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Article in *International Journal of Scientific and Research Publications (IJSRP)* · May 2018

DOI: 10.29322/IJSRP.8.5.2018.p7730

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Teacher Educators' and Student Teachers' Attitude towards Teacher Education Programmes in Universities: A Case of Selected Private and Public Universities in Kenya

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DOI: 10.29322/IJSRP.8.5.2018.p7730
<http://dx.doi.org/10.29322/IJSRP.8.5.2018.p7730>

Abstract- Attitudes vary at different times of one's life and are usually determined by several factors such as work environment, job satisfaction and status of the profession. Both student-teachers' and teacher-educators' attitudes may affect the quality of teacher preparation program and finally quality of the teacher either positively or negatively. This paper is a focus on the attitude of teacher educators and student teachers towards teacher education programmes in universities. The study adopted a descriptive survey design. The study sample consisted of Bachelor of Education fourth year students drawn from three Public universities and three Private universities, Teacher Educators and Heads of Departments from the faculty of Education. Stratified random sampling was used to select the universities, student-teachers and Teacher Educators. Data was collected using questionnaires, interview schedules, observation checklists and documents analysis. Data was analyzed using descriptive statistics. The study found that a large percentage of the respondents portrayed a negative attitude of teacher education programmes. This may be to the fact that most student teachers and teacher educators enrolled in these programmes, do not have teaching as their professional interest thus join by circumstance. The study recommends the need to conduct screening of individuals before admission in teacher education programmes so as to ensure that only those who are interested and committed to teaching as a profession are enrolled. **Keywords:** Attitude, Teacher Education Programmes, Enrollment, Teacher Educators, Student Teachers, Public University, Private University.

Index Terms- Educators, Attitudes, Programmes

I. INTRODUCTION

Studies have shown that attitudes to some extent influence work performance and commitment to tasks. Hacieminoglu, (2016) for instance observed that students who hold favorable attitudes towards science instruction had better achievement. Smith (1971) further emphasizes the importance of positive teacher attitude and its implication on student outcome. He observes that teacher attitude influences his behavior in the classroom.

Student-teachers' commitment to the teaching profession play an important role in determining their learning. Some of the entrants into Teacher Education institution are students who chose teaching as a second, third and fourth choice occupation or did not choose at all. Sitima (1995) observed that some students ended up pursuing Bachelor of education Degree program as a last resort having missed admission to their preferred courses. JAB 1993/94, (report) indicate that 34.4% students admitted to education program had not selected the program as their first choice. This is corroborated by Avosen in Leavit (1992) whose findings indicates that for most students of education, education program was their last resort, this research was done at Lagos University. Kafu (2011) revealed that 50% from a sample of one thousand students in Kenya of education sought admission into the faculty because they had been rejected by their preferred faculties, while 36% did not want to go into teaching after the completion of their program. Further, Task Force report (2012) findings indicate that most teacher trainees do not have teaching as a first career choice at all levels of teacher training and that teacher training institutions admit students with low grades as opposed to other disciplines.

It is evident that there are students in Teacher Education whose interest is elsewhere. Kafu (1996) in his study confirms this when only one out of the 748 students had wanted to be teachers. This is consistent with Okumbe (1998) and Okioma (2010) who observe that a good proportion of teachers enter the teaching profession with low morale. Therefore, this group of students requires special attention and encouragement by teacher educators to boost their confidence. This can be achieved through provision of adequate

learning resources and appropriate infrastructure, a variety of instructional teaching methods and a good curriculum. Motivating and sustaining student teacher interest is however, constrained by limited teacher educator / student interaction.

Since inception teacher education has not enjoyed parity of esteem with other programs being considered more professional, prestigious and lucrative such as law, medicine, engineering and increasingly accountancy. According to Stones (1989), it is conventional wisdom in academic that education as a discipline ranks pretty low and teaching probably ranks lower. Labaree in Cochran (2008) sums up this perception that, Teacher Education has suffered from low status and that,

Every one picks on it, professors; reformers; policy makers and teachers; right wing think tanks; and left wing think tanks; even the professors, students and graduates of teacher education programmes themselves (p. 90).

