was also possible to generalize the findings to the entire population (Cohen and Manion, 1980). Multi-stage random sampling was employed in selecting the regions and districts to be included in the study. Multi-stage sampling is applicable where big enquiries are involved, that is, those extending over large geographical areas, example, the whole country. Using simple random sampling, the names of the 8 regions were each written on a separate piece of paper. The papers were then folded and put in a container. They were well mixed and then 3 papers were randomly picked that is 0.17%. The same procedure was followed in

selecting the counties from the 3 regions; 3 counties were randomly selected. Thus a total of 9 counties made up the sample of the study.

From each county, 2 public and 2 private Teachers Training Colleges were randomly picked from a total of 47 counties; this was equivalent to 1.51% for each category of colleges. If any hurdle was encountered the simple random sampling procedure was repeated to pick other counties. This was done until the required number of PTTCs, both public and private was obtained from the counties. This made a total of 18 public and private Teacher Training Colleges as the sample size. Stratified sampling was employed to select the tutors. In stratified sampling, the population is divided into strata, such as men and women, from which random samples are drawn (Kerlinger, 2007). The tutors in both public and private colleges were divided into two homogenous groups. Group A contained females and group B males. This enabled the researcher to obtain a sample which was representative of the whole population in terms of gender.

Odd and even numbers were used to represent the names of male and female tutors respectively. These numbers were written on different pieces of paper. The papers containing the names of males and females were put in two different baskets and well mixed. Then, using simple random sampling, 100 females out of 2040 (0.05%) and 70 out of 1510 (0.07%) males were picked. This is because there are more female tutors than males in both private and public teacher training colleges. This made a sample of 170 out of 3550 tutors (0.03%) from all Primary Teacher Training Colleges in Kenya. The same procedure was used to pick students from public and private Primary Teacher Training Colleges. A total of 150 out of 9800 (0.01%) female and 100 out of 6750 (0.02%) male students from public Teacher Training Colleges were selected, whereas 200 out of

11,250(0.09%) females and 150 out of 9070 (0.01%) male students from private Teacher Training Colleges were picked because female students constitute a bigger percentage than male students in both public and private teacher training colleges. This made a sample of 600 out of 36870 (0.03%) students to be included in the sample. The basis of their stratification was year of study. In this case, second year students were selected. Using purposive sampling, 30 out of 3870 (0.8%) headteachers of public and private primary schools were included in the study. At the same time, a sample of 30 out of 4250 (0.7%) primary school teachers who were graduates of the Primary Teacher Education curriculum were also picked.

In purposive sampling, the researcher selects or handpicks the respondents or participants based on his/her judgment of the suitability of the participants. Cases of subjects are therefore handpicked because they are informative or they possess the required characteristics (Mugenda & Mugenda, 1999). The counties sampled using multistage sampling was used to do purposive sampling so as to select the teachers and headteachers. This enabled the researcher to obtain the required sample for each. In this case, the headteachers are in charge of supervision of curriculum implementation. Thus they provided the necessary information on how the teachers were performing while teaching as per their assessment. Also based on the performance of the pupils in the examinations. The teachers who had graduated after being trained through the Primary Teacher Education curriculum provided information on whether the knowledge they acquired while in colleges imparted in them the necessary knowledge and skills to effectively teach in primary schools. The next section discusses the research instruments.

3.5 Research Instruments

Two types of instruments were used in this study. They included questionnaires and an in depth interview guide.

(a) Questionnaires

i) Questionnaire for Tutors

The questionnaire contained both open- and closed-ended type of questions. Section A contained questions on their demographic data. Section B contained items touching on the various issues associated with the PTE curriculum, such as: objectives and content of the curriculum, teaching and learning strategies and methods of assessment . Participants were asked to give their views and opinions about them against a scale as follows: either 3, Very Relevant 2, Relevant 1, Irrelevant or 3, Always 2, Often 1, Rarely

Section C contained various questions on the suitability of the PTE curriculum in teacher training , the relationship between their professional experience and their perceptions about the PTE curriculum as well as their suggestions on how the PTE curriculum could be improved.

ii) Questionnaire for Students

This questionnaire contained 3 sections: Sections A contained questions seeking information on the demographic data of the students. Section B required the students to give their opinions about the various areas of the Primary Teacher Education curriculum, for example, objectives, content, methods of teaching and assessment. The scale was as follows: either, 3, Very Relevant 2, Relevant 1, Irrelevant or 3, Always 2, Often

1, Rarely. Section C collected information on the reasons for working hard despite examinations results being discouraging, the relationship between their gender and their perceptions about the PTE curriculum and suggestions on how the PTE curriculum could be improved .

iii) Questionnaire for Teachers

It had 3 sections. Section A contained questions seeking information on the demographic data of the teachers. Section B sought the teachers' perceptions regarding the various areas of the PTE curriculum, that is, objectives and content of the curriculum and methods of teaching. Also, the relationship between their gender and their perceptions about the PTE curriculum. For these items, the scale was as follows: 3, Very relevant 2, Relevant 1, Irrelevant. This section also required the teachers to give their opinions about the various methods of assessment used in PTTCs. The scale for this item was: 3, Always 2, Often 1, Rarely. Section C collected information on the teachers' views regarding the appropriateness of this curriculum in preparing primary school teachers. Also their suggestions on how it could be improved.

iv) Questionnaire for Headteachers: It had 3 sections. Section A sought information on the demographic data of the headteachers. Section B sought their opinions regarding the P.T.E. curriculum with reference to its objectives, content, teaching and learning methods, assessment, how it is improving the competence of teachers in teaching and how it is addressing the needs of the pupils as well as those of the society. Section C explored the challenges faced by these headteachers as they inducted the newly recruited teachers into their schools, how they dealt with these challenges and their suggestions about how the PTE curriculum could be improved

a) In depth interview guide for headteachers of primary schools

The in depth interview guide sought information on the competency of the teachers in interpreting the primary school syllabus, their mastery and delivery of content, the problems they experienced regarding the subjects they were required to teach, their professional capability compared to other teachers trained earlier on as well as other challenges that they faced. In the next section, the validity of the instruments is discussed.

3.6 Validity and Reliability of the Instruments

The validity of the instruments was done using different experts in the various departments of the Ministry of Education (MOE).

3.6.1 Validity

The research instruments were given to the PTE curriculum experts to assess whether they captured the content of the assessment topics. Also to ascertain whether the items included in the instruments captured the various concepts under this assessment study. These experts were found at the Kenya Institute of Curriculum Development, the Teacher Education Department. They were involved in designing this curriculum. Others worked at the Quality Assurance and Standards Agency of the Ministry of Education. They routinely visit Teacher Training Colleges to assess the quality of the work being done. Two experts from the Kenya Institute of Curriculum Development and one from the Quality Assurance and Standards Agency were given the instruments so as to validate. They used the joint probability of agreement. From their ratings, most of the items in the instruments were valid. However, some items were lowly rated because they were given a rating of 1. These items were adjusted by removing typographical errors, double barreled questions and reducing the responses in section B of the instruments

from 5 to 3. Following their advice and suggestions, the instruments were adjusted and refined. The section that follows outlines the reliability of the instruments.

3.6.2 Reliability

The researcher measured the reliability of the instruments which is the accuracy or precision of a measuring instrument (Kerlinger, 2007). From the questionnaires, Section A was dealing with demographic information and section B required the respondents to rate the items in a scale of 3-1. These two sections generated quantitative data and thus the split-half technique was used to determine the reliability of the instruments. The questionnaires were split into two sets, one set containing even numbered questions and the other set containing odd numbered questions. These were administered to the sampled and selected respondents of the institutions to be used in pilot testing. Then each of the two sets of questions were treated separately and scored accordingly. Pearson product moment correlation coefficient (r) between scores of the even numbered and odd numbered items of the test was done using statistical package for social sciences (SPSS). Afterwards, the scores were correlated. A correction factor was applied using Spearman Brown Prophecy formula.

Reliability of the entire test

$$= 2 \frac{\text{Reliability of 0.5 test (r)}}{1 + \text{Reliability of 0.5 test (r)}}$$

The Spearman's Brown Prophecy coefficient for students and tutors of primary teacher training colleges was found to be 0.886 while the coefficient for the teachers and

headteachers of primary schools was found to be 0.838. This value was found to be acceptable. Therefore, the instruments were considered reliable.

In order to determine the reliability of qualitative instruments, triangulation method was used. The researcher used the methodological triangulation, that is, across-method. Example, in order to identify the perceptions of headteachers of primary schools about the PTE curriculum, a questionnaire and an in depth interview guide were used to gather their responses. The researcher also made use of data triangulation and in this case the personal variation method. Example, the different subjects that are offered in primary teacher training colleges, that is, Education, Languages, Sciences, Art and Craft, Physical Education and Information Communication and Technology were included in the study. The conclusions from both methodological and data triangulation methods were that subjects that are taught and examined in both primary schools and in the teacher training colleges, were indicated as very relevant. The objectives of the PTE curriculum dealing with professionalism and competence in teaching were also viewed as very relevant. Those graduating from colleges did not consult widely and they did not display adequate competence in the preparation of teaching and learning resources. This showed that the instruments were reliable. In the next section, pilot testing has been discussed.

3.7 Pilot Testing

The researcher used one public and one private Teacher Training Colleges as well as one private primary school (not included in the study) to pilot the instruments. This assisted in the identification of any omissions or commissions which may have occurred in the construction of the instruments. It also enabled the researcher to establish how the

instruments would perform in the actual study. During pilot testing, typographical errors, ambiguity, spelling mistakes, layout and format of the items as well as the appropriateness and level of the language used were established. Thus afterwards, the instruments were refined as was appropriate. In the next section, data collection procedures have been discussed.

3.8 Data Collection Procedures

After obtaining a research permit from the Ministry of Education, the Provincial Directors of Education and District Education Officers of the sampled regions and counties were contacted before undertaking the study. The questionnaires for tutors, students and teachers were distributed directly to the participants with prior arrangements. They were collected after 2 weeks. In depth interviews were carried out in the offices of the sampled headteachers of primary schools; they had been contacted earlier to arrange for appointments. Data analysis procedures have been outlined in the section that follows.

3.9 Data Analysis Procedures

Data was analyzed using both quantitative and qualitative methods. By use of frequencies, the most occurring responses were presented. These were then converted into percentages. Pie charts and bar graphs were also constructed to represent the occurrence of these responses. Data was analyzed by means of a computer in order to obtain a summary of it. Afterwards, it was analyzed through SPSS. Some qualitative data (statements) were used to strengthen the interpretation of quantitative data. For qualitative data analysis, data was organized through reading it thoroughly by use of note cards. Field notes from interviews were edited and “cleaned up” so as to make it

systematic. Then categories and themes were created and the researcher established the relationships among them. This was done by use of codes using the SPSS. Afterwards data was evaluated and analyzed to determine the adequacy of information and the credibility, consistency and validation (or otherwise) of the hypotheses. At the same time, the usefulness of the information was evaluated in how appropriate it was in answering the research questions.

3.10 Ethical considerations

Informed consent: The researcher visited the PTTCs and informed the participating tutors and students about the purpose of the research and how the findings would be used. They were also requested to participate willingly in completing the questionnaires. The teachers and head teachers were also approached in their schools and requested to complete the questionnaires. The researcher had earlier on requested for meetings with the head teachers. The researcher administered the interview guide to them in their offices.

Confidentiality: This was guarded in that in all the instruments, no item required the respondents to indicate their personal details. Only general demographic information was sought.

Knowledge of outcome: The researcher upon completion of the study will undertake to submit a copy of the findings to the Ministry of Education as well as the local county director of education office. Thus those interested in the outcome of the research would be in a position to access them from these offices.

Integrity: This was adhered to in that any work cited or referred to the author(s) was or were acknowledged.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1. Introduction

This chapter presents the findings of the study on assessment of the perceptions of students, lecturers, teachers and headteachers about the Primary Teacher Education Curriculum in Kenya. The study targeted a sample of about 425 second year teacher trainees in 16 public and private teacher training colleges. The study also sampled 148 lecturers from both categories of colleges, 26 primary school teachers who were mainly drawn from private primary schools as well as 13 headteachers from the same schools. Of the students sampled, 233 were males and 192 were females. From a sample of 148 lecturers, there were 89 females and 59 males. The primary school teachers totaled 26 of whom 16 were males and 10 females. The sample for the headteachers was 13. Of these, 10 were males and 3 females.

Data was collected using two instruments: Questionnaires for students, lecturers, teachers and headteachers and an in depth interview guide for the headteachers. The questionnaires were varied and consisted of different items depending on the topic they were addressing. The questionnaires were to provide: demographic information about the respondents, the objectives and content of the PTE curriculum, the teaching and learning methods used by the lecturers and the methods that were used to examine the students. The in depth interview guide was developed to gather more information from the headteachers about the teachers trained under this curriculum. Data was collected and analyzed using descriptive and inferential statistics and then presented in tables and figures. Hypotheses were tested and either rejected or not rejected at P_ 0.05 level of

significance. The presentation of findings is followed by interpretation and discussions in order to identify the knowledge gaps filled in by this study, which had not been addressed in other previous studies.

This chapter has been organized following the research questions of the study. The subheadings used include: demographic characteristics of the respondents; perceptions of lecturers, students, teachers and headteachers about the methods of teaching used; perceptions of lecturers, students, teachers and headteachers about the various assessments; perceptions of headteachers about how the PTE curriculum is improving the competence of teachers in teaching; the relationship between the various demographic variables and the respondents' perceptions about how the PTE curriculum can be improved; and the factors responsible for these perceptions.

4.2 Demographic Characteristics of the Respondents.

The study sought to establish the following characteristics of the respondents: gender, age, academic qualifications, professional qualifications, teaching duration and type of college. This demographic information was important so as to establish how it impacted on or influenced the perceptions of the various respondents about the PTE curriculum.

4.2.1 Gender of the Students

Respondents were asked to indicate their gender by ticking on the table provided. The table had two columns, one for indicating male and the indicating female. The frequencies and percentages obtained are as indicated in table 4.1.1

TABLE 4.2.1 : Distribution of Students by their Gender

Gender	F	%
Male	233	54.8
Female	192	45.2
Total	425	100.0

Almost 55% of the students were male while less than 50% were female. The high number of men can be attributed to better performance in KCSE as compared to women (KNEC examination results analysis for KCSE for the period 2009-2011). Gender will influence the perceptions given because males and females view issues differently and all have diverse reasons for joining PTTCs.

4.2.2: Age Bracket of the Students.

The students were asked to indicate their age bracket by ticking in the appropriate column in the box. The frequencies were tabulated and percentages calculated as indicated in table 4.1.1.

Table 4.2.2 : Distribution of Students by their Age Group

Age bracket	F	%
18 – 25 years	342	80.5
26 – 35 years	83	19.5
Total	425	100.0

Majority of the students, that is, more than 80% are in the age bracket of between 18-25 years. This is because most of them join PTTCs immediately after completing form four. Only less than 20% of the students are in the age bracket of between 26-35 years. In this group, there could be those who had tried other professions and failed. Thus they joined the teaching profession as a last resort. This is what the National Committee on Educational Objectives and Policies (1976) was discouraging. Its recommendation was that only those students interested in teaching should be admitted to PTTCs. For those in this latter group, their perceptions could be skewed and fail to be objective because their interest is to either acquire a certificate or gain employment.

4.2.3.: Students' K.C.S.E. Qualifications

Students were asked to indicate their KCSE qualifications by ticking in the appropriate column in the table provided. The frequencies and percentages obtained are as indicated in table 4.1.3

Table 4.2.3: Distribution of Students by their K.C.S.E. Qualifications

Qualifications	F	%
B plain and above	32	7.2
B minus	100	23.5
C Plus	161	37.9
C Plain	132	31.1
Total	425	100.0

Close to 40% of the students had scored a grade of C plus. This is above the minimum grade required to join P1 colleges which is a C plain. More than 7% had a score of B plain and above. This shows that students with very high qualifications join these colleges. They fail to join the public universities because of a variety of reasons, including cut-off points, subject combinations as well as career choices. On the other hand, financial constraints and lack of awareness hinder them from joining parallel degree programmes or the private universities

4.2.4.: Tutors' Gender

Tutors were required to indicate their gender and the frequencies and percentages calculated are as indicated in table 4.2.4.

