A COMPARATIVE STUDY OF THE AVAILABILITY OF RESOURCES FOR TEACHING AND LEARNING PROFESSIONAL STUDIES IN THE PUBLIC AND PRIVATE PRIMARY TEACHERS' COLLEGES IN KENYA: A CASE STUDY OF NYANZA PROVINCE.

BY

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KENYATTA UNIVERSITY
1991
DECLARATION

This project is my original work and has not been presented for a degree in any other University.

[Signature]

PETER OCHUKA NDALO

This project has been submitted for examination with my approval as University supervisor.

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DEDICATION

To my wife, the late Benter Akinyi, who at her death bed in 1989, while a student at Kenyatta University, insisted that I must take over as a student from where death had stopped her.

To Anyango Ruth, for taking over the stewardship of my house and being a good 'mother' to all the children.

To dear old 'mama', who made me walk ten miles daily in those tender years, to be initiated into the world of books.
ACKNOWLEDGEMENTS

I wish to acknowledge the contributions of the following towards making this research project a success: Dr. J.E. Otiende and Dr. A.M. Karugu both of the Department of Educational Foundations, Kenyatta University, for their invaluable advice throughout the research project.

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The quick and efficient services of Mrs. J.A. Macoloo of the Office of the President deserves mention. She made it possible for me to get my research permit in very good time.

By the same token, I extend my thanks to the provincial administration Nyanza, district administra-
tion Kisii and South Nyanza, colleges administration and heads of professional studies for their cooperation in making the fieldwork a success.

Thank you very much Mrs. Florence S. Masinde for typing this paper and Mr. A.D. Bojana for editorial assistance.
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# LIST OF ABBREVIATIONS

1. B.Ed. (Primary) - Bachelor of Education (Primary Option)
2. KCE - Kenya Certificate of Education
3. KCSE - Kenya Certificate of Secondary Education
4. ATEA - Association for Teachers' Education in Africa
5. KIE - Kenya Institute of Education
6. KLB - Kenya Literature Bureau
7. BER - Bureau of Educational Research
8. JKF - Jomo Kenyatta Foundation
9. SDA - Seventh Day Adventist Church
10. PCEA - The Presbyterian Church of East Africa
11. USA - United States of America
12. Dip.Ed. - Diploma in Education
13. B.Ed. - Bachelor of Education
14. M.Ed. - Masters of Education
15. B.A. (Ed.) - Bachelor of Arts, with Education
16. M.A.(Ed.) - Masters of Arts, with Education
17. B.Sc.(Ed.) - Bachelor of Science, with Education
18. LRC - Learning Resource Centre
19. M.ED. (PTE) - Masters of Education (Primary Teacher Education)
20. CPE - Certificate of Primary Education
21. KCPE - Kenya Certificate of Primary Education
This work is an attempt to compare the resources available in the public and private primary teachers' colleges in Kenya for teaching and learning professional studies. This study is made up of five chapters.

Chapter One outlines the problem. Chapter Two is a review of related literature to the study. Chapter Three is Methodology employed in the study. Chapter Four contains data presentation, analysis and interpretation. Finally, summary, conclusions and recommendations are given in Chapter Five.

The findings revealed that there are shortages of tutors in the colleges due to the cost of employing them. Lack of training on the part of LRCs personnel also affected effective management of LRCs. It was further revealed that public colleges are superior to the private colleges in their supply of essential equipment and other secondary facilities. Books and other printed materials were found to command a lot of respect in the colleges but most of the textbooks in the LRCs are those geared towards general readership.

The findings further revealed that both tutors and student teachers have a very small range of resources
to their credit. Both groups produced some materials only on teaching practice. The large classes observed in all the colleges do not encourage research work by both tutors and students.

Within the limitations of the study, the results provided a basis for further investigation. Policy options are also suggested.
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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

A survey of the available literature on the theory and practice of education emphasizes the significant role resources play in the teaching/learning process. Traditionally teachers have applied teaching aids in their lessons to illustrate their topics so as to facilitate pupils' understanding and give additional motivation in learning. That practice has not changed to date.