The above statement provides partial explanation for the low regard in which Teacher Education is held. Teaching is characterized by low remuneration, poor working conditions, low allowances as compared to allowances and benefits offered in other professions. More dilapidating is the widely held belief that a teacher does not require much time to master their professional expertise and that anybody with subject knowledge can teach. Consequently teacher education remains an unattractive option for most bright young people (Coutinho in Leavit, 1992). Teaching has become employment of last resort. Task Force Report (2012) and Kafu (2006) observe that young people tend to look for better pay and higher status alternatives. Low economic reward has adversely affected the career appeal of teaching to the young generation in Kenya. Request for Interfaculty transfers from the School of Education to other Schools illustrate this. Many students who qualify for other courses and who are admitted to the faculty of education request to be transferred to faculties perceived to produce better professionals, while those not admitted to other faculties of their preference seek to be transferred to education as a last resort.

The image of the teacher has deteriorated over time according to Kafu (2010) teachers no longer enjoy the prestige that was in the past associated with the teaching profession. Information explosion and the new technologies have enabled educated persons to access information that had been exclusive for teachers. This has undermined the traditional belief that teacher education programme is unique and reserved for only a few people (Republic of Kenya, 2005). In the past the roles of teachers were limited to the modest demands of the day, however, at the present time these roles have dramatically expanded the society's expectations of teachers. In contrast to the situation hitherto contemporary, technological advances, the current demand of inclusivity has witnessed far more diverse learners whose teaching requires a more expansive set of skills. It follows therefore, that a failure to deliver on these demands will be attended by vigorous criticism. Teachers are now held responsible for everything that goes on in school, as illustrated by Parker (1981) who asserts that teacher bashing has become a popular sport as they are an easy target and that they are so powerless to strike back. He further states that, teachers are blamed for being unable to cure social ills that no one knows how to treat and in the process they are demoralized.

The concept of teaching profession has always been controversial, this controversy stems from two intriguing questions, who is a teacher? and are teachers born or made? Kafu (2007, p. 14) the answer to these questions give a clear perception people have about teacher education. To some, teachers can be substituted with teaching machines (Mohidin in Kafu, 2005). This group does not hold teacher education in high regard while others think that anybody with subject knowledge can teach as effectively as a trained teacher.

Unlike other professions, teaching has not been accepted as a full profession and is sometimes seen as a semi profession. In this light, it is not possessed of the full characteristics expectable of a profession such as strong knowledge base, autonomy to professional decisions and accountability to superiors rather than to the profession (Leavit, 1992). This is exacerbated by the absence of professional ethics within teacher education which has been traditionally associated with ethical codes of conduct and standards as formulated by and within different professional communities e.g. law and medicine (Hussein & Postlethwaite, 1994).

Teacher Education programmes in Kenya do not offer ethics as course because ethics has never been formally incorporated in teacher training curriculum. Ethics is just casually mentioned in passing as aspects of principles and practices of teaching (Wilkins in Kafu, 2011). Consequently the teachers produced fail to understand the teaching profession itself and its demands. They do not understand their role in the profession other than the instructional responsibilities in the teaching profession Kafu (2011). This has compromised the status, integrity and image of the teacher, not only in the profession but also in the society.

The nature of work that teachers engage in is different from what other professionals do. Teachers need students for teaching and learning to take place, and must motivate them while other professionals carry out their work independently and make judgment on behalf of clients as they see them. They do not act as agents of someone else for instance, the government. They act as principals making their own judgment (Furlong et al., 2000). For instance the surgeons operate on the anaesthetized; the lawyers defend the mute e.t.c. Conversely, teachers' clients are sometimes unwilling and they are in class under duress (Labaree in Cochran et al., 2008). Yet teachers are expected to facilitate their learning.