Table 4.2.4: Distribution of Tutors by Gender

Gender	F	%
Females	89	60.1
Males	59	39.9
Total	148	100.0

More than 60% of the tutors were females while almost 40% were males. Thus each group gave their perceptions about the PTE curriculum depending on how they viewed it in as far as meeting the P1 course objectives is concerned. Also in terms of its value to the students upon completion of the course.

4.2.5 : Tutors' Age Bracket

The tutors were asked to indicate their age bracket. The frequencies and percentages obtained are as indicated in table 4.1.5.

Table 4.2.5: Distribution of Tutors by their Age Group

Age bracket	F	%
Below 29 years	6	4.1
29 – 34 years	38	25.6
35-40 years	27	18.2
41-50 years	63	42.6
51 and above	14	9.5
Total	148	100.0

Approximately 43% of the tutors were in the age group of 41-50 years. This shows that most of them have been in the teaching profession for a long time and can make comparisons between this curriculum and others. For example, the issue of integration and fusion of related or similar subjects (K..I.C.D. 2004) which was not contained in the previous curriculum. Thus they are mature and experienced and can guide and counsel the students, majority of whom are in their post teenage years and have other responsibilities to deal with. Their long teaching experience makes them to be in a position of giving varied perceptions about the PTE curriculum.

4.2.6: Tutors' Professional Qualifications

The tutors' professional qualifications were also sought by the researcher. The frequencies and percentages are as indicated in table 4.

Table 4.2.6: Distribution of Tutors' by their Professional Qualifications

Professional Qualifications	F	%
Assistant Tutor	12	8.1
Tutor	93	62.8
Senior Tutor	34	23.0
Senior Principal Tutor	9	6.1
Total	148	100.0

More than 60% of the tutors are at the level of tutors and less than 7% at the Senior Principal Tutor level. This could be attributed to the stringent requirements used by the Teachers Service Commission whereby a teacher has to go through interviews to be promoted to the next level (TSC Code of Regulations,1965). Their professional qualifications indicate that they have adequate knowledge on curriculum matters. Therefore, their perceptions are quite rich.

4.2.7.: Type of college where tutors teach

The tutors indicated the type of college where they teach and the frequencies and percentages obtained are as indicated in table 4.1.7.

Table 4.2.7: Distribution of Tutors by the Type of College where they teach

Type of college	F	%
Public	77	52.0
Private	71	48.0
Total	148	100.0

Above 50% of the tutors were in public colleges. These colleges receive lecturers from the government who have passed interviews conducted at the college level (MOE, 2002). Majority of these tutors have interacted with different curriculums and a wide range of students. Therefore, their perceptions are quite varied. Less than 50% were from private colleges. Some of them were initially teaching in public colleges. This gives them an opportunity to make comparisons and give a wide range of perceptions about the PTE curriculum.

4.2.8: Length of time Tutors have been teaching in PTTCs

The duration during which tutors have been teaching in PTTCs was indicated by the tutors and the frequencies and percentages were calculated and are tabulated in table 4.2.8.

Table 4.2.8: Distribution of the Length of Time Tutors have been Teaching in PTTCs

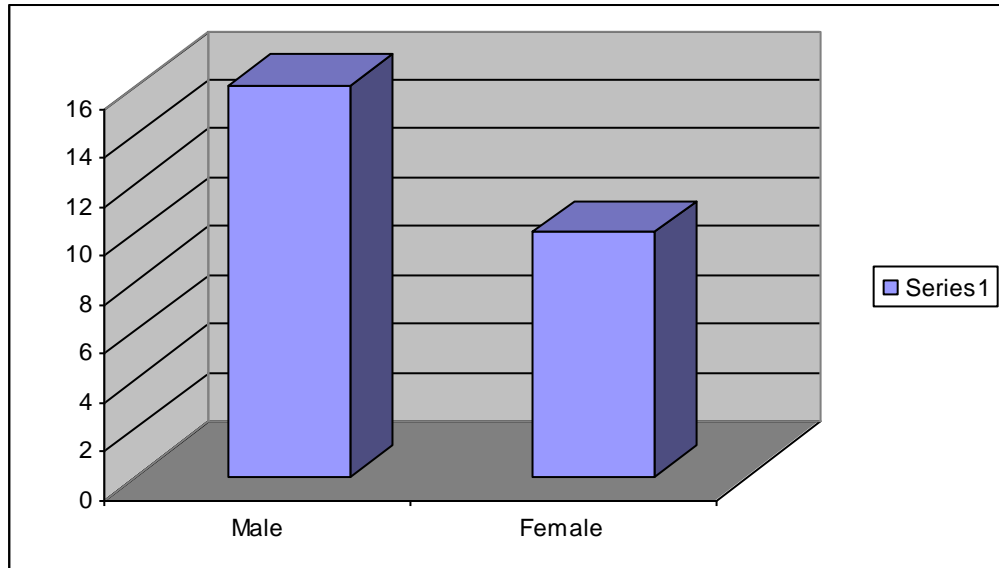
Length of `time	F	%
Below one year	19	12.8
1-5 years	67	45.3
6-10 years	34	23.0
11-15 years	18	12.1
16-20 years	6	4.1
21 – 25 years	4	2.7
Total	148	100.0

Majority of the tutors, that is, more than 40% have been teaching in a PTTC for a period of between 1 to 5 years. This is ample time for them to have interacted with this curriculum since it was introduced in 2006(K.I.C.D. 2004) and thus give their impressions about it. Less than 3% have a teaching experience of between 21-25 years. Their perceptions will highlight what gaps may be existing in this curriculum and where additions or subtractions may be necessary.

4.2.9: Primary School Teachers' Gender

The primary school teachers' gender is tabulated as shown in figure 5

Figure 4.1: Distribution of Primary School Teachers by Gender

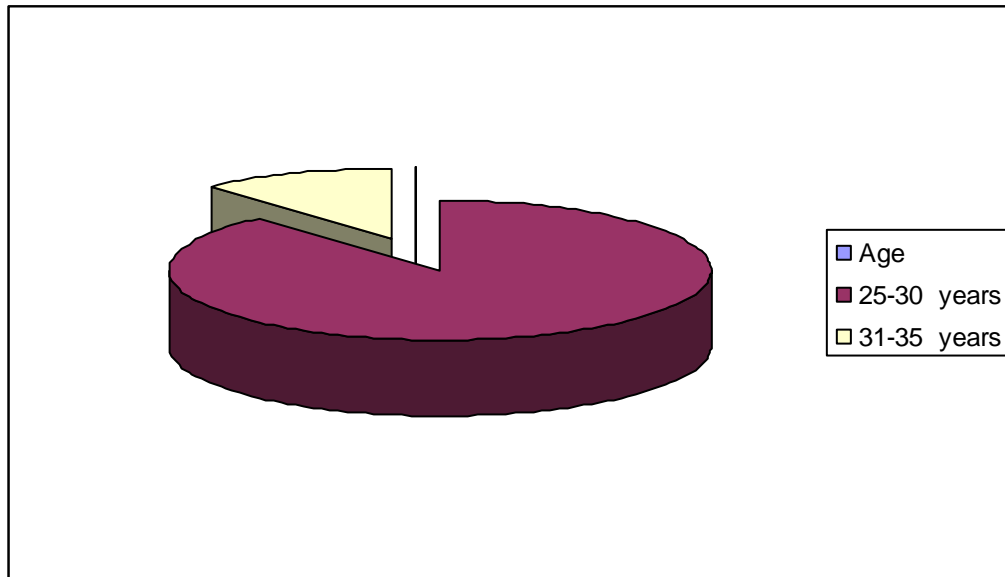


This shows that out of the 26 private primary school teachers sampled, male teachers were the majority, that is, 16 out of 26, representing 61.5% while female teachers constituted 38.5%, that is, 10 out of 26 teachers. This implies that men have taken up the teaching profession nowadays unlike in the past when most of the primary school teachers were women. It also indicates that most of those who take up teaching jobs in the private primary schools are men. However, the perceptions given by these teachers about the PTE curriculum had the outlook of both genders about this curriculum.

4.2.10: Primary School Teachers' Age Bracket

Teachers were asked to indicate their age bracket in the columns given. The results are presented in figure 4.2

Figure 4.2: Distribution of Primary School Teachers by Age Group



Almost 90% of the teachers were in the age bracket of between 25-30 years. This is because majority of the students join PTTCs immediately after completing secondary school education. They are young, dynamic and ready to work. These attributes if used positively can assist the primary school pupils greatly. Their ages also indicate that a relatively short period of time has elapsed since they left PTTCs. Thus the details of the PTE curriculum which was used to train them are still fresh in their minds. This would enable them to make rich contributions about their perceptions of this curriculum.

4.2.11: College Academic Qualifications

The results of the primary school teachers' academic qualifications are as shown in table 4.2.9.

Table 4.2.9: Distribution of Primary School Teachers by their College Academic Qualifications

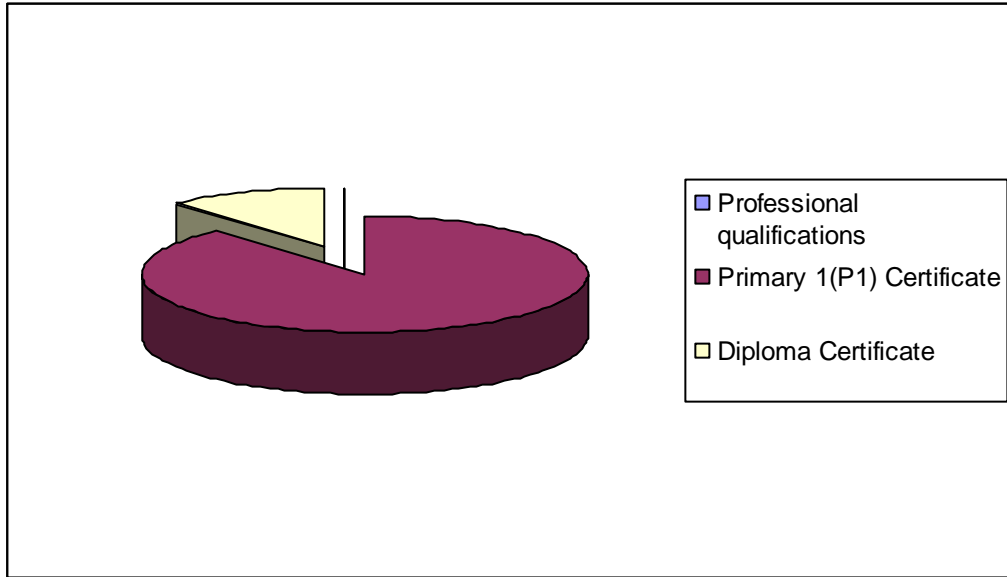
Academic qualifications	F	%
Distinction	3	11.5
Credit pass	19	73.1
Pass	4	15.5
Total	26	100.0

More than 70% of the teachers sampled had scored a credit pass in the PTE examination. A credit pass constitutes a percentage of between 65-70% which is average performance. This has a link with the minimum entry grade to P1 colleges which is a C plain (K.I.C.D. 2004). Thus most of them were average performers while in colleges. This indicates that they can critically analyze the PTE curriculum giving its merits and demerits in accordance with their impression with this curriculum.

4.2.12: Primary School Teachers Professional Qualifications

Their professional qualifications are shown in figure 4.3

Figure 4.3: Distribution of Primary School Teachers by their Professional Qualifications.

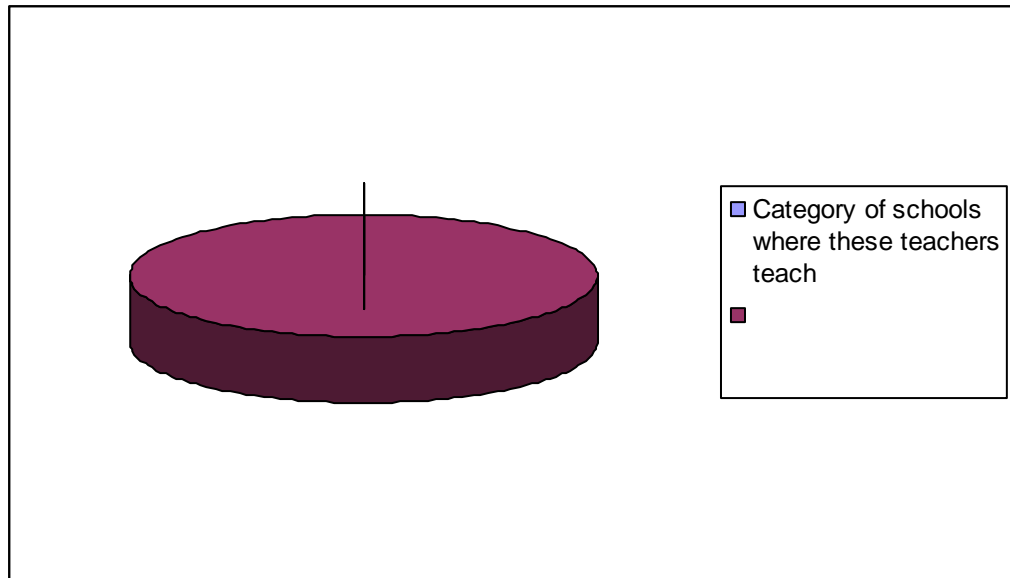


More than 80% of the teachers had a PTE certificate. Thus majority of them join the teaching profession after leaving colleges. Less than 4% had obtained a diploma in special education. According to the Primary Teacher Education syllabus volumes 1 and 2, special needs education should be integrated in Professional Education or Education as it is currently referred to (K.I.C.D. 2004).

4.2.13: Category of Schools Where These Teachers Teach

The category of schools where these teachers teach is presented in the figure below.

Figure 4.4: Distribution of the Category of Schools Where these Teachers Teach

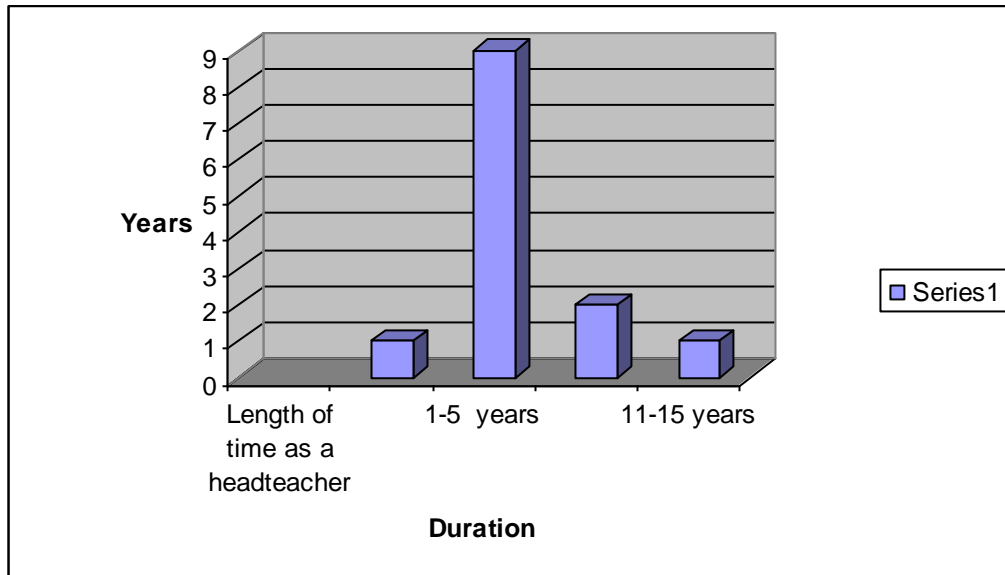


From the data collected and analyzed, all the teachers (100 %) teach in private primary schools. The teachers who have graduated from PTTCs since the year 2006 when the current curriculum was implemented could only be found in private schools. This is because of the government's policy of freezing the employment of teachers since 1998 (MOE, 1997). This group of teachers could also give their perceptions about how the PTE curriculum prepared them to teach in both public and private primary schools. This is because private schools are run and managed differently from public schools. This is in terms of administration, example, supervision of teaching and learning and in this case what or how much is expected of the teachers in terms of their input and output (performance of the pupils). Also, the provision of teaching and learning resources differs in both categories of schools.

4.2.14: Length of Time as a Headteacher

The headteachers were asked to indicate the duration of time they have been headteachers. This is presented in figure 4.5.