The use of resources involves the use of more than one of the human senses at the same time during the learning process. Psychologists have found out that the different human senses account for ranging percentages of learning that takes place. They say that taste accounts for 1%; touch 1½%; smell 3½%; hearing 11% and sight 83% of the total learning. They also assert that we retain 20% of what we hear and 50% of what we see and hear.

This claim is supported by the audio-visual educators who say that for learning to be effective, we must adopt the multi-media approaches to instruction. Their argument is that stimulus richness and variety enhance motivation and that use of resources reduces the degree of abstraction which is a critical variable in learning.
The role of resources in the teaching/learning process, therefore cannot be over-emphasized. Ajayi (1984) quotes Summars (1975) who said, "The eye is the most important gateway to the mind". This is true for young learners as it is for adult learners. The use of posters in road-safety campaigns and health education campaigns is a case in point.

Patel, (1986:11) argues that if a learner is to gain information and understanding about a theoretical concept, visual aids will do the job. Patel suggests that resources should be used as an integral part of the learning activity in order to achieve the highest level of understanding within the context of that subject matter.

The fact being emphasized by these scholars is that verbal communication cannot attain the maximum desired results in a learning process. Words are mere symbols which are usually culture-loaded and can be subjective. The meaning of words depends on the level of abstraction. The words democracy, morality for instance, can have meanings wholly dependent on who is talking. A picture in this respect would add meaning to the words and create a more lasting impact. The Chinese emphasized this fact in an old proverb which said, "A thousand hearings are
not as good as one seeing" (Ajayi, 1984:4).

Curriculum developers have realized the importance of resource materials in the teaching/learning process and have consequently insisted that resource materials must be made part and parcel of the teaching/learning process. A basic element in the teacher training programme therefore involves the use of resource materials. When these resource materials are appropriately used in conjunction with the human resource component, that is the teacher, the products of the teachers' colleges should be accomplished professionals ready to shoulder their responsibility in society.

1.2 STATEMENT OF THE PROBLEM

Since the attainment of independence in 1963, Kenya has made big strides in the expansion of her educational system. Teacher education has also seen significant transformation and expansion.

The 1964 Ominde Commission Report recommended the consolidation of the former mission run and government teachers' colleges bringing them under the control of the government in a unified teacher education programme. It was felt by the commission that the number of colleges should be reduced to seventeen with a capacity of five hundred students each. This would allow the government to provide these colleges with adequate
teaching staff, large libraries, laboratory facilities and special facilities for child development, teaching methods, and research (Indire and Sifuna: 1974:131-134).

Although this consolidation was done, it did not alleviate the problem of resources for teaching in these colleges. The 1968 conference held in Nairobi on Teacher Education (Manone, 1968) observed that most of the colleges did not have the basic resources required for effective functioning. These included subject rooms, visual materials, well-equipped libraries, laboratory facilities among others. The libraries for instance were small and ill-equipped with low quality books most of which were donations from overseas.

The situation had not changed by 1984. During a seminar on 'Material Development for B.Ed. (Primary)' held at Siriba Teachers' College, Olembo of Kenyatta University, described the situation of teaching/learning resources in the primary teachers' colleges in Kenya as pathetic and lacking in relevant literature from local sources both for tutors and teacher-trainees (Ayot and Olembo, 1984:11). He blamed this situation on the reluctance of some publishing agencies like KIE, KLB, JKF., and other private publishers like Longmans, Oxford University Press, to produce the college materials because of the limited market these materials offered.
Olembo was referring specifically to printed materials. The other resources, non-print and human resources could have been in a better or worse condition.