Lorte (1975) observes that teachers carry out their practice in isolation. This usually in a self-contained classroom and thus does not share a culture of observing, sharing and discussing their experience with others. Consequently they end up not developing a common shared culture among themselves as professionals.

Unlike other professions, teachers' expertise is not strictly held by the teacher, thus teachers give away their expertise by showing children how to learn on their own. Other professions rent their expertise which requires their client to return for consultation every time they need help. Teachers' skills are therefore seen as transparent and ordinary. Unlike other professionals that seem to base their practice on a body of technical specialist knowledge that is far beyond the reach of lay people (Bogonko, 1995; Furlong, 2000). Consequently there is no special esteem associated with the work of preparing teachers (Labartee in Cochran et al., 2008).

Teaching profession is a mass occupation that deals with very many clients at the same time. Sometimes, there is no clear identity of the client as they can be parents, stakeholders, students, and the community. Moreover, it is the only profession that employs untrained individuals in large numbers. All these tend to debase the status of the teaching profession (Kafu, 2010). Since admission of student teachers to teacher preparation institutions is not on the first choice basis, teachers lack a strong long-term commitment to teaching as a vocation in this regard compromising their performance as teacher (Falayim, 2009). There is need therefore to scrutinize individuals aspiring to be teachers to ensure that only those with the right attitude are enrolled to teacher education programme.

Job satisfactions play a very important role in performance. Robinson (1994) asserts that a person with high level of satisfaction has positive attitude towards his job and therefore, good performance, while another who does not feel satisfied has negative attitude towards his job. Job satisfaction among teacher educators seems to be very low. This is evidenced by low remuneration given to them which is not commensurate with the duties they are expected to perform. As a consequence, teacher educators have taken up part time jobs (moonlighting) in other institutions thus compromising their teaching quality. This is a common practice in most Universities in Kenya (Taskforce Report, 2012), yet no clear guidelines or policies have been put in place by the universities to regulate this practice. Moonlighting is attributed to poor pay which will only be ameliorated by better pay. Three major strikes that have been staged by Public University lecturers to demand better pay and conditions: The Higher Education (1995), Capital F (2011) & Nyataya (2014). The universities and government should consider devising incentives that will motivate and retain good staff. Most institutions of higher learning have witnessed brain-drain, whereby experienced personnel are leaving the country in search of better prospects abroad leaving local institutions to founder (Kwapong, 2000).

Teacher educators are not adequately motivated towards their primary role which is to ensure that students become competent teachers. This arises from the reward system practiced by the university which values research more highly than teaching. In this regard teaching is seen as a basic competence and therefore teaching excellence is not regarded as sufficient basis for promotions (Gilbert & Cameroon, 2008). Particular problem arising from this is that teacher educators tend to see themselves more as researchers and scholars than teacher –educators.

Narvaez & Lapsley, (2008) asserts that time has come for educators to pay attention not merely on knowledge, development of skills, teaching and learning but also to the moral and ethical development of teachers.

II. RESEARCH METHODOLOGY

The study was carried out in Kenya involving three public and three private Universities. Descriptive survey research design was adopted. The study sample comprised Bachelor of Education fourth year students drawn from the six universities, Teacher Educators and Heads of Departments from the faculty of Education. Stratified random sampling was used to select the universities, student-teacher and Teacher Educators. Data was collected using questionnaires, interview schedules, observation checklists and documents analysis. Questionnaires included open and closed ended items. Collected data was analyzed using descriptive statistics and presented in Frequency tables and graphs.

III. FINDINGS

Teacher Educators and Teacher Trainees attitudes towards education programmes

This focused on the need to establish the feelings of the teacher educators and students towards the teaching profession based some aspects of teacher education programmes. .

The findings were presented in themes as: working environment, perception towards teacher education programme/teaching profession, implementation of the teacher's education curriculum, adequacy and duration of the training programme.

Working Environment

The working environment for any employee determines his/her performance. A conducive environment encourages full use of one's competencies while a non conducive environment inhibits use of one's potential.