Figure 4.5: Length of Time as a Headteacher

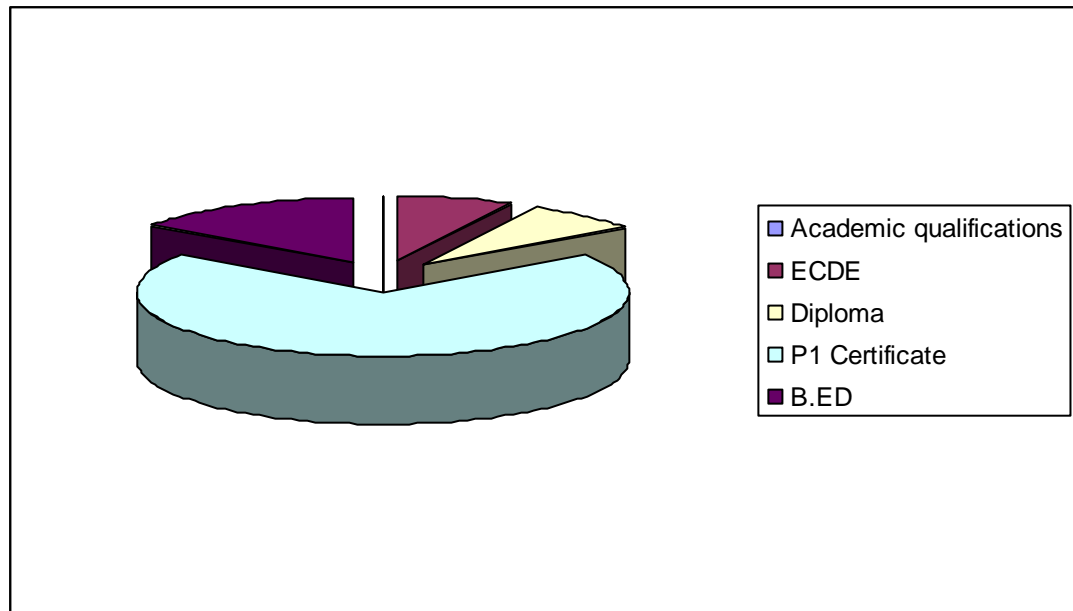


Almost 70% of the headteachers have been in that position for a period of between one to five years. Though this is a relatively short duration, their experience is sufficient for to give valid perceptions about the PTE curriculum.

4.2.15: Headteachers' Academic Qualifications

The headteachers were required to indicate their academic qualifications. These are as indicated in figure 4.6

Figure 4.6: Distribution of the Headteachers' Academic Qualifications



More than 60% of the headteachers, have a P1 certificate. After being trained in PTTCs, they have risen through the ranks to head various primary schools. Since they are familiar with the PTE curriculum, they can give their perceptions about it.

4.3: Perceptions of Students, Tutors, Teachers and Headteachers about the Objectives and Content of the PTE Curriculum.

The first question in this study sought to find out the perceptions of students, lecturers, teachers and headteachers about the objectives and content of the PTE curriculum. To establish this, the researcher developed questionnaires for both the objectives and content of this curriculum. The objectives questionnaires outlined all the objectives of the PTE curriculum. A 3-point scale was provided whereby the respondents had to indicate whether they are very relevant, relevant or irrelevant. The questionnaires dealing with the content indicated all the subjects that are taught in PTTCs in first and second years. The respondents

were required to state their perceptions indicating whether they are very relevant, relevant or irrelevant.

Shown below are the perceptions of the respondents.

4.3.1.1 Students' Perceptions about the Objectives of the PTE Curriculum with Reference to the Teaching Profession.

The perceptions of students about the objectives of the PTE curriculum in as far as the daily work of the teacher is concerned were tabulated. This included carrying out effective teaching and learning in line with the teachers' code of conduct and ethics, communicating effectively and improving on their skills of teaching. This is shown in the table that follows.

Table 4.3.1.1: Distribution of Students' Perceptions about the Objectives of the PTE Curriculum with Reference to the Teaching Profession

Objectives	Very Relevant		Relevant		Irrelevant	
	f	%	f	%	f	%
To develop the theoretical and practical knowledge about the teaching profession so that the teachers' attitudes and beliefs can be turned towards professional commitment and competence.	230	54.1	102	24	93	21.9
To develop in the teacher the ability to communicate effectively	226	54.1	108	25.4	91	21.4
To create a national consciousness for educational excellence in every teacher	294	69.2	110	25.9	21	4.9
To provide opportunities to develop special interests and skills and to promote initiative on the teacher	228	53.6	109	25.6	88	20.7

More than 50% of the students indicated the objectives of developing professional commitment and competence, ability to communicate effectively and developing special interests and skills as very relevant. It is also important for the teacher to upgrade and update their knowledge and skills through attending workshops and seminars as well as furthering their education so as to keep in touch with the current trends in education, both locally and internationally.

4.3.1.2 Students' Perceptions about the Objectives of the PTE Curriculum With Reference to the National Goals of Education.

The perceptions of students about the objectives of the PTE curriculum with reference to the national goals of education are as indicated in table 4.2.1.2.

Table 4.3.1.2 Distribution of the Students' Perceptions about the Objectives of the PTE Curriculum with Reference to the National Goals of Education.

Objectives	Very Relevant		Relevant		Irrelevant	
	f	%	f	%	f	%
To develop in the teacher the ability to adapt to change or new situation	198	46.6	206	48.6	21	4.9
To promote national unity, national development and social equality	298	70.1	102	24	25	5.9
To develop in every teacher an awareness and appreciation of the role of technology in national development	312	73.4	86	20.2	27	6.4
To develop in the teacher an awareness and appreciation for good health and environmental conservation	351	82.6	61	14.4	13	3.1

More than 70% of the students indicated that developing national unity, national development and social equality, awareness and appreciation of the role of technology in national development and awareness and appreciation for good health and environmental conservation as very relevant objectives. The world has become a global village through technological advancement and thus the need to be technologically savvy. Technological innovation is among the emerging issues which need to be integrated and infused in all subjects (K.I.E. 2004).

4.3.2.1 Tutors' Perceptions about the Objectives of the PTE Curriculum with Reference to the Teaching Profession.

The perceptions of tutors about the objectives of the PTE curriculum as far as the daily work of the students they are training after graduation that is, teaching is concerned were highlighted. The objectives included being able to communicate effectively, developing interest to upgrade their skills so as to teach competently and excellently. These are tabulated in the table that follows.

Table 4.3.2.1: Distribution of the Tutors' Perceptions about the objectives of the PTE Curriculum with Reference to the Teaching Profession.

OBJECTIVES	Very Relevant		Relevant		Irrelevant	
	F	%	F	%	F	%
To develop the theoretical and practical knowledge about the teaching profession so that the teachers' attitudes and beliefs can be turned towards professional commitment and competence	118	79.7	29	19.6	7	4.7
To develop in the teacher the ability to communicate effectively	108	72.9	25	16.9	15	10.1
To create a national consciousness for educational excellence in every teacher	92	62.2	38	25.7	18	12.2
To provide opportunities to develop special interests and skills and to promote initiative on the part of the teacher	101	68.2	30	20.3	17	11.5

More than 60% of the tutors stated as very relevant the objectives of the ability to communicate effectively, promoting educational excellence in every teacher, developing skills and promoting initiative in every teacher. Every teacher should display excellence in their work. At the same time, they should possess the drive for self-development either through furthering their education or promotion in their jobs.

4.3.2.2 Tutors' Perceptions about the Objectives of the PTE Curriculum with Reference to the National Goals of Education.

The perceptions of tutors about the objectives of the PTE curriculum in as far as the national goals of education are concerned were discussed. The perceptions about these objectives are indicated in the following table.

Table 4.3.2.2 Distribution of the Tutors' Perceptions about the Objectives of the PTE Curriculum with Reference to the National Goals of Education.

Objectives	Very Relevant		Relevant		Irrelevant	
	f	%	f	%	f	%
To develop in the teacher the ability to adapt to change or new situation	86	58.1	42	28.4	20	13.5
To promote national unity, national development and social equality	46	31.2	77	52.0	25	16.9
To develop in every teacher awareness and appreciation of the role of technology in national development	58	39.2	76	51.4	14	9.5
To develop in the teacher an awareness environmental conservation	112	75.7	24	16.2	6	4.1

The objective of developing in the teacher awareness about environmental conservation was indicated by more than 70% of the tutors as very relevant. The importance of good health and environmental conservation is the eighth national goal of education as outlined in the Totally Integrated Quality Education and Training (TIQET) 1999. It deals with some of the contemporary issues like HIV and AIDS, drug and substance use and abuse and environmental issues. They affect people in their lives and thus the need to be aware of them.

4.3.3.1 Primary School Teachers' Perceptions about the Objectives of the PTE Curriculum with Reference to the Teaching Profession

The perceptions of primary school teachers about the objectives of the PTE curriculum in as far as their daily routine is concerned were indicated. They are as shown in the table below.

Table 4.3.3.1 Distribution of Primary School Teachers' Perceptions about the Objectives of the PTE Curriculum with Reference to the Teaching Profession.

Objectives	Very Relevant		Relevant		Irrelevant	
	f	%	f	%	f	%
To develop the theoretical and practical knowledge about the teaching profession so that the teachers' attitudes and beliefs can be turned towards professional commitment and competence	15	57.7	9	34.6	2	7.7
To develop in the teacher the ability to communicate effectively	13	50.0	10	38.5	3	11.5
To create a national consciousness for educational excellence in every teacher	9	34.6	11	42.3	6	23.1
To provide opportunities to develop special interests and skills and to promote initiative on the part of the teacher	7	26.9	12	46.2	7	26.9

More than 50% of the primary school teachers stated the objective of turning their beliefs and attitudes towards professional commitment and competence as very relevant. These teachers may find themselves working among people with beliefs and attitudes which are different from theirs. Thus the need to work professionally. The objective of developing interest to promote their skills was indicated as relevant by more than 40% of the teachers. This is because opportunities are rarely provided for teachers to attend workshops and seminars.

4.3.3.2 Primary School Teachers' Perceptions about the Objectives of the PTE Curriculum with Reference to the National Goals of Education.

The perceptions of primary school teachers about the objectives of the PTE Curriculum with reference to the national goals of education were discussed. These are shown in table 4.2.3.1

Table 4.3.3.2 Distribution of the Primary School Teachers' Perceptions about the Objectives of the PTE Curriculum with Reference to the National Goals of Education

Objectives	Very Relevant		Relevant		Irrelevant	
	f	%	f	%	f	%
To develop in the teacher the ability to adapt to change or new situation	5	19.2	15	57.7	6	23.1
To promote national unity, national development and social equality	14	53.8	10	38.5	2	7.7
To develop in every teacher awareness and appreciation of the role of technology in national development	8	30.8	13	50.0	5	19.2
To develop in the teacher an awareness and appreciation for good health and environmental conservation	7	26.9	14	53.8	5	19.2

More than 50% of the teachers were of the opinion that objective dealing with promotion of national unity, national development and social equality is very relevant.

These teachers having met in college in their diversity understand the importance of unity among themselves and being treated equally and with fairness as highlighted in the Kenya Education Commission (1964) document at independence. Close to 27% of the teachers indicated as very relevant the objective of developing awareness and appreciation for good health and environmental conservation. This is because good and affordable health care is still unavailable to many people and the values of preserving and conserving the environment are not being exhibited in the daily practices of people.

More than 70% of the primary school teachers indicated that the PTE curriculum did not adequately prepare them as primary school teachers. “The content is too wide and the time is short. Specialization of subjects also limits us as teachers”.

4.3.4.1 Headteachers’ Perceptions about the Objectives of the PTE Curriculum with Reference to the Teaching Profession.

The perceptions of headteachers about the objectives of the PTE curriculum focusing on the teaching profession are as shown in table 4.2.4.1

Table 4.3.4.1: Distribution of the Headteachers' Perceptions about the Objectives of the PTE Curriculum with Reference to the Teaching Profession.

Objectives	Very Relevant		Relevant		Irrelevant	
	f	%	f	%	f	%
To develop the theoretical and practical knowledge about the teaching profession so that the teachers' attitudes and abilities can be turned towards professional commitment and competence.	8	66.7	3	25	1	8.3
To develop in the teacher the ability to communicate effectively	8	66.7	4	33.3	-	-
To create a national consciousness for educational excellence in every teacher	5	41.7	6	50	1	8.3
To provide opportunities to develop special interests and skills and to promote initiative on the part of the teacher	7	58.3	3	25	2	16.7

More than 60% of the headteachers indicated as very relevant the objectives of professional commitment and competence as well as the ability to communicate effectively. Working professionally and effective communication are key elements in a teacher so as to deliver the content and achieve the set objectives.

4.3.4.2 Headteachers' Perceptions about the Objectives of the PTE Curriculum with Reference to the National Goals of Education.

These perceptions are as shown in the table below.

Table 4.3.4.2 Distribution of the Headteachers' Perceptions about the Objectives of the PTE Curriculum with Reference to the National Goals of Education.

Objectives	Very Relevant		Relevant		Irrelevant	
	f	%	f	%	f	%
To develop in the teacher the ability to adapt to change or new situation	8	66.7	3	25	2	16.7
To promote national unity, national development and social equality	7	58.3	4	33.3	1	8.3
To develop in every teacher awareness and appreciation of the role of technology in national development	9	75	3	25	-	-
To develop in the teacher an awareness and appreciation for good health and environmental conservation	8	66.7	2	16.7	2	16.7

More than 66% of the respondents stated the objective of developing awareness and appreciation of the role of technology in national development as well as good health and environmental conservation as very relevant. These two are national goals of education. It is important to conserve the environment so as to prevent the effects of global warming which is highlighted in the Millenium Development Goals (MDGs).

4.3.5.1 Students' Perceptions about the First Year Content of the PTE Curriculum.

The perceptions of the students about the content of the PTE curriculum are as shown in table 4.3.5.1. Some subjects are grouped as integrated in their relevant cluster groups.

Table 4.3.5.1: Distribution of the Students' Perceptions about the First Year Content of the PTE Curriculum.

Subjects studied in first year	Very Relevant		Relevant		Irrelevant	
	f	%	f	%	f	%
Mathematics	222	52.2	141	33.2	62	14.6
English	206	48.5	193	45.4	26	6.1
Integrated Science	162	38.1	211	49.6	52	12.2
Religious Education	252	59.3	116	27.3	57	13.4
Social Studies	220	51.8	182	42.8	23	5.4
Education	293	68.9	101	23.8	31	7.4
Creative Arts	75	17.6	137	32.2	213	50.1
Physical Education	192	45.2	172	40.4	61	14.4
I.C.T.	190	44.7	175	41.2	60	14.1

Almost 69% of the students indicated Education as a very relevant subject. This is because it covers areas such as Psychology, Curriculum, Administration, Sociology which are very crucial in their training and afterwards in their teaching career.

4.3.5.2 Students' Perceptions about the Second Year Content of the PTE Curriculum.

The students' perceptions about the subjects studied in the second year of the PTE curriculum are as indicated in the following table. These are both compulsory and optional subjects. Option A includes the Sciences and Option B the Art subjects.

Table 4.3.5.2 Distribution of the Students' Perceptions about the Second Year Content of the PTE Curriculum.

Subjects studied in second year	Very Relevant		Relevant		Irrelevant	
	f	%	f	%	f	%
Compulsory subjects						
Education	323	76.0	76	17.9	18	4.2
English	328	77.2	87	20.5	2	0.5
Kiswahili	310	72.9	90	21.5	15	3.5
Physical Education	172	40.5	150	35.3	93	21.9
I.C.T.	190	44.7	175	41.2	60	14.1
Option A						
Science	336	79.1	75	17.6	14	3.3
Home Science	139	32.7	171	40.2	115	27.1
Agriculture	180	42.4	175	41.2	70	16.5
Mathematics	288	67.8	83	19.5	54	12.7
Option B						
Music	53	12.5	186	43.7	186	43.7
Art and Craft	87	20.5	138	32.5	165	38.8
Social Studies	232	54.6	148	34.8	13	3.1
Religious Education	243	57.2	129	30.4	22	5.2

More than 70% of the students expressed the opinion that both English and Kiswahili are very relevant subjects. English is the medium of instruction and according

to the new constitution, Kiswahili is both an official and a national language in Kenya. All official documents are required to be in both English and Kiswahili languages. Music as well as Art and Craft were indicated as irrelevant subjects by more than 30% of the students. This indicates that the perceptions of students regarding these subjects depend on their applicability to their teaching profession upon graduation (Shiundu and Omulando, 1989).