During the 1986, Mosoriot Conference on 'Evaluation of Material Development for B.Ed. (Primary)' the then Chief Inspector of Primary Schools, Mugiri, quoted Fuller (1985) who had said that a World Bank survey had indicated that there was a decline in the quality of education in many countries. Fuller had claimed in his report that this decline manifested itself in the scarcity of appropriate teaching/learning materials, poorly trained teachers, classrooms without adequate teaching/learning equipment and programmes which fail to enliven the children (Ayot and Olembo, 1986:23).

It can be argued that instances of poorly trained teachers, classrooms without adequate learning equipment, programmes which fail to enliven children are all symptoms of poor training in the teachers' colleges, which could be attributed to inadequate resources. One is therefore tempted to believe that this is a condition in our primary teachers' colleges in Kenya. This assertion is given more credence by the many voices which have been heard to question the academic and professional competence of our present day Kenyan teachers (Sifuna, 1980:86-87; Eshiwani, 1985).
In Kenya, there has been a greater demand for more teacher training opportunities in the recent years. This demand has been prompted by the high rate of untrained teachers in the field and also a high rate of students graduating from the primary and secondary schools.

The local daily papers reported in early 1991 that there were over 60,000 applicants chasing only 7,000 teacher training opportunities available in the public primary teachers' colleges for the year 1991/92. It is this growing demand which seems to have prompted the government to increase the number of primary teachers' colleges by starting new ones like Bondo, Murang'a, Narok, Baringo, Tambach, Garissa, and also encouraging private organizations like the churches to start some to supplement the government's efforts (Standard Editorial, 6/9/1988).

The Catholic Diocese of Kisii has opened such a college at Nyabururu, the S.D.A. Church has added Nyanchwa to the already running Kamagambo Teachers' College, while the PCEA had proposed to build a 91 million shilling college in Meru. It is possible that in the near future private individuals will venture into this enterprise.
This demand which has led to the expansion not only of the number of colleges but of the in-take, has come at a time when various donor agencies like the World Bank and the International Monetary Fund (IMF) are advising most developing nations to reduce their education budget. In Kenya, the primary teacher trainees are already paying fees as part of the cost-sharing policy, (Daily Nation, 21/3/1989). The wider implication of that trend is that the meagre financial resources which the government will avail for teacher education must be distributed to cater for the increased number of colleges and the swelling population of teacher trainees, to maintain and acquire the necessary resources for teaching and learning among other competing demands.

Thus, it was necessary to carry out a research of this nature to determine the current situation of resources in the various colleges to be able to reflect on the future of these resources in the wake of increasing financial constraints faced by the colleges and the nation as a whole.

Primary teacher education being a major pillar of society requires a constant check to ensure quality education in the primary schools. This is made
urgent by the increase in the number of private teachers' colleges. There is need to determine the quality of the graduates of these colleges since the government is the major employer of these graduates.

Since these colleges are subject to the same syllabuses and same examinations, their performance in the primary teacher's examinations may be one indicator of the quality of education offered by these colleges. This could reflect whether we are 'injecting' the right teachers into the educational system. Resources play a leading role in determining the quality of education in the teachers' colleges.

1.3 OBJECTIVES OF THE STUDY

(i) To compare the resources available for teaching and learning professional studies in the private and public primary teachers' colleges in Nyanza.

(ii) To find out if there was any correspondence between the quantity and quality of resources available in the teachers' colleges with their performance in the primary teacher's examinations.

1.4 RESEARCH QUESTIONS

The following questions were raised in this research project.
(i) Do the public and private primary teachers' colleges have adequate teaching and supporting staff in terms of their numbers, qualifications and experience?

(ii) Do these colleges have adequate supplies of equipment and other secondary materials?

(iii) What variety of books and other printed materials are found in these colleges?

(iv) Do tutors and students produce any materials which can be used as resources for teaching and learning professional subjects?

(v) Do these colleges make use of the resources found within the communities where they are located?

(vi) How does the state of resources in these colleges compare with the results they get in the primary teachers' examinations?