Teacher educators were asked to give opinion on how they rated the working environment. A representation of 50(59.5%) and 7(23.3%) from Public and Private Universities respectively felt it was unsatisfactory and 5(6%) and 10(33%) said it was satisfactory, 14(16.6%) and 5(16.6%) from Public and Private Institutions indicated that it was good and 15(17.8%) and 7(23.3%) were of the opinion that the working condition were very good. This shows that a majority of teacher educators are dissatisfied with the working environment. A work force that is not satisfied tends not to give their best on performance and may contribute to low achievement of an organization goals (Dobre, 2013). Table 1 portrays this representation.

Table 1: Teacher Educators' View on Working Environment

Rating of working environment	Public		Private		Total	
	Freq.	%	Freq.	%	Freq.	%
Unsatisfactory	50	59.5	7	23.3	57	50
Satisfactory	5	6	11	33	16	14
Good	14	16.6	5	16.6	19	16.6
Very good	15	17.8	7	23.3	22	19.4
Total	84	100	30	100	114	100

Generally the results shows that in most of the universities surveyed the working conditions are not favorable which can be attributed to the large number of students, limited or lack of incentives to teacher educators, limited infrastructural resources and facilities coupled with underfunding especially in the Public universities. All these tend to contribute to de-motivated work force.

Giving reasons for dissatisfaction with the working environment at the university, 47 (56)% and 23 (77)% of the teacher educators from Public and Private universities respectively named lack of books/reference materials, as being the reason, 46 (55%) and 10 (33%) attributed to slow promotion, 11 (13%) and 3 (10%) of the teacher educators from Public universities indicated that there was inadequate research incentives ,while, 8 (10%) related it to lack of/ or adequate infrastructure and research incentives. This is attributed to the fact that due to the rapid expansion of university education and higher enrolment in the university, teacher educators find themselves overloaded and teaching large classes. As a result they have limited time to conduct meaningful research and publish materials that can be used for teaching and also for their promotion at the universities. Table 2 below highlights these results.

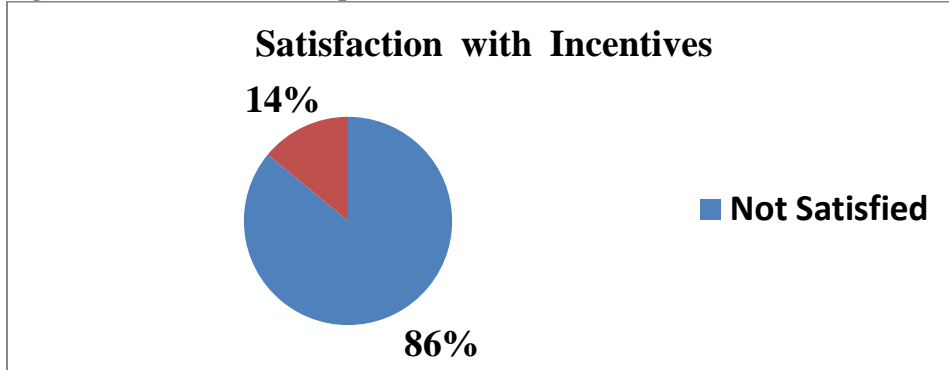
Table 2: Reasons for Dissatisfaction with the University Working Environment

Reasons for dissatisfaction	Public		Private	
	Frequency	Percent	Frequency	Percent
Inadequate learning resources/facilities	47	56	23	77
Takes long to be promoted	46	55	10	33
Inadequate research incentives	11	13	3	10
inadequate infrastructure (e.g Offices) internet connectivity	8	10	2	7
Heavy teaching load	45	54	10	33

On whether the teacher educators are satisfied with the incentives offered by the university, 38% and 47% of the teacher educators from Public and Private universities respectively agreed as a majority 62% and 53% from Public and Private universities expressed dissatisfaction. Figure 1 indicates the general perception of incentives offered in the universities in Kenya. These incentives include good salary, good welfare policy, recognition of work done and opportunity for further studies. The findings shows that lecturers are not satisfied with incentives provided in the universities in Kenya. There is generally limited support for further studies, research

activities and compensation for teaching large classes. This contributes to lecturers engaging in part time teaching in several colleges and Universities. This may also explain why not many of them could serve the University for more than Fifteen years.