4.3.6.1 Tutors' Perceptions about the First Year Content of the PTE Curriculum.

The tutors' perceptions about the PTE curriculum in first year are tabulated in the table that follows. The content includes the Languages, I.C.T. among others.

Table 4.3.6.1: Distribution of the Tutors' Perceptions about the First Year Content of the PTE Curriculum

	Very Relevant		Relevant		Irrelevant	
	f	%	f	%	f	%
Subjects studied in first year						
Mathematics	78	52.7	50	33.8	20	13.5
English	80	54.1	46	31.1	22	14.9
Kiswahili	72	48.6	60	40.5	16	10.8
Integrated Science	52	35.1	50	33.8	46	31.1
Religious Education	61	41.2	54	36.5	33	22.3
Social Studies	38	25.7	59	39.9	51	34.5
Education	92	62.2	50	33.8	6	4.1
Creative Arts	36	24.3	40	27.0	72	48.6
Physical Education	48	32.4	46	31.1	44	29.7
I.C.T.	79	53.4	62	41.9	7	4.7

More than 60% of the tutors viewed Education as a very relevant subject. This is because in this subject crucial knowledge and skills are acquired by the students which they apply in their teaching career whether as classroom teachers or as administrators. English was also indicated by more than 50% of the tutors as very relevant because it is the medium of instruction.

4.3.6.2 Tutors' Perceptions about the Second Year Content of the PTE Curriculum.

The tutors perceptions about the content studied in the PTE curriculum in the second year of training were discussed and are indicated in table 4.2.6.2

Table 4.6.3.2: Distribution of the Tutors' Perceptions about the Second Year Content of the PTE Curriculum.

Subjects studied in second year	Very Relevant		Relevant		Irrelevant	
	f	%	f	%	f	%
Compulsory subjects						
Education	90	60.8	48	32.4	10	6.8
English	88	59.5	42	28.4	18	12.2
Kiswahili	76	51.4	40	27.0	32	21.6
Physical Education	47	31.8	49	33.1	52	35.1
I.C.T.	81	54.7	56	37.8	11	7.4
Option A						
Science	56	37.8	48	32.4	44	29.7
Home Science	32	21.6	36	24.3	80	54.1
Option B						
Social Studies	64	43.2	54	36.5	30	20.3
Religious Education	82	55.4	62	41.9	4	2.7

English, Education and Religious Education were viewed by the students as very relevant subjects by more than 55% of the respondents. English is the medium of instruction while Education is a foundation course in teacher training. Religious Education promotes moral values which is a national goal of education (Kenya Education Commission, 1964). Only less than 5% of the students were of the opinion that I.C.T. is an irrelevant subject. One of our national goals of education is awareness and appreciation of the role of technology in national development. Technological advancement is also a key focus of Vision 2030.

4.3.7.1 Primary School Teachers' Perceptions about the First Year Content of the PTE Curriculum.

These perceptions are as tabulated in table 4.3.7.1

Table 4.3.7.1: Distribution of the Primary School Teachers' Perceptions about the First Year Content of the PTE Curriculum

Subjects studied in first year	Very Relevant		Relevant		Irrelevant	
	f	%	f	%	f	%
Mathematics	13	50	7	26.9	6	23
English	19	73	4	15.4	3	11.5
Kiswahili	14	53	7	29.9	5	19.2
Integrated Science	20	76.9	5	19.2	1	3.8
Religious Education	12	46.1	11	42.3	3	11.5
Social Studies	13	50	10	38.5	3	11.5
Education	15	57.7	9	34.6	2	7.7
Creative Arts	6	23.1	10	38.5	10	38.5
Physical Education	12	46.2	11	42.3	3	11.5
I.C.T.	13	50	10	38.5	3	11.5

More than 45% of the primary school teachers indicated all the subjects studied in first year as very relevant with the exception of Creative Arts because they do not teach it in primary schools.

4.3.7.2 Primary School Teachers' Perceptions about the Second Year Content of the PTE Curriculum.

There are two groups of subjects, the compulsory and the optional ones. The perceptions about these subjects are as shown in the following table.

Table 4.3.7.2 Distribution of the Primary School Teachers' Perceptions about the Second Year Content of the PTE Curriculum.

Subjects studied in second year	Very Relevant		Relevant		Irrelevant	
	f	%	f	%	f	%
Compulsory subjects						
Education	22	84.6	3	11.5	1	3.8
English	21	80.7	3	11.5	2	7.6
Kiswahili	20	76.9	4	15.3	2	7.6
Physical Education	13	50	10	38.5	3	11.5
I.C.T.	15	57.5	9	34.6	2	7.6
Option A						
Science	16	61.5	8	30.8	2	7.6
Home Science	2	7.6	11	42.3	13	50
Agriculture	5	19.2	10	38.5	11	42.3
Mathematics	19	73.1	5	19.2	2	7.6
Option B						
Music	4	15.3	6	23.1	16	65.5
Art and Craft	4	15.3	5	19.2	17	65.4
Social Studies	10	38.5	9	34.6	7	27
Religious Education	12	46.2	10	38.5	4	15.3

English and Education at more than 80% each were indicated by the primary school teachers as very relevant subjects. English is the medium of instruction and is used to teach all subjects except Kiswahili or French and Mother Tongue in the rural areas. Education comprises different branches like Psychology, Administration, Curriculum, Sociology and even Philosophy (Mastering PTE, 1999). This enables the teachers to be different skills which they can apply in the course of teaching. Music and Art & Craft at more than 60% were viewed as irrelevant subjects. This could be for the reason that upon starting their careers, they neither taught nor examined these subjects.

4.3.8.1 Headteachers' Perceptions about the First Year Content of the PTE Curriculum

These perceptions are shown in table 4.3.8.1.

Table 4.3.8.1: Distribution of the Headteachers' Perceptions about the First Year Content of the PTE Curriculum.

Subjects studied in first year	Very Relevant		Relevant		Irrelevant	
	f	%	f	%	f	%
Mathematics	8	66.7	3	25	1	8.3
English	7	58.3	4	33.3	1	8.3
Kiswahili	8	66.7	2	16.7	2	16.7
Integrated Science	7	58.3	5	41.7	-	-
Religious Education	6	50	4	33.3	2	16.7
Social Studies	7	58.3	3	25	1	8.3
Education	8	66.7	4	33.3	-	-
Creative Arts	3	25	2	16.7	7	58.3
Physical Education	6	50	4	33.3	2	16.7
I.C.T.	6	50	3	25	3	25

From the above table, more than 50% of the headteachers indicated Creative Arts as an irrelevant subject because it is not included in the primary school curriculum. However, this subject could still be and has been useful to some learners. This is in line with one of the theories of subject matter advanced by Shiundu and Omulando(1989), that is, subject matter taught for its own sake.

4.3.8.2 Headteachers' Perceptions about the Second Year Content of the PTE Curriculum.

These perceptions are as tabulated in table 4.3.8.2

Subjects studied in second year	Very Relevant		Relevant		Irrelevant	
	f	%	f	%	f	%
Compulsory subjects						
Education	6	50	4	33.3	2	16.7
English	7	58.7	3	25	1	8.3
Kiswahili	8	66.7	3	25	1	8.3
Physical Education	6	50	3	25	3	25
I.C.T.	6	50	4	33.3	2	16.7
Option A						
Science	6	50	5	41.7	2	16.7
Home Science	4	33.3	3	25	5	41.7
Agriculture	3	25	4	33.3	5	41.7
Mathematics	7	58.3	3	25	2	16.7
Option B						
Music	1	8.3	4	33.3	7	58.3
Art & Craft	1	8.3	3	25	8	66.7
Social Studies	8	66.7	2	16.7	2	16.7
Religious Education	7	58.3	4	33.3	1	8.3

Education, Mathematics and Kiswahili at more than 65% were indicated by the headteachers as very relevant subjects. Education is the basis of the teacher training course while Kiswahili promotes national unity as well as social cohesion and integration. These are some of the national goals of education (Kenya Education Commission, 1964). Art and Craft, Home Science and Agriculture at more than 40% and 60%, were stated as irrelevant subjects. They are non-examinable at the Kenya Certificate of Primary Education (MOE, 2002). “Education is a key subject in the teaching profession. The languages are also crucial for effective communication”.

This indicates that according to the respondents’ perceptions, the objectives of professionalism and effective communication are very relevant. Educations as well as the languages are relevant subjects in the PTE curriculum.

4.4: Perceptions of Students, Tutors, Teachers and Headteachers about the Methods of Teaching Used.

The researcher also set to find out the perceptions of students, lecturers, teachers and headteachers about the methods of teaching used. This was in an effort to establish what strategies were employed in order to achieve the objectives outlined as well as effectively teach the content of this course. Questionnaires for all the respondents were developed outlining the various methods of teaching. The respondents had to indicate whether they are very relevant, relevant or irrelevant. The findings are as shown below.

4.4.1. Students’ Perceptions about the Methods of Teaching.

The methods of teaching include lecture, group work, and field trips among others. The perceptions of students about these methods are indicated in the table that follows.

Table 4.4.1: Distribution of the Students' Perceptions about the Methods of Teaching.

	Always		Often		Rarely	
	F	%	F	%	F	%
Teaching and Learning Methods						
Lecture	284	66.8	128	30.1	13	3.1
Group work	159	37.4	208	48.9	58	13.6
Discussion	305	71.8	102	24	8	1.9
Field trips	102	24.0	263	61.9	60	14.1
Projects	98	23.1	101	23.8	226	53.2
Resource Persons	187	44	206	48.5	32	7.5

More than 70% of the students stated that discussion was always used in PTTCs. In most colleges, students are required to form discussion groups right from first year which they maintain upto the end of second year. These groups are used both in class and for extra academic work. At times, marks are awarded for each group. More than 50% indicated that projects are rarely used. This is because they have never been involved in any project work

4.4.2 Tutors' Perceptions about the Methods of Teaching.

The tutors' perceptions about the methods of teaching used in primary teacher training colleges have been shown in the table that follows.

Table 4.4.2: Distribution of the Tutors' Perceptions about the Methods of Teaching.

	Always		Often		Rarely	
	F	%	F	%	F	%
Teaching and Learning Methods						
Lecture	80	54.1	54	36.5	14	9.5
Group Work	76	51.4	62	41.9	10	6.8
Projects	26	17.6	31	20.9	91	61.5
Discussion	90	60.8	40	27.0	18	12.2
Field trips	54	36.5	68	45.9	26	17.6
Resource persons	36	24.3	71	47.9	41	27.7

More than 60% of the lecturers expressed the view that discussion was always used in PTTCs. It promotes interactive as well as independent learning. The Primary Teacher Education syllabus (K.I.C.D. 2004) did not provide for the use of projects in colleges. This is the reason why close to 62% of the tutors stated that it is rarely used as a method of teaching.

4.4.3 Primary School Teachers' Perceptions about the Methods of Teaching.

These perceptions have been shown in the table below.

Table 4.4.3: Distribution of the Primary School Teachers' Perceptions about the Methods of Teaching.

	Always		Often		Rarely	
	F	%	F	%	F	%
Teaching and Learning Methods						
Group Work	11	42.3	8	30.8	7	26.9
Discussion	10	38.5	9	34.6	7	26.9
Lecture	18	69.2	4	15.4	4	15.4
Projects	7	26.9	8	30.8	11	42.3
Field trips	9	34.6	12	46.2	5	19.2
Resource persons	6	23.1	13	50	7	26.9

Approximately 70% of the primary school teachers indicated lecture as the method that is always used to teach in PTTCs. At this level, students are mentally mature and can analyze, synthesize and apply what they have learnt according to the Blooms Taxonomy level of educational objectives. More than 40% of were of the view that projects were rarely used in these colleges. There is need for a review of this because during projects

students may carry out research which leads to expansion of knowledge (Mugenda and Mugenda, 1999).

4.4.4 Headteachers' Perceptions about the Methods of Teaching.

The headteachers' perceptions about the methods of teaching used in primary teacher training colleges have been shown in the table below.

Table 4.4.4: Distribution of the Headteachers' Perceptions about the Methods of Teaching.

	Very relevant		Relevant		Irrelevant	
	F	%	f	%	f	%
Teaching and learning methods						
Lecture	4	33.3	5	41.7	3	25
Group work	7	58.3	4	33.3	1	8.3
Discussion	8	66.7	2	16.7	2	16.7
Field trips	6	50	3	25	3	25
Projects	5	41.7	4	33.3	3	25
Resource persons	7	58.3	3	25	2	16.7

More than 65% of the headteachers indicated discussion as a very relevant method of teaching. It promotes exchange of ideas and students learn from each other (Mastering PTE, 2001). Only less than 10% were of the opinion that group work was an irrelevant method of teaching. Group work promotes cooperation among the students and

weak students learn from the highly intelligent ones. “Discussion encourages the participation of all and group work promotes teamwork amongst the students”.

All methods of teaching are important and they are applied at one time or another. However, discussion and group work were indicated as the very relevant methods by the respondents.

4.5: Perceptions of Students, Tutors, Teachers and Headteachers about the Various Assessments.

The third research question sought to find out the perceptions of students, lecturers, teachers and headteachers about the various assessments. These assessments are used as a gauge to establish whether the lesson objectives as well as the general objectives were achieved or not. In the event where they are not achieved, measures are taken to improve or change the teaching strategies. There is also a focus on the content in order to establish whether to improve on it or change it. The results are as shown below

4.5.1 Students’ Perceptions about the Various Methods of Assessment

These methods include the midcourse and mock examinations among others. The perceptions of students about these methods are as indicated in table 4.5.1

Table 4.5.1: Distribution of the Students' Perceptions about the Various Methods of Assessment.

	Very Relevant		Relevant		Irrelevant	
	F	%	F	%	F	%
Assessment methods						
Continous Assessment Tests						
(C.A.T.s)	101	23.8	215	50.6	109	25.6
Mid-Course Examination	111	26.1	262	61.6	82	19.3
Mock Examination	227	53.4	105	24.7	93	21.9
P.T.E. Examination	217	51.1	128	30.1	80	18.8
Teaching Practice						
Session 1	189	44.5	206	48.5	50	11.8
Session 2	217	51.5	161	37.9	47	11.1
Session 3	331	77.9	81	19.1	13	3.1

Teaching practice session 3 was viewed by more than 75% of the students as very relevant. This being the final session prepares students to fine tune their teaching skills in preparation for being fulltime teachers. Only less than 20% of them were of the opinion that the PTE examination is irrelevant. This is a form of summative evaluation which according to Tyler (1949) is necessary for the identification of strengths and weaknesses that will help indicate where the curriculum may need improvement. “There is need for us to graduate as competent teachers and with good P1 certificates”.

4.5.2 Tutors' Perceptions about the Various Methods of Assessment

The tutors' perceptions about the methods of assessment used in teacher training colleges are shown in the table below.

Table 4.5.2: Distribution of the Tutors' Perceptions about the Various Methods of Assessment .

	Very Relevant		Relevant		Irrelevant	
	F	%	F	%	F	%
Assessment methods						
Continous Assessment Tests						
(C.A.T.s)	80	54.1	46	31.1	22	14.9
Mid-Course Examination	91	61.5	48	32.4	9	6.1
Mock Examination	85	57.4	52	35.1	11	7.4
P.T.E. Examination	94	63.5	50	33.8	4	2.7
Teaching Practice						
Session 1	29	19.6	45	30.4	74	50.0
Session 2	68	45.9	59	39.9	21	14.2
Session 3	92	62.2	49	33.1	7	4.7

The mid-course and the Primary Teacher Education examinations were indicated as very relevant by 61.5% and 63.5% of the respondents respectively. The mid-course examination is used as an academic gauge for the students before proceeding on to their

second year of training. The P.T.E. examination is the final one for the students and it is used to grade them as per their performance and consequently issue them with certificates. As far as the teaching practice is concerned, 50% of the lecturers indicated that session one was irrelevant. This is because the students are still in their first year and have not covered much content especially the methodology section. More than 60% of the lecturers, that is, 62.2% stated that the third session of teaching practice is very relevant. This is because the students have covered almost the entire syllabus, are well-equipped with both content and methodology and can teach competently

4.5.3 Headteachers' Perceptions about the Different Assessment Methods.

These methods include the three sessions of teaching practice among others. Perceptions about them are shown in the table that follows.