(vii) What do the Heads of Departments say about the state of resources in these colleges?
1.5 THE SIGNIFICANCE OF THE STUDY

The consumers of the findings of this study will include the following:

(i) The Inspectorate Section, Ministry of Education, who should find this study of interest since it will provide data on the state of resources in the public and private primary teachers' colleges. Such data may be useful as a basis for criteria for supervision in these colleges.

(ii) KIE as a curriculum developer and producer of resource materials for these colleges should be interested in finding out whether what they produce is used by these colleges.

(iii) The private teachers' colleges should be interested in knowing how they compare to the public colleges in the provision of learning resources.

(iv) The findings should provide pointers to areas of future research.

1.6 SCOPE AND LIMITATIONS OF THE STUDY

The focus of this study is on the type, quality and quantity of resources available in the primary teachers' colleges for the teaching and learning of professional studies. Although professional studies is the target subject, the findings should also provide some general
The majority of these are public colleges with a common source of financing. Assuming that the resource requirements are similar, the findings should be representative of the public colleges nationwide. The private colleges are few and the number in this study is representative of the entire population.

Whereas the study will not attempt to investigate causal relationship between resources and examination results in these colleges, it will look at the correspondence between these results and the state of resources in the colleges. When other variables like student quality, examination atmosphere, resource management are held constant, there should be justification for linking performance in the primary teachers' examination to the state of resources in each college. However, 'casual relationship' is beyond the scope of this study.

1.7 ASSUMPTIONS OF THE STUDY

The following assumptions were made for purposes of this study:

(i) It is assumed that the data which will be provided by the teachers' colleges through the research instruments will be accurate and up-to-date.
(ii) It is also assumed that the primary teachers' examination results obtained by the colleges will reflect the true performance of the students. This means that there was no cheating in the examination and that it was done under normal conditions.

(iii) That the quality of the students in these colleges is the same since the entry requirements are the same. For P1 classes this requirement was KCE Division Three before the introduction of the 8:4:4 system.

(iv) It is also assumed that the available resources for teaching and learning professional studies are properly managed.

1.8 DEFINITION OF TERMS

(i) Professional Studies: as used here refers to the subjects prescribed in the Draft Syllabus for Professional Studies by KIE (1987) for Primary Teachers' Colleges in Kenya.
Broadly speaking these are:

(a) Educational Foundations
(b) Educational Psychology
(c) Educational Administration and Management
(d) Curriculum Studies.

(ii) Tutors: In the context of this study it is the synonym of teacher. The term lecturer is at times used for the same term.

(iii) Public Teachers' College: refers to those training institutions for teachers run by the government of Kenya.

(iv) Private Teachers' College: refers to those training institutions for teachers which are built and run by private organizations like Churches.

(v) Pl: as used here refers to a grade that a primary teacher trainee in the teachers' college in Kenya will graduate into on successful completion of her/his course. This grade is for those who obtained Division III or above in their KCE. From 1992 it will include those with KCSE.
(vi) **Resource**: refers to people, objects and/or activities that enhance the understanding of concepts in professional studies during the teaching and learning process.
CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

The available literature indicates that a lot has been written by various scholars and educators on different aspects of the subject resources. The review in this particular study will concentrate on a few areas of the subject in as far as these will highlight the issue of resources in the primary teachers' colleges in Kenya. The following areas have been selected for this purpose:

(i) The meaning of the term "resource".
(ii) The importance of using teaching and learning resources in instruction.
(iii) The selection of resources for instruction.
(iv) A comparison between availability of resources and performance in the primary teachers' examinations.
(v) The state of teaching and learning resources in the primary teachers colleges in Kenya.

2.1 THE MEANING OF THE TERM 'RESOURCE'

A variety of definitions have been given to this term by scholars. According to the 'Shorter Oxford English Dictionary' 3rd Edition (1973) a 'resource' is 'a means of supplying some want or deficiency'. A country's resources therefore could be those things or activities that facilitate its development.
like people, natural materials like water, trees, and minerals.