Figure 1: Teacher educator opinions on satisfaction with incentives in Universities



Teaching at the University

On how they rate the teaching at the university, a majority 55 (65%) and 20 (70%) of the teacher educators from Public and Private universities indicated that the courses are repetitive. However as shown in table 3, the courses are perceived to be challenging by 19 (23%) and 7 (22%) of the teacher educators in Public and Private Universities respectively as some 10 (12%) and 3(8%) of the teacher educators from Public and Private universities indicated that the teaching at the university is exciting. It is surprising to note that some teacher educators find teaching challenging when they are experts in their areas of specialization. This could be attributed to lack of teaching and learning resources. No matter how knowledgeable an expert is, his ability to deliver may be hampered by inadequate learning resources and un-conducive learning environment. It seems therefore, that teacher trainees are not being effectively prepared. This confirms the findings of Ndirangu & Udoto, (2011) and Okioma (2011) that inadequate learning facilities and resources lower the quality of teacher preparation at the university. Those who rated university teaching as repetitive and monotonous are likely to be those educators who teach several cohorts of students the same course. This tends to be repetitive and monotonous. This is also likely to be caused by the many programmes that are offered at the university and the splitting of large classes into smaller groups. Some of the courses in the programme have different course titles but with the same content making it repetitive. Lack of common planning and designing of courses across the teacher education programme contribute to duplication witnessed in some programmes. Additionally monotonous teaching may be attributed to limited use of instructional strategies resulting in teacher educators not being enthusiastic about their work thus affecting teacher preparation. This is presented in Table 3.

Table 3: Teacher educator rating on University teaching

Ratings	Public		Private		Grand total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Repetitive	55	65%	20	70%	75	66%
Monotonous/ Challenging	19	23%	7	22%	26	23%
Exciting	10	12%	3	8%	13	11%
Total	84	100%	30	100%	114	100%

Student’s Attitude towards Education Courses

Three sets of questionnaires were group into themes as follows; students’ attitudes towards Teacher education programme, implementation of the teacher education curriculum and students’ opinions on the duration of the programmes. Results are presented in table 4,5and 6

Table 4: Position of Students’ choice of teaching as a profession

	Public		Private		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1 First	89	25%	23	25%	112	25%
2 Second	92	26%	31	27%	123	28%
3 Third	96	27%	25	27%	121	27%
4 Fourth	80	22%	12	21%	92	20%
Total					448	100%

To determine the attitude of student teachers towards the Teacher education programmes, there was need to find out the position of preference of students’ choice of teaching as a profession. The findings indicate that a majority (75%) of students in both Public and

Private Universities did not choose teaching profession as a first choice. Hence most students in the faculty of Education are there as result of missing out on their preferred career choice programmes. Consequently these types of students are likely to have negative attitude towards teaching profession and therefore require a lot of mentoring and encouragement by teacher educators. These findings agree with Mwaka (2008), Kafu (2006) and the Task Force Report (2012) findings. Given other choices most students would have settled for other courses which are perceived as prestigious and more lucrative. This is also echoed by the Heads of Departments that most of the students admitted through JAB to School of Education did not choose the programme as first choice, and that many apply for inter-faculty transfers which sometimes is not possible. This leaves them a disappointed lot. They were further asked to give reasons for choosing the teaching profession and the results are as indicated in Table 5.