Table 4.5.3: Headteachers' Perceptions about the Different Assessment Methods

	Very relevant		Relevant		Irrelevant	
	F	%	f	%	f	%
Assessment methods						
Continous Assessment Tests (C.A.T.s.)	7	58.3	4	33.3	1	8.3
Mid-course examination	6	50	3	25	2	16.7
Mock examination	5	41.7	4	33.3	3	25
Primary Teacher Education (P.T.E.) examination	8	66.7	2	16.7	2	16.7
Teaching practice						
Session 1	4	33.3	3	25	5	41.7
Session 2	5	41.7	4	33.3	3	25
Session 3	7	58.3	5	41.7	-	-

The Primary Teacher Education (P.T.E.) examination was indicated as very relevant by 66.7% of the headteachers. This is the final examination in the Primary 1(P1) course and it is used to grade the student-teachers as per their performance. The final session of teaching practice was stated as very relevant by 58.3% of the headteachers. During this session, the students have improved on their weaknesses and they can teach effectively. Session one of teaching practice was shown as very irrelevant by 41.7% of the respondents. This is because the students have not acquired enough exposure both in terms of content and methodology. Therefore, the PTE examinations as well as the final session of teaching practice are very relevant as they are used to grade the students

4.6: Perceptions of Headteachers about How the PTE Curriculum is improving the Competence of Teachers in Teaching.

This study was also interested in finding out the perceptions of headteachers about how the PTE curriculum is improving the competence of teachers in teaching. This was in order to find out how the skills that the teacher had acquired in PTTCs had assisted them in teaching effectively in primary schools. The researcher developed a questionnaire for the headteachers who were required to indicate whether the competence of teachers in teaching had improved either to a very large extent, to some extent or not at all. This is represented by the table below.

Table 4.6: Headteachers' Perceptions about how the PTE Curriculum is improving the Competence of Teachers in Teaching.

	To a very large extent		To some extent		Not at all	
	F	%	f	%	f	%
	How the PTE curriculum is improving the competence of teachers in teaching					
Teachers can competently teach all subjects	2	16.7	2	16.7	8	66.7
They are in apposition to address the needs of pupils	2	16.7	7	58.3	6	50
Teachers prepare professional documents adequately.	4	33.3	5	41.7	3	25
They comprehensively examine pupils.	6	50	4	33.3	2	16.7
Teaching and learning resources are appropriately prepared by these teachers	3	25	7	58.3	2	16.7
They prepare adequately for their lessons, example, through conducting research	2	16.7	6	50	4	33.3
These teachers consult widely and seek guidance where need be.	2	16.7	4	33.3	6	50

More than 60% of the headteachers, that is, 66.7% indicated that these teachers cannot competently teach all subjects. This can be attributed to the issue of specialization of subjects, either Sciences or Arts in the second year of training. Thus their interests and competence tend to be skewed to one side (the area they specialize in) and not across the whole primary school syllabus. Almost 60% of the headteachers, that is, 58.3% stated that to some extent, the teachers can address the individual needs of the pupils. This is because, special needs as well as guidance and counseling areas are included in the Education subject. Thus they acquire skills in these areas during their training.

However, 50% of the headteachers stated that the teachers neither consult widely nor seek guidance where need be. This could be because of the generation gap between them and those trained under the previous curriculum. It could also be attributed to fear of being viewed as half baked or not measuring up to the standards of a properly trained teacher. More than 60% of the headteachers indicated that as they inducted the newly recruited teachers, they had to ensure that they comprehensively taught all the subjects they were assigned to teach and prepared the necessary teaching and learning materials. “It is hard for them because they claim they are competent in either Sciences or Arts and not in all subjects”. About 50% of these headteachers stated that making these teachers effectively assess the pupils in the subjects that they were teaching was a challenge. The headteachers therefore were of the view that though the teachers were fairly competent in their teaching, they needed to master all the subjects so as to teach effectively.

4.7: Perceptions of Students, Tutors, Teachers and Headteachers about How the PTE Curriculum can be improved.

In this study, the researcher also sought to find out the perceptions of students, lecturers, teachers and headteachers about how the PTE curriculum could be improved. The suggestions of these respondents could go a long way in assisting the curriculum developers to improve the PTE curriculum. This is because they could touch on different areas of this curriculum, for instance, the content, duration of training, teaching and learning resources and certification. Questionnaires were developed for the respondents in which various suggestions were outlined. The respondents had to indicate whether they viewed that as very relevant, relevant or irrelevant. The researcher then tabulated the frequencies and percentages of the suggestions.

4.7.1 Students' Suggestions about how the PTE Curriculum can be improved.

The students' suggestions about how the PTE curriculum can be improved have been indicated in table 4.7.1.

Table 4.7.1: Distribution of the Students' Suggestions about how the PTE Curriculum can be improved.

Suggestions	f	%
Reduce the content	100	23.5
Students to be allowed to take all subjects	101	23.7
Increase the duration of training	100	23.5
Subjects not taught in the primary school syllabus to be scrapped from the PTE syllabus	56	13.2
Requirements in the mid-course & PTE examinations & certificates to be reviewed	68	16
Total	425	100

Above 20% of the students expressed reducing the content, increasing the duration of training and students being allowed to take all subjects as suggestions to improve the PTE curriculum. However, less than 14% of these students suggested scrapping from the PTE syllabus those subjects not included in the primary school syllabus. This is because these subjects could have other values to these students.

“Students will be better grounded studying all the subjects in both years”.

4.7.2 Tutors’ Suggestions about how the PTE Curriculum can be improved.

The tutors’ suggestions about how the PTE curriculum can be improved included reducing the content, specialization to begin in first year and including life skills, communication skills among others. These have been tabulated in table 4.7.2.

Table 4.7.2: Distribution of the Tutors’ Suggestions about how the P.T.E. Curriculum can be improved

Suggestions	f	%
Reduce the content	25	16.9
Make it a diploma programme	80	54.1
Specialization to begin in first year	15	10.1
Include life skills, communication skills	10	6.8
Provide more T/L resources	8	5.5
Include teachers when changing or improving the curriculum	10	6.8
Total	148	100

Above 50% of the respondents suggested making the PTE curriculum a diploma programme, while less than 6% expressed provision of more teaching and learning resources as a suggestion. Having sufficient time is more crucial especially in the concurrent programme which has been criticized for not sufficiently preparing the student in either the professional or the academic aspect (Bishop, 1995).

4.7.3 Primary School Teachers' Suggestions about how the PTE Curriculum can be improved.

The teachers gave various suggestions on improving the PTE curriculum. This has been shown in the table below.

Table 4.7.3: Distribution of the Primary School Teachers' Suggestions about how the P.T.E. Curriculum can be improved

Suggestions	f	%
Include other areas like ECDE	4	15.4
Specialization of subjects to be scrapped	7	26.9
Make it a diploma programme	12	46.2
Remove punitive requirements, example, doing resits	3	11.5
Total	26	100

Approximately 50% of the teachers indicated making the PTE curriculum a diploma programme. An additional one year will provide more time to enable the content to be well taught. Slightly more than 10% of the respondents expressed removing punitive requirements like doing resits as a suggestion. However, resits are important as they enable the students to address their weak areas and thus proceed well grounded academically.

4.7.4 Headteachers' Suggestions about how the PTE Curriculum can be improved.

These have been tabulated in the table that follows.

Table 4.7.4: Distribution of the Headteachers' Suggestions about how the P.T.E. Curriculum can be improved.

Suggestions	f	%
Raise the entry requirements from C to C+	2	16.7
Increase the training period from two to three years	6	50
Include ECDE programme, life skills and communication skills	3	25
Emphasis to be on training the students and not teaching	1	8.3
Total	12	100

More than 40% of the headteachers were of the opinion that the training period should be increased from two to three years. This will enable the teacher to comprehensively assimilate the required knowledge and skills necessary for teaching. In turn, this will promote resourcefulness and enterprise in the teacher (Mbiti, 1981). Less than 10% of the respondents indicated that emphasis should be on training the students and not teaching. According to Shiundu and Omulando (1989), this is the concurrent programme of training teachers which tends to cram too much work into a short space of time denying the trainee teacher sufficient grounding in either area.

“Increasing the period of training would enable the students to master the whole content appropriately”.

4.8: Relationship between the Various Demographic Variables and the Respondents’ Perceptions about the PTE Curriculum.

In the sixth research question, the researcher sought to find out the relationship between the various demographic variables and the respondents’ perceptions about the PTE curriculum. The respondents’ perceptions are influenced by various factors. For example, the lecturers’ and headteachers’ teaching and professional experiences will make them interact with different students and teachers. The needs, interests and experiences of these students and teachers will be varied. All these will impact on the perceptions of the lecturers as well as headteachers. The students’ gender will also influence their perceptions because males and females differ in their interests. The teachers’ academic performance when they were in college will dictate how they view this curriculum, for instance, whether the subjects they studied assisted them in acquiring jobs and are guiding them to be effective teachers.

The respondents were provided with questionnaires which outlined different areas and issues directly related to the respondents. They were to respond to them using a 3-point scale which ranged from to a large extent, to some extent, not at all.

4.8.1.1 Students' Perceptions about the Appropriateness of Specific Areas of the PTE Curriculum in their training with Reference to their Gender.

These perceptions have been outlined and tabulated in table 4.8.1.1

Table 4.8.1.1: Distribution of the Students' Perceptions about the Appropriateness of the PTE Curriculum in preparing them as Primary School Teachers with Reference to their Gender.

Areas addressed by the PTE Curriculum	To a large extent		To some extent		Not at all	
	f	%	f	%	f	%
<hr/>						
Content covered in both first and second years addresses gender issues						
Males	140	32.9	68	16	45	10.6
Females	108	25.4	34	8	30	7.1
Specialization of subjects discriminates against women who are average performers in Sciences						
Males	209	49.1	61	14.2	5	1.2
Females	103	24.2	40	9.4	3	0.7
Grouping and posting of students during TP balances both gender						
Males	160	37.6	70	16.5	5	1.2
Females	132	31.1	52	12.2	4	0.9

More than 30% of the male students perceived the PTE curriculum as appropriate in training primary school teachers. This is because of the gender balance during teaching practice and the fact that the content covered in first and second years addresses gender issues. According to the Primary Teacher Education syllabus volume 1 and 2, contemporary issues are to be integrated in all subjects while teaching (K.I.E. 2004).

4.8.1.2 Students' Perceptions about the Appropriateness of the Requirements of the PTE Curriculum in their training with Reference to their Gender.

The perceptions of students about the appropriateness of the requirements of the PTE curriculum in preparing them as primary school teachers with reference to their gender have been highlighted and are shown in table 4.8.1.2. Such requirements like entry and grading have been tabulated.

Table 4.8.1.2: Distribution of the Students' Perceptions about the Appropriateness of the Requirements of the PTE Curriculum in their training with Reference to their Gender.

Areas covered by the PTE Curriculum	To a large extent		To some extent		Not at all	
	f	%	f	%	f	%
The entry requirements to P1 colleges do not address performance according to gender						
Males	158	37.2	70	16.5	18	4.2
Females	110	25.9	56	13.2	13	3.1
The 2-year training period requirements are sensitive to both male and female needs						
Males	3	0.7	70	16.5	171	40.2
Females	1	0.2	53	12.5	127	29.9
Grading of the certificate takes into consideration the future employment needs of both men and women						
Males	21	4.9	101	23.7	180	42.2
Females	16	3.7	90	21.2	99	23.3

More than 20% of the female students did not at all think that the PTE curriculum was appropriately training primary school teachers. According to them, the training requirements were not sensitive to male and female needs and grading of the certificate did not take into consideration gender parities regarding employment in the future.

4.8.2.1 Tutors’ Perceptions about the Effectiveness of the PTE Curriculum Content and Teaching Practice in Teacher Training with Reference to their Teaching Experiences.

The tutors’ perceptions about the effectiveness of the PTE curriculum content and teaching practice in training primary school teachers have been outlined. This is with regard to their teaching experiences. These perceptions are shown in table 4.8.2.1.

Table 4.8.2.1 Distribution of the Tutors’ Perceptions about the Effectiveness of the PTE Curriculum Content and Teaching Practice in Teacher Training with Reference to their Teaching Experiences.

Perceptions about the effectiveness of the PTE curriculum content and TP in training primary school teachers.	To a large extent		To some extent		Not at all	
	f	%	f	%	f	%
The curriculum scope(subjects) assist in preparing the teachers to effectively teach all subjects in primary schools						
Below 6 years	3	2.02	4	2.69	13	8.77
6-15 years	9	5.4	16	10.8	29	19.59
16-25 years	9	6.08	26	17.57	39	26.35
The teaching practice sessions effectively prepare teachers to teach in primary schools						
Below 6 years	13	8.77	9	6.08	3	2.02
6-15 years	29	19.19	18	12.14	7	4.72
16-25 years	39	26.35	29	19.19	8	5.4

More than 25% of the tutors with a teaching experience of 16-25 years indicated that to a large extent, the teaching practice sessions effectively prepare teachers to teach in primary schools. A similar percentage did not at all think that the subjects offered in primary teacher training colleges aid in preparing the teacher to effectively teach all subjects in primary schools. This is because of specialization of subjects in second year.

4.8.2.2 Tutors' Perceptions about the Effectiveness of the PTE Curriculum Examination Process in Teacher Training with Reference to their Teaching Experiences.

The tutors' perceptions about the effectiveness of the PTE curriculum examination process in training primary school teachers with reference to their teaching experiences are as indicated in table 4.8.2.2. The mid course and PTE examinations have been highlighted.

Table 4.8.2.2: Distribution of the Tutors' Perceptions about the Effectiveness of the PTE Curriculum Examination Process in Teacher Training with Reference to their Teaching Experiences.

	To a large extent		To some extent		Not at all	
	f	%	f	%	f	%
The mid-course examination should be done away with						
Below 6 years	5	3.37	7	4.72	13	8.77
6-15 years	8	5.4	12	8.10	32	21.63
16-25 years	15	10.13	17	11.49	39	26.34
The PTE examination is very appropriate for this course						
Below 6 years	15	10.13	6	4.05	3	2.02
6-15 years	36	24.32	11	7.43	6	4.05
16-25 years	41	27.70	17	11.47	13	8.79
The PTE Curriculum incorporates the co-curriculum activities thus producing all-round teachers						
Below 6 years	19	12.83	3	2.02	6	4.05
6-15 years	26	17.57	14	9.46	10	7.76
16-25 years	31	20.95	24	16.20	15	10.13

More than 25% of the tutors with a teaching experience of between 16-25 years indicated that the PTE examination is very appropriate for this course. A similar percentage did not at all think that the mid-course examination should be done away with. This examination serves as a stepping stone from first to second year and gauges the academic ability of the students (K.I.C.D. 2004).

Having taught for more than twenty years, I'm aware that administering examinations for the purpose of promoting students to the next level or even grading them is very crucial.

4.8.3.1 Primary School Teachers' Perceptions about the Adequacy of the PTE Curriculum Content in Teacher Training with Reference to their College Academic Qualifications.

The primary school teachers' perceptions about the adequacy of the PTE curriculum content in preparing them as primary school teachers have been tabulated. This is in reference to their college academic qualifications. The content in this course as well as grouping of subjects have been discussed. The perceptions are shown in the table that follows.

Table 4.8.3.1. Distribution of the Primary School Teachers' Perceptions about the Adequacy of the PTE Curriculum Content in Teacher Training with Reference to their College Academic Qualifications.

Areas covered by the PTE Curriculum	To a large extent		To some extent		Not at all	
	f	%	f	%	f	%
<hr/>						
All subjects in the PTE syllabus are relevant in training primary school teachers						
Distinction 1&2	1	3.8	2	7.7	3	11.5
Credit 3&4	3	11.5	4	15.4	4	15.4
Credit Pass 5,6 & 7	2	7.7	3	11.5	4	15.4
Grouping of subjects into Option A and B need to be scrapped						
Distinction 1&2	2	7.7	3	11.5	1	3.8
Credit 3& 4	4	15.4	3	11.5	2	7.7
Credit Pass 5,6 & 7	4	15.4	4	15.4	1	3.8
<hr/>						

More than 15% of the primary school teachers who scored credits 3-6 in college were did not at all think that all subjects were relevant in training primary school teachers. A similar percentage indicated that the grouping of subjects should be scrapped. This is to enable them effectively teach all subjects offered in primary schools.

4.8.3.2. Primary School Teachers' Perceptions about the Adequacy of the PTE Curriculum Examination Procedures in Teacher Training with Reference to their College Academic Qualifications.

The primary school teachers' perceptions about the adequacy of the PTE curriculum examination procedures in preparing them as primary school teachers with reference to their college academic qualifications have been tabulated in table 4.8.3.2.