Dale (1968) in 'Audio-Visual Methods in Teaching' looks at resources as people and materials useful in providing experiences for reaching the stated terminal behaviour in an instructional procedure. Terminal behaviour here could be seen as an exit behaviour or objective.

In this contribution to the debate on the meaning of the term resources, Davies (1975) had the following to say:

"In the broadest sense, resources can be taken as anything in the school or its environment, that may be used to help teaching or learning; these may include people in their various guises, buildings, and their surrounding physical plan and even actions resulting from a change in any particular section...."

Davies thus includes a whole spectrum of people and things in his definition of resources. Apart from defining the term resource, he also attempted to differentiate 'teaching resources' from 'learning resources'. He says that materials intended for use by the teacher to improve his teaching are 'teaching aids' whereas those intended to facilitate the learner's understanding are 'learning resources'. On this distinction, he was supported by Ogoma (1985).
This argument however becomes more academic than real in the normal teaching/learning situation. Students' activities that result into learning are usually planned by the teacher thus making teaching and learning resources one and the same thing.

From the above discussion, the teacher remains the single most important resource without which the other resources are rather useless.

Also significant in the teaching and learning situation are other equipment which are not directly used in the classroom. These facilities which are here called 'secondary facilities' for lack of a better term, may include duplicating machines, photocopying machines, and transport facilities. Coppen (1971) lists both duplicating and photocopying machines among the essential teaching and learning resources.

When we therefore make reference to resources for teaching and learning professional studies we are talking about those people, things and/or activities that enhance the understanding of concepts in professional studies during an instructional process.

2.2 THE IMPORTANCE OF USING TEACHING AND LEARNING RESOURCES IN INSTRUCTION

The rationale for using teaching and learning
resources in instruction lies in the fact that:

(i) They provide a conceptual framework that helps the learner interpret his environment.

(ii) They provide opportunities for success for many learners who would otherwise encounter problems with highly symbolic or theoretical experiences.

(iii) They provide the teacher with the advantage of taking a shorter time to develop concepts in professional studies through the use of such gadgets as films, slides, charts, television, video. A video for instance can be used to provide a teacher trainee with immediate feedback on his classroom practice and performance.

These points emphasize the need for concretizing the theories in professional studies for them to be meaningful to the teacher trainees. Rather than merely talk about slow learners, it would pay if the trainee came face to face with a slow learner in the process of learning. This can be done through a real life situation or through a film or video programme.
This point was emphasized by O'Connor of the Research and Development Unit, Ministry of Education, in his 1978 Report to Teachers' Colleges in the Professional Studies Paper for Primary Teachers' Examination. He asserted that judging by the nature of performance in that paper, it was clear that the approach adopted by the tutors in this subject was more theoretical than real. He advised tutors to adopt more practice-oriented instruction methods. Rather than encourage a theoretical study of the text, the trainees should aim at a thorough understanding of the children they were going to teach, their development and learning difficulties through observation of children and working with children.

The instructional methods they adopt should help the trainee acquire the skills, techniques, and practices which will make him an effective teacher in a variety of situations. It should also create that awareness of working in changing environment, with a lot of educational problems which the trainee too will be expected to help solve.

The implication of this observation is that tutors in the colleges of education must use instructional methods and resources that will help the teacher trainee to link the theories of education and the actual realities about the child and the learning
environment. Such resources like the television, video, resource persons, can create that favourable environment for the learning required.

The purpose of introducing Learning Resource Centres (LRCs) was to create such an environment where the student-teacher would be exposed to a variety of these resources for meaningful training. In 'A brief study of Innovative Educational Institutions in Kenya', Dioh (1988) discussed the roles of the Learning Resource Centres in the teachers' colleges. He said that the LRC would be used to pool together a range of learning materials both books and non-book in an environment which will promote more independent learning through self-instruction. It was hoped that the LRCs would reduce reliance on the lecture as the major method of instruction in the colleges. This would reduce verbalism and lead to increased use of other resources in teaching and learning.