Table 5: Reasons for choosing teaching profession

		Public		Private		Totals	
		Freq.	%	Freq.	%	Freq.	%
1	I enjoy being a teacher	112	31%	40	44%	152	34%
2	It is a rewarding profession	51	14%	5	6%	56	12%
3	Had no alternative	81	23%	16	18%	97	22%
4	Springboard to other careers	113	32%	30	33%	143	32%
Total						448	100%

Only 31% of students in Public and 44% in Private universities asserted they chose the teaching profession because they enjoy being teachers. Teaching was taken to be a rewarding profession and that is why 14% and 6% of the students chose the profession. However as indicated in the findings, some students, 23% in Public Universities and 18% in Private Universities chose the profession because they had no alternative. It is also shown that teaching profession was chosen as a springboard to other careers, this was indicated by 32% and 33% of the student teachers who participated in the study. The findings show that most students join the teaching profession as a second and third option and as result missing out on the cluster points to join other professions like law, medicine, and engineering among others. Given the societal expectation of teachers, these students teaching as first choice may not be committed to meet these expectations in their profession later. Teaching calls for commitment and right attitude so as to overcome the challenges that come with the job. Student teachers that have chosen teaching as a springboard to other careers will in future contribute to teacher high attrition which interferes with government planning on the provision of teachers to schools. This usually results in shortage of secondary school teachers to teach some specific subjects in schools.

There was need to establish students perception towards education programme. This was important because their perception greatly influenced their interest in the courses and the programme. The findings are presented in Table 6.

Table 6: Students' Perception towards Education Programme

Opinions of Students Public Universities	Agreement		Undecided		Disagreement	
	F	%	F	%	F	%
I undertook education course as a last resort	159	45%	30	8%	169	47%
I intend to stay in teaching profession for at least 5 years	152	43%	83	23%	122	34%
Methods of teaching at the University motivates me	175	49%	32	9%	150	42%
Preparation for teaching in secondary school at the university is adequate	240	67%	28	8%	89	15%
Lessons are well prepared and organized	155	43%	30	8%	172	48%
I have learned the value of teaching at the University	269	75%	35	10%	53	15%
University lecturer motivate me to pursue teaching	205	57%	34	10%	118	33%
Opinions of Students in Private Universities	Agreement		Undecided		Disagreement	
	F	%	F	%	F	%
I undertook education course as a last resort	36	40%	7	8%	48	52%
I intend to stay in teaching profession for at least 5 years	42	46%	21	23%	28	31%
Methods of teaching at the university motivates me	57	63%	7	8%	27	29%
Preparation for teaching in secondary school at the university is adequate	68	75%	6	7%	17	18%
Lessons are well prepared and organized	57	63%	30	8%	105	29%
I have learned the value of teaching at the university	76	84%	7	7%	9	9%

University lecturer motivate me to pursue teaching profession	67	73%	7	8%	17	19%
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On whether the students undertook education course as a last resort, 159 (45%) and 48 (52%) of the students in Public and Private Universities respectively agreed, 30 (8%) and 7 (8%) in Public and Private Universities were undecided as only 30 (8%) and 36 (40%) in Public and Private Universities disagreed. It appears that most student teachers undertook education course not as a last resort but because other reasons like interest, job opportunities amongst other reasons. Most 152 (43%) and 42 (46%) of the students in Public and Private Universities indicated that they intend to stay in the teaching profession for at least 5 years, 83 (23%) and 21 (23%) in Public and Private Universities were undecided as 122 (34%) and 28(31%) in Public and Private Universities disagreed. This shows that a majority of the teacher trainees intend to stay in teaching profession for at least five years which is attributed to the inherent interest in the course and the background experience for joining other professions. Five years is a short period for a professional to leave as it would put much burden on the schools to replace them. This implies that there will be few experienced teachers in the schools which may affect the quality of learning and teaching.

To find out if teaching motivate student teachers 175 (45%) and 57 (63%) in Public and Private Universities agreed, 32 (9%) and 7 (8%) in Public and Private Universities were undecided as 150 (42%) and 27 (29%) in Public and Private Universities disagreed. It appears those students are comfortable with the instructional methods used at the university. This is also attributed to the fact that these students did not choose teaching as a first career choice and may contemplate leaving the course.