Table 4.8.3.2 Distribution of the Primary School Teachers' Perceptions about the Adequacy of the PTE Curriculum Examination Procedures in Teacher Training with Reference to their College Academic Qualifications.

PTE Examination procedure	To a large extent		To some extent		Not at all	
	f	%	f	%	f	%
<hr/>						
Teaching Practice sessions effectively						
Prepare teachers to teach in primary schools						
Distinction 1& 2	5	19.2	2	7.7	-	-
Credit 3&4	6	23.1	6	23.1	-	-
Credit 5,6 & 7	3	11.5	4	15.4	-	-
The PTE examination is very						
Appropriate for this course						
Distinction 1& 2	2	7.7	4	15.4	1	3.8
Credit 3 & 4	6	23.1	2	7.7	3	11.5
Credit 5, 6 & 7	3	11.5	4	15.4	1	3.8

A significant percentage of primary school teachers (more than 20%), who scored credits 3 and 4 expressed the view that to a large extent, teaching practice sessions effectively prepare teachers to teach in primary schools. The summative examination (PTE) was indicated by more than 20% of the teachers as very appropriate.

I scored distinction 2 in all my examinations and I know that all examinations done in college are very relevant.

4.8.4.1 Headteachers' Perceptions(with Reference to their Professional Experience) about how the PTE Curriculum Content is Addressing the Needs of the Pupils and the Society.

The headteachers' perceptions about how the PTE curriculum content is addressing the needs of the pupils and the society have been indicated. This is in reference to their professional experience. The teaching of subjects such as Kiswahili and Physical Education(P.E.) have been discussed. The perceptions are shown in the table that follows.

Table 4.8.4.1: Distribution of the Headteachers' Perceptions (with Reference to their Professional Experience) about How the PTE Curriculum Content is Addressing the Needs of the Pupils and the of the Society.

	To a large extent		To some extent		Not at all	
	f	%	f	%	f	%
How the Curriculum is addressing the needs of the pupils and the society						
The physical well-being of the pupils is well taken care of through the teaching of Physical Education.						
1-5 years	1	8.3	2	16.7	1	8.3
6-10 years	-	-	3	25	1	8.3
11-15 years	1	8.3	1	8.3	1	8.3
16 and above	1	8.3	1	8.3	-	-
The teaching of Kiswahili enhances communication across all levels of the society and this promotes social cohesion						
1-5 years	3	25	1	8.3	1	8.3
6-10 years	1	8.3	-	8.3	-	-
11-15 years	2	16.7	1	8.3	1	8.3
16 and above	1	8.3	1	8.3	-	-

More than 25% of the headteachers with a professional experience of between one and ten years were of the opinion that to a large extent, the PTE curriculum is addressing the needs of the pupils and the society. This is in the teaching of such subjects like Physical Education and Kiswahili. Kiswahili promotes social cohesion. This is in line with one of the pillars of Vision 2030, that is, the social pillar which deals with the role that education should play in the wider society.

4.8.4.2 Headteachers' Perceptions(with Reference to their Professional Experience) about how the Integration of Contemporary Issues in the PTE Curriculum is Addressing the Needs of the Pupils and the Society.

The headteachers' perceptions about how the integration of contemporary in the PTE curriculum is addressing the needs of the pupils and the society have been tabulated. This is in reference to their professional experience. Areas discussed include guidance and counseling and contemporary issues. The perceptions are indicated in table 4.8.4.2.

Table 4.8.4.2 Distribution of the Headteachers' Perceptions(with Reference to their Professional Experience) about how the Integration of Contemporary Issues in the PTE Curriculum is Addressing the Needs of the Pupils and the Society.

Integration of contemporary issues in the curriculum	To a large extent to some extent not at all					
	f	%	f	%	f	%
Pupils' individual needs can be addressed and they can be taken through guidance and counseling by their teachers.						
1-5 years	1	8.3	3	25	-	-
6-10 years	2	16.7	2	16.7	1	8.3
11-15 years	1	8.3	1	8.3	-	-
16 and above	1	8.3	-	-	-	-
The physical well-being of the pupils Awareness about the contemporary issues will bring about positive changes in the society						
1-5 years	3	25	1	8.3	-	-
6-10 years	2	16.7	-	-	1	8.3
11-15 years	2	16.7	1	8.3	-	-
16 and above	-	-	2	16.7	-	-

Less than 10% of the headteachers with a professional experience of between 10-15 years as well those above this range felt that this curriculum was not at all addressing the needs of the pupils in primary schools. This is based on their expectations of this curriculum in addressing the goals of education as far as their long experience in interacting with other curriculums is concerned. According to Tyler(1949), one of the screens through which educational objectives should pass through is the psychology of learning which deals with our experiences as well as expectations.

Good performance in examinations and a wide experience in teaching, makes the respondents to be more objective in as far as examinations and the need to address emerging issues are concerned.

4.9: Factors Responsible for these Perceptions.

The researcher was also interested in finding out the factors that were responsible for these perceptions. This is because the respondents have different experiences and they live in varied environments. These factors had an impact on the recommendations the researcher made because all the respondents are important and the issues they raised had to be taken into consideration. Questionnaires were developed for the respondents and various factors were stated for each group. They had to respond to these factors indicating whether they were to a large extent, to some extent or not at all responsible for their perceptions about the PTE curriculum. The frequencies and percentages of these factors were then tabulated by the researcher.

4.9.1 Factors Responsible for the Students' Perceptions.

The factors responsible for the perceptions of the students included: content, availability of teaching and learning resources and performance in examinations among others. This is shown in the following table.

Table 4.9.1: Distribution of the Factors Responsible for the Students' Perceptions.

Factors responsible for these Perceptions	f	%
Content of the curriculum	156	36.7
Availability of T/L resources	57	13.4
Duration of the P1 course	100	23.5
Performance in the examinations	110	25.9
Total	425	100

The content of the curriculum at more than 35% was the factor indicated by the students as greatly contributing to their perceptions. This is because what they are required to cover within two years will determine how well they master the knowledge and skills which they will use once they begin teaching. Content also deals with its relevance. Some of the subjects included in the PTE curriculum are neither taught nor examined in the primary schools (MOE, 2002). Though these subjects may be relevant to

the student-teachers later or elsewhere, in terms of their immediate applicability they do not feature. Availability of teaching and learning resources was rated at less than 14%.

Though they assist in better comprehension of the curriculum, they are not as crucial as other factors such as the content to be covered as well as the time span set to do so.

4.9.2 Factors Responsible for the Tutors' Perceptions.

Among the factors listed as responsible for the tutors perceptions included: duration of the course, content, involvement or non-involvement of the tutors in preparing the curriculum. This is indicated in table 4.9.2.

Table 4.9.2: Distribution of the Factors Responsible for the Tutors' Perceptions.

Factors responsible for these perceptions	f	%
Duration of training the P1 students	32	21.6
Content of the curriculum	43	29.1
Availability of T/L resources	15	10.1
Involvement/non-involvement of the lecturers in preparing the curriculum	16	10.8
Performance of student-teachers in the examinations	42	28.4
Total	148	100

The content of the curriculum at almost 30% was viewed by the lecturers as contributing most to their perceptions. It will be possible to comprehensively and effectively cover the syllabus if ample time is set for this. This will in turn, to a certain extent, determine the performance of pupils in the examinations. The availability of teaching and learning resources is crucial in carrying on teaching and learning. But this will only be appropriately done if time is sufficient and the lecturers possess the expertise to do so. This can be achieved through regular inservice courses for the lecturers (Bishop, 1995). Thus its low perception, at slightly more than 10%, as a factor contributing to these perceptions. “The K.I.C.D. need to do something about the content in the PTE curriculum”.

4.9.3 Factors Responsible for the Teachers’ Perceptions.

The factors responsible for the perceptions of the primary school teachers were job acquisition, ability to teach well and remuneration among others. This is tabulated in the table that follows.

Table 4.9.3: Distribution of the Factors Responsible for the Teachers' Perceptions.

Factors responsible for these Perceptions	f	%
Job acquisition	8	30.8
Ability to teach well	5	19.2
Furthering of studies	2	7.7
Remuneration	2	7.7
Performance of pupils in the examinations	9	34.6
Total	26	100

According to the teachers, performance of pupils in the examinations at close to 35% was mostly responsible for their perceptions. This is because, excellent performance in the examinations (all other factors held constant), indicates the ability of the teacher(s) to effectively carry on teaching and learning. The better the performance, the more highly a teacher is rated especially in our Kenyan education system which is examination-oriented. In extreme cases, in private schools or the so-called academies, low or decelerating class mean score leads to the dismissal of such a teacher(s). "I need to get a job immediately after I graduate for self-reliance". Thus the factors responsible for the

respondents' perceptions dealt more with teaching and learning as well as job acquisition by the teachers.

4.9.4 Factors Responsible for the Headteachers' Perceptions.

The factors responsible for these perceptions according to the headteachers included professional experience, performance of the pupils in examinations and the competence of teachers in co-curricular activities among others. These are shown in the table below.

Table 4.9.4: Distribution of the Factors Responsible for the Headteachers' Perceptions.

Factors responsible for these Perceptions	F	%
Professional experience	3	25
Ability of teachers to teach effectively	4	33.3
Performance of pupils in examinations	2	16.7
Competence of teachers in co-curricular activities	2	16.7
Ability of teachers to deal with emerging issues	1	8.3
Total	12	100

The ability of teachers to teach effectively, at more than 30 %, was the factor indicated highest as responsible for the perceptions of headteachers about the PTE Curriculum. This is because the core goal of training teachers is to enable them to facilitate acquisition of knowledge, skills and attitudes in students that help them function effectively in their society (Shiundu and Omulando, 1989). The teachers' ability to deal with emerging issues, at less than 10%, was the factor least responsible for these perceptions. It is important for teachers to be in a position to guide pupils appropriately in dealing with contemporary issues such as HIV/AIDS, gender issues and drug and substance abuse. However, this cannot equal their ability to carry on teaching and learning.

4.10: Mean Perception Scores of Respondents with Reference to their Various Demographic Variables.

4.10.1 Mean Perception Scores of Students and Tutors with Reference to their Age and Gender.

The mean perception scores of students and tutors as far as their age and gender are concerned are as indicated in table 4.10.1.

Table 4.10.1 Mean Perception Scores of Students and Tutors

STUDENTS		
	MEAN	STD DEVIATION
AGE		
18-25 years	7.48	363
26-35 years	4.56	234
GENDER		
Male	6.72	432
Female	5.65	342
TUTORS		
Gender		
Female	3.730	215
Male	3.954	267
	MEAN	STD DEVIATION
Age		
29-40 years	4.754	243
41 years and above	5.732	354

As the mean increases, the standard deviation also increases for both age and gender. This shows that these two variables have a bearing on the perceptions of both the students and tutors.

4.10.2 Mean Perception Scores of Primary School Teachers and Headteachers with Reference to their Age, Gender and Teaching Experiences.

These have been shown in the table below.

Table 4.10.2. Mean Perception Scores of Primary School Teachers and Headteachers with Reference to their Age, Gender and Teaching Experiences.

PRIMARY SCHOOL TEACHERS		
	MEAN	STD DEVIATION
AGE		
25-30 years	3.576	246
31-35 years	3.437	236
GENDER		
Male	4.743	249
Female	3.517	216
HEADTEACHERS		
Teaching Experience		
1-5 years	62.424	1735
6-10 years	54.134	1536
11-15 years	60.124	1623
16-25 years	63.154	1743
25 years and above	53.254	1547

A rise in the mean indicates an equivalent rise in the standard deviation. However, as the age increases, both the mean and the standard deviation decrease. This shows that those teachers with advanced age and long teaching experiences tend to be conservative in their perceptions.

4.11: Tests of Hypotheses

The hypotheses in this study were tested using various tests. The hypotheses are tested at a significant level of 0.05. If the value is greater than this, we reject the hypotheses. If it is less, we do not reject.

Null Hypothesis 1

The first hypothesis stated that, there is no significant difference between mean perceptions towards PTE curriculum scores of teachers with different teaching experiences. The results are presented in the ANOVA table below. The sum of squares was 0.623 while the degrees of freedom (df) was 146. The sig. value for this hypothesis was 0.683the hypothesis. Therefore is, there no difference between experience and teaching.

Table 4.11.1: ANOVA table for null hypothesis 1

Mode		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.623	1	.623	.167	.683(a)
	Residual	544.627	146	3.730		
	Total	545.250	147			

a Predictors: (Constant), Length of time you have been teaching in a PTTC

b Dependent Variable: MEAN

Null Hypothesis Two.

It stated that there is no significant difference between mean perceptions towards PTE curriculum scores of students and teachers. This hypothesis was tested using ANOVA.

Table 4.11.2: ANOVA table for null hypothesis 2

MEAN

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	37.445	5	7.489	2.094	.070
Within Groups	507.805	142	3.576		
Total	545.250	147			

The df was 142 and the sig value was 0.070. Since this is greater than the p- value, we do not reject the null hypothesis. Therefore, there is no difference between the perceptions of students and teachers.

Null Hypothesis Three. It stated that, there is no significant difference between mean perceptions towards PTE curriculum scores of tutors with different qualifications. This hypothesis was tested using ANOVA (b).

Table 4.11.3: ANOVA table for null hypothesis 3

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	368.398	1	368.398	.479	.490(a)
	Residual	110733.274	144	768.981		
	Total	111101.671	145			

a Predictors: (Constant), Academic qualification

b Dependent Variable: MEANPERC

From the table, the df was 144 while the sig value was 0.490. This is greater than the p-value and therefore, we do not reject the null hypothesis. This means that there is no difference between qualifications and perceptions.

Null Hypothesis Four

It stated that, there is no significant difference between mean perceptions towards PTE curriculum scores of teachers of different gender. This hypothesis was tested using t-test.

Table 4.11.4: T-test for null hypothesis 4

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Upper
MEANPER C	Equal variances assumed	.263	.609	-.974	144	.332	-4.5494	4.66921	-13.77842	4.67965
	Equal variances not assumed			-.972	123.590	.333	-4.5494	4.68085	-13.81441	4.71563

From the table, the mean difference was -4.5494. The df was 144 and the sig value was 0.609. This being greater than the p-value, we do not reject the null hypothesis. This indicates that there is no difference between gender and perceptions.

Null Hypothesis Five

It stated that there is no significant difference between mean perceptions towards PTE curriculum scores of tutors and headteachers. This hypothesis was tested using t-test.

Table 4.11.5: T-test for null hypothesis 5

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
MEANPERC	27.249	145	.000	62.4247	57.8969	66.9525

From the table above, the df was 145, while the mean difference was 62.4247. The sig value was 0.000. This is less than the p-value of 0.05. Therefore, we reject the null hypothesis. This shows that there is no difference between the tutors' and headteachers' perceptions about the PTE curriculum

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the summary, conclusions and recommendations of the study. Suggestions for further research have also been highlighted.

5.2 Summary

The main aim of the study was to assess the perceptions of students, tutors, teachers and headteachers about the primary teacher education curriculum in Kenya. Literature was reviewed on the PTE curriculum and it was discovered that there was limited research on perceptions. Though a lot of studies have been done on the primary teacher education (PTE) curriculum as well as on perceptions, they did not focus on perceptions of different people, for example, headteachers, former students, about the PTE curriculum in Kenya. This limited research motivated the researcher to carry out this research in Teacher Training Colleges (both public and private) in Kenya.

The research study concentrated on perceptions about the PTE curriculum in as far as its quality in achieving the set objectives is concerned. According to Tyler (1949), educational objectives are derived from contemporary society and the educational philosophy among others.

The following research questions guided the study:

- What are the perceptions of tutors, students, teachers and headteachers about
- the objectives and content of the revised PTE curriculum?
- Which perceptions do tutors, students, teachers and headteachers have about the methods of teaching used?

- What are the perceptions of tutors, students, teachers and headteachers about the various assessments?
- What perceptions do headteachers hold about how the PTE curriculum is improving the competence of teachers in teaching?
- What are the perceptions of tutors, students, teachers and headteachers about how the PTE curriculum can be improved?
- Is there a relationship between the various demographic variables and the respondents' perceptions about the PTE curriculum?
- Which factors are responsible for these perceptions?