Kpeto, writing about Ghana in his contribution to the survey of trends in teacher education in developing countries of the Commonwealth, argued that visual methods will not find their way into the primary schools unless they are given prominence in the colleges of education (Dodd, 1970:20).
we are the best resource to build into a particular teaching strategy designed to achieve a specific learning objective.

These observations suggest that a teacher must weigh the contribution to be given by a particular resource before making his selection. One resource may serve effectively in one situation and be completely ineffective in another.

There are also other considerations which may influence the choice of resources. These may include the age, interest, intelligence, and experience of learners; cost and the convenience of the materials. Among poor countries like Kenya, cost may have considerable influence in the choice of resources.

Taiwo (1974) asserts that audio-visual aids are resources which are at times out of reach of schools because of the capital expenditure involved. Despite the benefits to be derived from such resources like the video-tape in terms of its ability to give student-teachers immediate feedback on their classroom performance, Taiwo would prefer the cheap locally available resources.

In the context of this argument such gadgets like the educational television, personal computers, artificial intelligence simulations, video-disc
These cases seem to provide justification for the use of resources in the teaching and learning process.

2.3 THE SELECTION OF RESOURCES FOR INSTRUCTION

There are considerations which must be taken into account when selecting resources for instruction.

According to Gibson (1975) a teacher should take into account the following in that process:

(i) The ends which the resource will serve in the teachers' hands.

(ii) The ends which the resource will serve in the learners' hands.

(iii) The value the resource has in itself.

This view is shared by Greer when he discussed the role and relevance of an educational technology approach for staff involved in teacher training (Neville, 1977). He made the following observation concerning resources and in particular, teachers as learning resources:

...they also help us to realize that the various aids, devices, machines, media (i.e. learning resources) will be brought into the process as they are judged to contribute to the achievement of stated objectives. And we, being who we are, do not forget that we, the teachers, the lecturers, are also a learning resource and as such will be considered alongside others, other learning resources, as to whether
programmes, information management for teachers, which are gaining popularity among the rich middle class in countries like the U.S.A. cannot be applied in the majority of the poor nations (McMeekin and Dede 1980:229-232).

Suffice it to say, the range of resources in Kenya's teachers' colleges is still wide. These include the human resources, commercially produced aids, tutor-made resources, student made resources and community resources. These could be classified into:

(i) Real and simulated objects.
(ii) Printed and paper aids.
(iii) Pictorial and graphic aids.
(iv) Writing and display surfaces.
(v) Audio-visual aids.
(vi) Equipment and apparatus

The classification, given by Ayot and Olembo (1984:19) and Taiwo (1974:45-49) can fit into the above categories.

2.4 A COMPARISON BETWEEN AVAILABILITY OF RESOURCES AND PERFORMANCE IN PRIMARY TEACHERS' EXAMINATIONS

Examination results are attempts to quantify performance. It is usually considered as one of the methods of assessing or evaluating whether the set objectives of a course or an enterprise are being
realized.

According to Anderson (1974) evaluation is a determination of the extent to which an enterprise achieves its goals. The purpose of evaluation is to provide decision-makers with information on the effects of various strategies and indicate a range of policy options.

Gage (1975) goes further and maintains that evaluation is not an end in itself; its main purpose is not merely to provide information on whether or not a particular project has achieved the kind of success intended. Rather in the long run, evaluation should help those responsible for the development and execution of a project to ensure that success is actually achieved.

The performance in the primary teachers' examination by the various colleges is a summative form of evaluation for the teacher trainees. Apart from serving the purpose of certification, it can be used as part of the formative evaluation of the instructional programme. It can be an indicator of how effectively the human and non-human resources have been utilized in the teaching and learning process in primary teachers' colleges. It can
also indicate whether such resources are adequate. While addressing the Mosoriot Conference on 'Evaluation of Materials Development for B.Ed. (Primary)' in 1986, the then Chief Inspector of Primary Schools, noted the significance of resources in influencing examination results (Ayot and Olembo, 1986). He singled out three major factors that influence performance in examinations:

(i) Instructional materials allocated to schools.
(ii) Organization and management of the physical facilities and other resources available to the school and teachers.
(iii) Organization of teaching lessons and the interaction between teachers and students during the teaching and learning.