University lecturers were noted to motivate students to pursue teaching profession by a majority 205 (57%) and 67 (73%) of the students in Public and Private Universities agreeing to the fact, 34 (10%) and 7 (8%) in Public and Private Universities were undecided while 118 (33%) and 17 (19%) in Public and Private Universities disagreed. This implies that the teacher educators influence the learning at the University.

Student's Attitudes towards Programme Duration

Three items were administered to establish student's views on the duration of programme. The findings are as presented in table 7.

Table 7: Student's Perception about Education Course in Public Universities

Opinions of Students in Public Universities						
<i>Opinion</i>	<i>Agreement</i>		<i>Undecided</i>		<i>Disagreement</i>	
	F	%	F	%	F	%
Teaching Practice has helped me to view teaching in a more positive way	287	80%	34	9%	36	11%
Four years is adequate to prepare a competent teacher	287	80%	13	4%	57	16%
Teaching practice duration was adequate	270	76%	33	9%	54	15%
Opinions of Students in Private Universities						
Teaching Practice has helped me to view teaching in a more positive way	82	90%	5	6%	4	4%
Four years is adequate to prepare a competent teacher	76	84%	4	4%	11	12%
Teaching practice duration was adequate	75	82%	3	3%	13	15%

Teaching practice gives the student teachers hands on experiences. This is enhanced by availability of instructional materials, interaction with teachers and students which motivates them, these implies that teaching practices enable students to connect theory and practice, student teachers put into practice what they have learned in the university thus enabling them to appreciate the complexity of the teaching profession.

According to students, the results on whether four years is adequate for preparation of a competent teacher in both content and pedagogy are inconsistent with Feiman-Nemser & Buchmann, (1987) view that teacher preparation duration is not adequate to efficiently prepare teachers.

Student's Attitudes towards Curriculum Implementation

This was considered very important as student teachers are the consumers of the curriculum. Curriculum implementation is the core business of teacher education institution as it determines the quality of teacher produced. Table 8 presents information about students' perception on Education as a course.

Table 8: Student's Perception about Education Course

	Agreement		Undecided		Disagreement	
	F	%	F	%	F	%
Public Universities						
I get feedback from lecturers own assignments	202	57%	45	13%	110	30%
I have enough time to interact with the lecturer	147	41%	320	9%	178	50%
Lecturers are available for consultation outside class	133	37%	33	9%	191	54%
Lecturers are sensitive to whether students understand course material	104	29%	35	10%	218	61%
Assignments are marked and returned in a reasonable time	105	29%	34	10%	218	61%
Lessons are well prepared and organized	155	43%	30	8%	172	48%
We are given sufficient information to prepare for evaluation	201	63%	39	11%	117	26%
Private Universities						
I get feedback from lecturers own assignments	55	63%	11	12%	25	25%
I have enough time to interact with the lecturer	53	57%	5	6%	33	37%
Lecturers are available for consultation outside class	46	51%	12	13%	33	36%
Lecturers are sensitive to whether students understand course material	43	47%	14	16%	34	37%
Assignments are marked and returned in a reasonable time	39	43%	11	12%	41	45%
Lessons are well prepared and organized	57	63%	30	8%	105	29%
We are given sufficient information to prepare for evaluation	57	63%	6	7%	28	30%