The first null hypothesis stated that there is no significant difference between mean perceptions towards PTE curriculum scores of teachers with different teaching experiences. The second null hypothesis stated that there's no significant difference between mean perceptions towards PTE curriculum scores of students and teachers. The third null hypothesis stated that there's no significant difference between mean perceptions towards PTE curriculum scores of lecturers with different qualifications. The fourth null hypothesis stated that there's no significant difference between mean perceptions towards PTE curriculum scores of students and teachers. The fifth null hypothesis stated that there's no significant difference between mean perceptions towards PTE curriculum scores of tutors and headteachers

From the study, it was found out that the needs to develop professionalism and communicate effectively are very important attributes to a teacher. The subject considered very relevant in both first and second year was Education. Others were Languages, the Sciences and Information Communication and Technology. As far as the

methods of teaching were concerned, discussion was indicated as the method always used and the most relevant. It encourages participation and thus effective comprehension of the issues. In the assessment methods, the PTE examination and the third session of teaching practice were viewed as very relevant. They come at the end of training. Thus good performance is crucial as the graduates are ushered into the job world. It was established that, the PTE curriculum is improving the competence of teachers in effective use of teaching and learning resources, preparing professional documents and comprehensively examining pupils. There were various suggestions given on how the PTE curriculum can be improved, for instance, reducing the content, increasing the duration of training and providing more teaching and learning resources. Gender issues were raised in as far as the PTE curriculum was concerned. Whereas the male students expressed the views that gender issues were well addressed, this was not the case with female students. According to them, their needs had been ignored in areas such as performance and grading of the certificates.

Some of the content in the PTE curriculum was not relevant and there is need to restructure the whole content especially in second year. Both individual pupils' and societal needs have been addressed by the PTE curriculum because of integration of contemporary issues which are a major challenge in our society. The various factors highlighted as being responsible for these perceptions included: availability of teaching and learning resources, content of the curriculum, duration of the training as well as performance in both formative and summative examinations.

5.3 Conclusions

From the findings of the study, the researcher concluded that in designing the PTE curriculum, the contemporary society and the Educational Philosophy of the country (which is derived from the national goals of education) were greatly considered. Others were the Millenium Development Goals (MDGs) as well as Vision 2030.

1. Perceptions of people are very important. It is from their views and opinions that the necessary changes, adjustments as well as additions can be made to a programme. This will in turn guide it towards addressing various issues which could be personal or social. In this study the perceptions of people were caused and influenced by various factors. Example, objectives of the PTE curriculum. In formulating these objectives the K.I.E. greatly took into consideration the professional competence of the teacher, individual as well as societal needs as well as the contemporary issues. This is the reason why all the respondents regarded the objectives dealing with these areas as very relevant as far as the PTE curriculum is concerned.
2. The content that is included in any education or training programme should be relevant both to the needs of the individual (now and in future) as well as the society. This is because the learners come from that society and will go back to it upon completion of their education or training. For this reason, all the respondents stated as very relevant the subjects which are both taught and examined in primary schools (MOE, 1999). This is because the students need to acquire knowledge and skills which they will put into gainful use in their lives. Other subjects like Education and I.C.T. were also viewed as very relevant. Education provides an academic base for

the teachers to competently teach. Information Communication and Technology (I.C.T.) will guide the teachers towards individual development and self-fulfillment.

3. The teaching and learning strategies play a great role in the delivery of content in any curriculum. Effective use of these strategies will promote and enhance learning as well as the achievements of the set objectives (other factors held constant). Although some of the strategies are appropriate for specific levels of learning, others cut across all levels. Example, discussion and group work. The above two methods promote interaction either amongst the students themselves or together with the teacher. There is an exchange of ideas, initiative on the part of each individual as all make their contributions. All these promote effective learning.
4. In Primary Teacher Training Colleges (PTTCs) there are various methods of assessment which are applied. This is due to the fact that there is both academic learning and professional training and students have to be assessed in both areas. The purpose of assessment is to gauge whether learning is progressing on well. It can also be used to promote learners from one level of learning to another, example, from first to second year in PTTCs. Examinations can be used as a preparation for a major national examination and also to grade students, example, the P.T.E examination. In PTTCs, teaching practice is a major activity. This is the reason why right from first year, students are involved in it so that they can familiarize themselves with the profession they are training in. They sharpen their skills as they progress and upon graduation it is expected that they can competently teach and manage the pupils.
5. Different demographic variables were analyzed and how they relate to the respondents' perceptions about the PTE curriculum. One of these variables was

gender. It emerged that though this curriculum has addressed the gender issue to a great extent, there were gaps in certain areas. Example, the entry requirements, specialization of subjects as well as the grading of the final certificates.

6. Another variable that was addressed was the professional experience. It emerged that the content in the syllabus is too wide and the duration of training short. The subjects included in this curriculum did not adequately prepare teachers to teach in primary schools and specialization of subjects was limiting the teachers' capability to effectively teach all subjects in primary schools. When there is too much content to be covered within a short time, there is haphazard teaching. Tutors will rush to complete the syllabus and this coupled with specialization of subjects will produce half-baked teachers.
7. The college academic qualification of the teachers was also analyzed. The majority of these teachers indicated that in colleges the content was not adequately covered within the two years, not all subjects were relevant in training primary school teachers and it was necessary to eliminate the grouping of subjects into options A and B. These are some of the factors that could have contributed to their poor performance as some of them join PTTCs with high qualifications, example, B- or B grades.
8. The role of a headteacher or of any administrator in a learning institution is to guide as well as supervise those working under him/her. In primary schools, the responsibility of the headteacher is to ensure that effective teaching and learning is taking place (amongst other duties). Some of the headteachers have been in administrative positions for a long time and consequently have supervised many teachers. They can competently analyze the capability of teachers as per their period

of training and under what programme. Some of the opinions expressed by the headteachers regarding the teachers who have been trained under the revised PTE curriculum were: to a certain extent, these teachers can prepare professional documents, teaching and learning resources as well as their lessons. More than half (50 %) of these headteachers indicated that these teachers did not at all consult or seek guidance in areas where they experience challenges. This suggests a gap in their training which needs to be addressed or filled up.

9. In order to improve any programme, it is important to analyze it critically, look at its merits and demerits and then maintain the merits and work on improving the demerits. Majority of the respondents gave the following suggestions as ways to improve the PTE curriculum; extending the duration of training by one year, scrapping those subjects which are non-examinable in primary schools, having more practical training rather than teaching in PTTC, incorporating ECDE in PTE and training students in various skills so as to be in a position to deal with different issues as well as people in their lives.

5.4 Recommendations

Based on the findings and the conclusions of this study, the following recommendations were made:

- 1 The Kenya Institute of Education (K.I.E.) in formulating the objectives of any educational programme needs to consult widely and involve as many stakeholders as possible. This includes the private sector as well as the wider society. In this, all will be

informed about what goes on in PTTCs and can make their contributions to assist in the achievement of all the set objectives.

2. The Kenya Institute of Education should ensure that the content offered in PTTCs is appropriate for that level and of a slightly higher level than that offered in primary and secondary schools. This will avoid unnecessary duplication. At the same time, there is need to harmonize the Ministry of Education policies at various levels of learning so that there are no conflicts. When students in PTTCs specialize in certain subjects, this need to be in tandem with the kind of subjects which the teachers in primary schools are required to teach. This will avoid a situation where upon graduation, teachers are mixed up because they can teach some subjects effectively and not others.

3. It is the responsibility of the Ministry of Education (MOE) through its various agencies to organize in service courses and workshops. During such forums, the teachers will be updated on the various teaching and learning strategies as well as what skills they need to incorporate in those methods. This is especially important in this era of Information Technology. Example, how computers can be used to improve the lecture method, group work, or even discussion. Lecturers can be guided on how to incorporate the project method in their teaching.

4. The Kenya National Examinations Council (KNEC) may consider incorporating formative evaluation marks in the final PTE examination. This will encourage hard work throughout the course as well as internalizing of ideas. It will eliminate the trend where students wait until when the final examination is just around the corner and they start cramming the content. This is reproduced during the examination and forgotten immediately. Thus no learning actually takes place. In addition to this, the marks from

the Teaching Practice (TP) sessions should also be added up with the final mark. This will reflect the overall capability of the teacher, academically and professionally.

5. In order for a training programme to be gauged positively and validly, the quality of its graduates should be of a higher level compared with others trained earlier on probably under a different programme. They should also possess knowledge and skills which are in tandem with change in the society. For example, Information Technology and gender matters. With knowledge on such issues, the teacher will be in a position to enlighten their pupils for positive change in the society.

6. It is very important for the K.I.C.D. and other relevant bodies and institutions to seriously consider the content included in the PTE curriculum and the way it is structured. Crucial to this is the aspect of specialization which can be made more relevant to both the teachers and the pupils that they teach upon qualifying as teachers.

7. There is need for the Ministry of Education to revise all areas of the revised PTE curriculum so as to eliminate gender disparities. This will ensure that the needs of both genders are addressed. The teachers who graduate from PTTCs should be absorbed into the primary schools smoothly without any misgivings being expressed about them. They should also not be limited in performing their duties.

8. The subjects that are offered in PTTCs is an issue that the Ministry of Education should address. Those subjects that are irrelevant to the students in terms of what they will do after graduation need to be removed from the syllabus. This will make the remaining subjects manageable. Coupled with this is the issue of the content in those subjects. The irrelevant content should be done away with so that whatever is relevant is adequately covered.

9. Perceptions of people arise out of experiences. This is what brings forth their views, opinions and suggestions. Our Kenyan education system is examination oriented. Therefore, what is crucial to everyone in any curriculum is good performance in examinations. This is greatly influenced by other factors like content, availability of teaching and learning resources and availability of qualified and competent teachers. All these should be carefully taken into consideration by the curriculum developers as well as other stakeholders. Thus all teachers should be fully trained and qualified so that everybody in the society will have total confidence in them. A teacher who cannot even interpret the syllabus is really limited intellectually because even teaching will be a problem.

As the Ministry of Education and the Kenya Institute of Education work on improving the PTE curriculum, the content to be covered should be manageable within that duration of training. An addition of one year should not necessarily mean an addition of more content. This is unless some of the present content is excluded from the curriculum. Incorporating ECDE in PTE is important so that all the teachers can handle all pupils even those in lower primary. Such areas like life skills, communication skills may be considered important to be included in the curriculum. This is because of the life's challenges in the current world we are living in.

5.5 Recommendations for further research

Research can be done in the following areas:

- To establish the perceptions of the Kenya Institute of Education staff (Teacher Education Department) and Quality Assurance and Standards Officers about the PTE curriculum.
- To investigate why some trained primary school teachers still perform poorly in teaching as indicated in the findings.
- To find out the differences (if any) between the content offered in primary and secondary schools and that offered in PTTCs. This is in terms of quality and quantity.

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APPENDIX I
QUESTIONNAIRE FOR TUTORS

Dear Respondents,

My name is Eunice Maina, a student from the Catholic University of Eastern Africa. I am conducting a study entitled “Assessment of the perceptions of students, tutors, teachers and headteachers about the primary teacher education curriculum in Kenya.”

This is in partial fulfillment of the requirement for the award of the Degree of Doctor of Philosophy in Education.

SECTION ‘A’ DEMOGRAPHIC DATA

Tick against the correct choice.

1. Gender?

Male () Female ()

2. Academic Qualification?

Diploma in Education ()

Undergraduate Degree in Education ()

Masters in Education ()

Any other, specify _____

3. What is your age bracket?

29-34 () 35-40 () 41-50 ()

51 and above ()

4. Professional qualification.

Assistant Tutor ()

Tutor ()

Senior Tutor ()

Senior Principal Tutor ()

5. Type of college where you teach?

Public () Private ()

6. How long have you been teaching in a PTTC? _____

SECTION B

7. What are your views about the following objectives of the revised PTE curriculum. Indicate by ticking against the number corresponding to your responses. The responses are as follows; 3, Very Relevant 2, Relevant 1, Irrelevant

VR R IRR

Objectives	3	2	1
To develop the theoretical and practical knowledge about the teaching profession so that the teachers' attitudes and beliefs can be turned towards professional commitment and competence			
To develop in the teacher the ability to communicate effectively			
To create a national consciousness for educational excellence in every teacher			
To provide opportunities to develop special interests and skills and to promote initiative on the part of the teacher			
To develop in the teacher the ability to adapt to change or new situation			
To promote national unity, national development and social equality			
To develop in every teacher awareness and appreciation of the role of technology in national development			
To develop in the teacher an awareness and appreciation for good health and environmental conservation			

8. Give your opinions about the content of the revised PTE curriculum by ticking against the number corresponding to your response. The responses are as follows:

3, Very Relevant 2, Relevant 1, Irrelevant

VR	R	IRR
3	2	1

Subjects studied in first year

Mathematics

English

Kiswahili

Integrated Science

Religious Education

Social Studies

Education

Creative Arts

Physical Education

I.C.T.

Subjects studied in second year

Compulsory subjects

Education

English

VR	R	IRR
3	2	1

Kiswahili

Physical Education

I.C.T.

Option A

Science

Home Science

Agriculture

Mathematics

Option B

Music

Art & Craft

Social Studies

Religious Education

9. State your views about the use of the following teaching and learning strategies by the lecturers. The responses are as follows: 3, Always 2, Often 1, Rarely

Always	Often	Rarely
3	2	1

Teaching and learning strategies

Lecture

Groupwork

Projects

Peer teaching

Micro teaching

Discussion

10. What are your opinions about the methods of assessment stated below which are applied in PTTCs? The responses are as follows: 3, Very relevant 2, Relevant 1, Irrelevant

VR	R	IRR
3	2	1

Methods of assessment

Continous Assessment Tests (C.A.T.s)

Mid-course examination

Primary Teacher Education (P.T.E.) examination

Teaching Practice

Session 1

Session 2

Session 3

11. With reference to your professional (teaching) experience, what are your thoughts about the various areas of the PTE curriculum as far as training primary school teachers is concerned? The responses are as follows: 3, To a large extent 2, To some extent 1, Not at all

To a large extent	To some extent	Not at all
3	2	1

Areas covered by the PTE curriculum

The PTE syllabus is appropriate for training primary school teachers

The content in the syllabus is adequately covered within two years

The curriculum scope (subjects) assist in preparing the teachers to effectively teach all subjects in primary schools

The Teaching Practice sessions effectively prepare teachers to teach in primary schools

Non-examinable subjects in primary schools need to be removed from the PTE curriculum

The mid-course examination should be done away with

The PTE examination is very appropriate for this course

The PTE curriculum incorporates the co-curriculum activities thus producing all-round teachers

SECTION C

12. In the revised PTE curriculum, various issues have been addressed. Example, harmonization of subjects, integration of contemporary issues. How has this improved the training of primary school teachers?

13. What motivates you to keep putting effort in your work despite various challenges, both internal (example, discouraging examination results) and external, for instance, remuneration, promotion issues?

14. What factors are responsible for your perceptions about the PTE curriculum?

15. What are your suggestions about the strategies that could be used to improve the PTE curriculum?

Thank you for your co-operation

APPENDIX II
QUESTIONNAIRE FOR STUDENTS

Dear Respondents,

My name is Eunice Maina, a student from the Catholic University of Eastern Africa. I am conducting a study entitled “Assessment of the perceptions of students, tutors, teachers and headteachers about the primary teacher education curriculum in Kenya.”

This is in partial fulfillment of the requirement for the award of the Degree of Doctor of Philosophy in Education.

SECTION ‘A’ DEMOGRAPHIC DATA

Tick against the correct choice.

1. Gender?

Male () Female ()

2. Which age bracket do you belong to?

18-25 years ()

26 – 35 years ()

36 – 40 years ()

3. KCSE qualification?

B plain and above ()

B minus ()

C plus ()

C plain ()

4. Indicate your career choices at form 4 in order of preference.

Teaching ()

Medicine ()

Law ()

Engineering ()

Sociology ()

Any other, specify _____

SECTION B

5. State your opinions regarding the following objectives of the revised PTE curriculum by ticking against the number corresponding to your responses. The responses are as follows: 3, Very relevant 2, Relevant 1, Irrelevant

Very relevant	Relevant	Irrelevant
3	2	1

Objectives

To develop the theoretical and practical knowledge about the teaching profession so that the teachers' attitudes and abilities can be turned towards professional commitment and competence.

To develop in the teacher the ability to communicate effectively

To create a national consciousness for educational excellence in every teacher

To provide opportunities to develop special interests and skills and to promote initiative on the part of the teacher

VR	R	IRR
3	2	1

To develop in the teacher the ability to adapt to change or new situation

To promote national unity, national development and social equality

To develop in every teacher awareness and appreciation of the role of technology in national development

To develop in the teacher an awareness and appreciation for good health and environmental conservation

7. Indicate your views about the content of the revised PTE curriculum by ticking against the number corresponding to your responses. The responses are as follows: 3, Very relevant 2, Relevant 1, Irrelevant

VR	R	IRR
3	2	1

Subjects studied in first year

Mathematics

English

Kiswahili

Integrated Science

Religious Education

Social Studies

Education

VR	R	IRR
3	2	1

Creative Arts

Physical Education

I.C.T.

Subjects studied in second year

Compulsory subjects

Education

English

Kiswahili

Physical Education

I.C.T.

Option A

Science

Home Science

Agriculture

Mathematics

Option B

Music

Art & Craft

Social Studies

Religious Education

8. What are your views about the use of the following teaching and learning methods by the tutors? The responses are as follows: 3, Always 2, Often 1, rarely

Always	Often	Rarely
3	2	1

Teaching and learning methods

Lecture

Group work

Discussion

Peer teaching

Projects

Micro-teaching

9. What do you think about the following methods of assessment applied in PTTCs? The responses are as follows: 3, Very relevant 2, Relevant 1, Irrelevant

VR	R	IRR
3	2	1

Methods of assessment

Continuous Assessment Tests (C.A.T.s)

Mid-course examination

Mock examination

Primary Teacher Education(P.T.E.) examination

Teaching Practice

Session 1

Session 2

Session 3

10. With reference to your gender, what are your opinions about the PTE curriculum as far as preparing you as a primary school teacher is concerned? The responses are as follows: 3, To a large extent 2, To some extent 1, Not at all

To a large extent	To some extent	Not at all
3	2	1

Perceptions related to gender

The content covered in both first and second years addresses gender issues

Specialization of subjects discriminates against women who are average performers in Sciences

Grouping and posting of students during Teaching Practice balances both gender

The entry requirements to P1 colleges do not address performance according to gender

The 2-year training period requirements are sensitive to both male and female individual needs

Grading of the certificate takes into consideration the future employment needs of both men and women

SECTION C

10. In your opinion, does the PTE curriculum prepare you effectively as a teacher and as a member of your society? Explain

13. Do you feel adequately prepared both academically and professionally in both first and second years? _____

Explain _____

14. Sometimes examinations results are discouraging despite working hard. What makes you to keep working hard?

15. What factors are responsible for your perceptions?

16. Give your suggestions about how the PTE curriculum can be improved.

Thank you for your co-operation.

APPENDIX III

QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

Dear Respondents,

My name is Eunice Maina, a student from the Catholic University of Eastern Africa. I am conducting a study entitled “Assessment of the perceptions of students, tutors, teachers and headteachers about the primary teacher education curriculum in Kenya.”

This is in partial fulfillment of the requirement for the award of the Degree of Doctor of Philosophy in Education.

SECTION ‘A’ DEMOGRAPHIC DATA

Tick against the correct choice.

1. Gender?

Male () Female ()

2. Age bracket?

25 – 30 () 31 – 35 ()

36 – 40 () 41 – 50 ()

Above 51 ()

3. College academic qualification?

Distinction ()

Credit Pass ()

Pass ()

Fail ()

4. Professional Qualifications?

Certificate in Education ()

Diploma in Education ()

Bachelor of Education ()

Masters in Education ()

5. Category of school where you teach?

Public () Private ()

SECTION B

6. Indicate your views about the objectives of the revised PTE curriculum by ticking against the number corresponding to your responses. The responses are as follows:

3, Very Relevant 2, Relevant 1, Irrelevant

VR	R	IRR
3	2	1

Objectives

To develop the theoretical and practical knowledge about the teaching profession so that the teachers' attitudes and abilities can be turned towards professional commitment and competence

To develop in the teacher the ability to communicate effectively

To create a national consciousness for educational excellence in every teacher

To provide opportunities to develop special interests and skills and to promote initiative on the part of the teacher

To develop in the teacher the ability to adapt to change or new situation

To promote national unity, national development and social equality

To develop in every teacher awareness and appreciation of the role of technology in national development

To develop in the teacher an awareness and appreciation for good health and environmental protection

7. State your opinions about the content of the revised PTE curriculum by ticking against the number corresponding to your responses. The responses are as follows: 3, Very relevant 2, Relevant 1, Irrelevant

VR	R	IRR
3	2	1

Subjects studied in first year

Mathematics

English

Kiswahili

Integrated Science

Religious Education

Social Studies

Education

Creative Arts

Physical Education

I.C.T.

Subjects studied in second year

Compulsory subjects

Education

English

Kiswahili

Physical Education

I.C.T.

VR	R	IRR
3	2	1

Option A

Science

Home Science

Agriculture

Mathematics

Option B

Music

Art & Craft

Social Studies

Religious Education

8. What are your perceptions about the use of the following teaching and learning methods by the tutors? The responses are as follows: 3, Always 2, Often 1, Rarely

Always	Often	Rarely
3	2	1

Teaching and learning methods

Lecture

Discussion

Projects

Groupwork

Peer teaching

Micro-teaching

9. Indicate your thoughts about the following methods of assessment applied in PTTCs.

The responses are as follows: 3, Very relevant 2, Relevant 1, Irrelevant

VR	R	IRR
3	2	1

Methods of assessment

Continous Assessment Tests(C.A.Ts)

Mid-course examination

Mock examination

Primary Teachers Education(PTE) examination

Teaching Practice

Session 1

Session 2

Session 3

10. With reference to your college academic qualification, give your opinions about the various areas of the PTE curriculum in preparing you as a primary school teacher. The responses are as follows: 3, To a large extent 2, To some extent 1, Not at all

To a large extent	To some extent	Not at all
3	2	1

Areas covered by the PTE curriculum

The PTE syllabus content is adequately covered in 2 years

All subjects in the PTE syllabus are relevant in training primary school teachers

Grouping of subjects into option A and B need to be scrapped

Non-examinable subjects in primary schools need to be removed from the syllabus

The PTE curriculum trains all-round teachers

SECTION C

10. In your opinion, did the PTE curriculum effectively prepare you (both academically and professionally) as a primary school teacher?

Explain _____

13. Sometimes pupils perform poorly in their examinations despite working hard and the teaching profession poses some challenges (e.g. remuneration, promotion issues). What motivates you to keep working hard despite such challenges?

14. What factors are responsible for your perceptions?

15. Indicate your suggestions about how the PTE curriculum can be improved. _____

Thank you for your cooperation.

APPENDIX IV

QUESTIONNAIRE FOR HEADTEACHERS

Dear Respondents,

My name is Eunice Maina, a student from the Catholic University of Eastern Africa. I am conducting a study entitled “Assessment of the perceptions of students, tutors, teachers and headteachers about the primary teacher education curriculum in Kenya.”

This is in partial fulfillment of the requirement for the award of the Degree of Doctor of Philosophy in Education.

SECTION ‘A’ DEMOGRAPHIC DATA

Tick against the correct choice.

1. Gender?

Male ()

Female ()

2. Age bracket?

Below 25 years ()

25 – 35 years ()

36 – 46 years ()

47 and above ()

3. How long have you been working as a headteacher?

1-5 years ()

6-10 years ()

10 – 15 years ()

16 - 20 years ()

4. What are your academic qualifications?

Primary 1(P1) ()

Diploma ()

Bachelor of Education ()

Masters in Education ()

SECTION B

5. What are your views about the following objectives of the revised PTE curriculum?

Tick against the number corresponding to your responses. The responses are as follows:

3, Very relevant 2, Relevant 1, Irrelevant

VR	R	IRR
3	2	1

Objectives

To develop the theoretical and practical knowledge about the teaching profession so that the teachers' attitudes and abilities can be turned towards the professional commitment and competence

To develop in the teacher the ability to communicate effectively

To create a national consciousness for educational excellence in every teacher

VR	R	IRR
-----------	----------	------------

3 2 1

To provide opportunities to develop special interests and skills and to promote initiative on the part of the teacher

To develop in the teacher the ability to adapt to change or new situation

To promote national unity, national development and social equality

To develop in the teacher an awareness and appreciation for good health and environmental conservation

6. State your opinions about the content of the revised PTE curriculum by ticking against the number which corresponds to your responses. The responses are as follows: 3, Very relevant 2, Relevant 1, Irrelevant

VR	R	IRR
3	2	1

Subjects studied in first year

Mathematics

English

Kiswahili

Integrated Science

Religious Education

Social Studies

VR	R	IRR
3	2	1

Education

Creative Arts

Physical Education

I.C.T.

Subjects studied in second year

Compulsory subjects

Education

English

Kiswahili

Physical Education

I.C.T.

Option A

Science

Home Science

Agriculture

Mathematics

Option B

Music

Art & Craft

Social Studies

Religious Education

7. How do you view the various teaching and learning methods used by the tutors? The responses are as follows: 3, Very relevant 2, Relevant 1, Irrelevant

VR	R	IRR
3	2	1

Teaching and learning methods

Lecture

Group work

Discussion

Peer teaching

Projects

Micro-teaching

8. What are your thoughts about the following assessment methods applied in PTTCs?

The responses are as follows: 3, Very relevant 2, Relevant 1, Irrelevant

VR	R	IRR
3	2	1

Assessment methods

Continuous Assessment Tests(C.A.T.s)

Mid-course examination

Mock examination

Primary Teacher Education(P.T.E.) examination

Teaching Practice

Session 1

Session 2

Session 3

9. What are your opinions about how the PTE curriculum is improving the competence of teachers in teaching? The responses are as follows: 3, To a large extent 2, To some extent 1, Not at all

To a large extent	To some extent	Not at all
3	2	1

How the PTE curriculum is improving the competence of teachers

Teachers can competently teach all subjects

They address the individual needs of pupils

They prepare professional documents adequately

They comprehensively examine pupils

They prepare appropriate Teaching/Learning resources

They prepare adequately for their lessons e.g. through doing thorough research

Teachers consult widely and seek guidance where necessary

10. With reference to your professional experience, what are your views about how the PTE curriculum is addressing the needs of the pupils as well as those of the society? The responses are as follows: 3, To a very large extent 2, To some extent 1, Not at all

VR	R	IRR
3	2	1

How the PTE curriculum is addressing the needs of the pupils and the society

Integration of subjects has reduced the number of subjects to be studied, thus pupils have a manageable load

Harmonizing the primary and secondary school curriculums enables the pupils to have a solid foundation for the next level of learning

Pupils' individual needs can be addressed and they can be taken through guidance and counseling by their teachers

The physical development of the pupils is well-taken care of through the teaching of Physical Education

Contemporary issues have been addressed, thus pupils are enlightened about them

Awareness about the contemporary issues brings about positive changes in the society

The teaching of Kiswahili enhances communication across all levels of the society and promotes social cohesion

SECTION C

11. What challenges do you face as you induct the newly recruited teachers into the schools? _____

12. How do you deal with these challenges?

13. Indicate the factors that are responsible for your perceptions.

14. Suggest ways of improving the PTE curriculum

Thank you for your co-operation.

APPENDIX V

INTERVIEW GUIDE FOR HEADTEACHERS OF PRIMARY SCHOOLS

This interview seeks your opinions about the primary teacher education curriculum

1. How long have you been a headteacher in this school?
2. In your opinion are the teachers who have joined your school since the year 2006 competent in interpreting the primary school syllabus? Explain.
3. How well do they master and deliver the content?
4. Are there any problems experienced by these teachers regarding the subjects they are required to teach?
5. How would you describe the professional capability of teachers trained since the year 2006 in PTTCs as compared to others trained earlier on?
6. What other challenges do these teachers face?

Thank you for your cooperation.

APPENDIX VI

LIST OF PUBLIC AND PRIVATE PRIMARY TEACHER TRAINING COLLEGES IN KENYA 2012

EREGI TTC
KAMWENJA TTC
MERU TTC
MURANG'A TTC
KAIMOSI TTC
DAVIS TTC
MOI BARINGO TTC
KIRINYAGA TTC
SHANZU TTC
KILIMAMBOGO TTC
KIGARI TTC
BONDO TTC
ASUMBI TTC
TAMBACH TTC
MATONGO TTC
MACHAKOS
EGOJI TTC
KERICHO TTC
MOSORIOT TTC
GARISSA TTC
MIGORI TTC
THOGOTO TTC
ST AUGUSTINE'S ISHIARA TTC
HERMATTON TTC
NYANZA ELITE TTC
PRESBYTERIAN TTC RUBATE
MAASAI TTC
KAMAGAMBO TTC

NYANZA CHRISTIAN TTC
THE MARY IMMACULATE TTC
NABONGO TTC
CHEBWAI TTC
NEW ALLIANCE TTC
ST JOSEPH'S KISUMU TTC
ST PAUL'S NYABURURU TTC
TRANS NZOIA TTC
CHEPKOELEL TTC
UASIN GISHU TTC
EASTERN KENYA ITTC
SOUTH WESTERN TTC
MUTOMO TTC
BUSIA TTC
ST THOMAS AQUINAS TTC
WANKAN TTC
NYANCHWA TTC
PAMUS TTC
WESTERN TTC
ISLAMIC TTC
CHELE TTC
MSOMI TTC
INTERNATIONAL TTC
CAROL TTC
ST MARY'S BURA TTC
IKSDP NYANDIWA TTC
BOMET TTC
VIHIGA TTC
MESHARD TTC
D C KINGS GLORY TTC
ANGELIC TTC
DEANS TTC
MBALAKO TTC
NAKURU TTC
ST AQUINAS MBALE TTC

EMUHAYA TTC
BARATON TTC
GOOD SAMARITAN TTC
RACHUONYO TTC
WEST KENYA COLLEGE
ST MAGDALINE TTC
SHIMA TTC
ST JOSEPH'S VIHIGA TTC
NAROK TTC
KIPSIGIS TTC
MWECHA TTC
NAMBALE TTC
AFRICA INTERNATIONAL TTC
BUNGOMA TTC
SUNRISE TTC
NEEMA TTC
ELDOROT INTERGRATED TTC
OTHAYA TTC
UNIVERSAL TTC
RIFT VALLEY TTC
PALISHO TTC
KAKAMEGA TTC
TESO TTC
BUNGOMA TTC
BOMET AFRITECH TTC

APPENDIX VII
LIST OF SAMPLED PUBLIC AND PRIVATE TTCs AND
THE COUNTIES THEY ARE LOCATED IN.

<u>T. T. C.</u>	<u>COUNTY</u>
ANGELIC TTC	NYERI
EASTERN KENYA TTC	MACHAKOS
EGOJI TTC	MERU
GOOD SAMARITAN TTC	NYERI
GREAT VISION TTC	KABARNET
KAMWENJA TTC	NYERI
KERICHO TTC	KERICHO
KIGARI TTC	EMBU
KILIMAMBOGO TTC	THIKA
MACHAKOS TTC	MACHAKOS
MOSORIOT TTC	UASIN GISHU
MURANG'A TTC	MURANG'A
PAMUS TTC	UASIN GISHU
PRESBYTERIAN TTC	MERU
SOUTH WESTERN TTC	KERICHO

ST AUGUSTINE'S TTC

ST JOHN'S TTC

TAMBACH TTC

EMBU

THIKA

KABARNET

APPENDIX VIII

LIST OF SAMPLED PRIMARY SCHOOLS AND THE COUNTIES THEY ARE LOCATED IN.

<u>PRIMAY SCHOOL</u>	<u>COUNTY</u>
A.C.K. KERICHO ACADEMY	KERICHO
BLESSED ACADEMY	MACHAKOS
DON BOSCO PRIMARY SCHOOL	MURANG'A
GREAT BRAINS ACADEMY	MERU
KABARNET PRIMARY SCHOOL	KABARNET
LEARN AND SHINE SCHOOL	EMBU
MACHAKOS ACADEMY	MACHAKOS
MOSORIOT ACADEMY	UASIN GISHU
NEW ACACIA ACADEMY	KERICHO
NYERI TOWNSHIP PRIMARY SCHOOL	NYERI
PRECIOUS ACADEMY	THIKA
TOPMARK ACADEMY	NYERI
RUBATE ACADEMY	MERU

APPENDIX IX

A Population and Sample size matrix

Target Group	Population Size	Sampling Procedures	Sample size
Students in public and private TTCs	36,870	-Simple random sampling Stratified sampling	425
Primary school teachers	450	Purposive sampling	26
Tutors	3570	Simple random -Stratified	26
Headteachers	3870	Purposive sampling	12