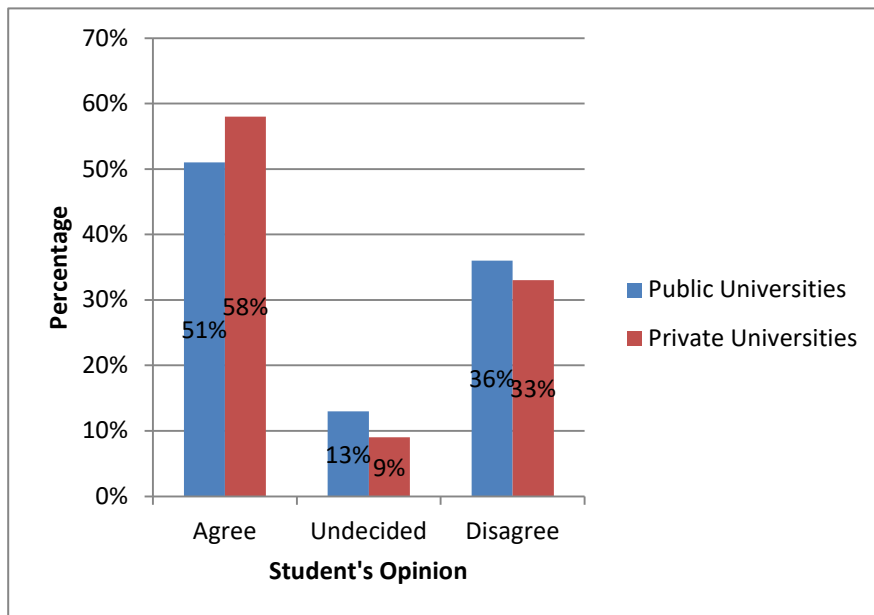
The findings on students' feedback from lecturers on their assignments, may be attributed to the limited time lecturers have to mark students work and the extremely large classes to handle and different campuses to teach. This indicates a compromise of the quality of teachers' preparedness. Teacher preparation is skill oriented and requires immediate feedback to students to enable them to improve on areas that are not understood (Kafu, 2010).

The large classes and tight schedule of the lecturers do not allow interaction between lecturers and students. On whether lecturers are available for consultation outside class, 133 (37%) in Public and 46 (56%) in Private agreed, 33 (9%) and 12 (13%) in Public and Private were undecided as a majority 191 (54%) in Public Universities and 33 (36%) in Private. It appears that the situation is different with more students indicating there is consultation outside class. This is attributed to practices in private universities where lecturers are not allowed to teach on part time in other institutions and therefore are available for students. However, as indicated in the findings, generally a majority of the students from both Public and Private indicated that there is minimal consultation with lecturers. This may be attributed to student lecturer ratio which is inadequate. Lack of consultations with lecturers affect effective teacher preparation as it denies students opportunity to address some challenges they may be experiencing in the course of their study, and which would have been easily handled by the lecturers.

The findings indicate that students in Public Universities find the courses taught not well prepared for. This may be attributed to the large classes that teacher educators handle thus some students may not be attended to.

Not all student teachers' needs are met as 15% and 18% students in public and private universities indicated respectively, that they are not well prepared. These students form interrelated parts of teacher education system and therefore may contribute to the dysfunction of teacher education as a system.

Figure 2: Student's Attitude towards Education Programmes



As indicated in figure 2, a majority of the students in the Universities portrayed a positive attitude towards education programme at Universities. However as noted, a majority 58% of the students from Private Universities agreed as compared 51% from the Public Universities. Students from Private Universities therefore were considered to have a more liking of the course than those in the Private Universities. It was also noted that among the students who were undecided included a majority 13% were from Public Universities as compared to 9% from Private Universities. 36% and 33% of the students from Public and Private Universities respectively disagreed though there were more from Public Universities than those from Private Universities.

IV. CONCLUSION

The attitude of lecturers and students is generally not encouraging. The case of lecturers for instance is contributed by poor working conditions, dissatisfaction with incentives from the university – large classes to handle, and inadequate supply of learning resources and heavy teaching load among others. Most students on the other hand never opted for Teacher education programme but were admitted having failed to secure places in their preferred choices. The new culture in Kenya which holds that teaching profession is meant for failures has contributed to this attitude among students. There are internal variations between students in public and private universities. Students in private universities are more positive towards teacher education programmes than those from public universities. This is because students in private universities are not admitted by JAB and therefore enrol in the programmes of their choice.

V. RECOMMENDATIONS

It is recommended that only those students who choose teaching as a first choice career should be admitted in teacher preparation programme. There is need to conduct screening of individuals to be admitted in teacher education programmes so as to ensure that only those who are interested and committed to teaching profession are enrolled.

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