Notwithstanding the fact that performance in an examination can be influenced by other extraneous variables like quality of the examinees and the atmosphere at the examination centre these three points seem to suggest a relationship between performance in examinations and availability of resources.

It was the objective of this study to find out if there was any correspondence between results obtained in the primary teachers' examination and the resources
available in these colleges. The study however did not consider the causal relationship between these two factors.

2.5 THE STATE OF THE TEACHING AND LEARNING RESOURCES IN THE PRIMARY TEACHERS' COLLEGES IN KENYA

In The Role and Functions of Kenya Institute of Education (1973), it is stated that one of the major functions of the institute is the design and construction of teaching aids from local materials to supplement the expensive commercially produced aids. In order to assist teachers in the production of such aids the instructional materials section of KIE prepares basic designs and diagrams including notes for use by teachers.

In the Institute's 1978 Annual Report, it had been realized that the development of curriculum being a continuous process needed a constant and efficient flow of information, ideas and materials between the Institute and other institutions like schools, colleges and Teachers' Advisory Centres. KIE needed a well-organized service system to facilitate effective dissemination, retrieval and distribution of such information, ideas and materials. It was for that purpose that the Resource Division of KIE came into being with three specific sections:
In the same Annual Report it was emphasized that one function of the visual section of the Media Division was to provide audio-visual resource material for formal education as part of KIE curriculum development function, with special emphasis on teacher education. It would be expected therefore that the primary teachers' colleges would be a priority target for the supply of resource materials if the primary school teachers were to use such materials effectively in their schools.

But a rather gloomy picture was painted about the situation of resource materials in these colleges (Ayot and Olembo, 1984). If KIE had produced the materials or resources then there was a failure in the distribution. This would defeat the purposes of such institutes as "centres for the production and distribution of teaching materials" (Dodd 1979: 24).

The need to establish an up-to-date documentation of the book resources for teaching and learning professional studies becomes a real issue when
the apprehension shown by scholars like Lyons of Teachers' College Columbia, as early as 1970 is taken into account. Lyons had claimed at the ATEA conference in Kampala, that some of the texts used by Colleges of Education in Africa were basically European-oriented manuals (Kajubi, 1971:46). These texts included Hughes and Hughes, Learning and Teaching; Castle, Principles of Education in Africa; and Farrant, Principles and Practices of Education in Africa.

Since this subject is so basic to the professional training of teachers, it was felt that there was need to establish the variety, not only of books, but also of the other resources provided by both the private and public colleges for teaching and learning this subject in the country at the moment.

Available literature indicates that most of the researches which have been done in Kenya in relation to learning resources have been done in the primary schools. Those which have been done in the teachers' colleges have covered areas other than professional studies. None of them was a comparative study of the two categories of colleges existing in the country.
Muriungi Mwarania (1988) carried out a survey of the resources in the Meru Teachers' college LRC. This study concentrated on the resources, services and problems of this LRC. But it was a general survey of one public college. It was not a comparative study, although the findings were useful.

Wambua (1988) also did a study of resources for teaching and learning Environmental Education in Primary Teachers' colleges in Kenya. Though useful in providing information particularly in the area of instrumentation, it was not a comparative study and also dwelt on a different subject area.

Digolo (1986) did a thorough study of the utilization of community resources by primary schools in Kenya to provide relevant education. This study gave a lot of details and insight into the concept of community resources and its utilization for teaching. But in the current study community resources is just one aspect under investigation.

There are others like Ogoma (1987) who researched on resources for teaching social studies in Nairobi primary schools, Ikumi (1985) who did some work on resources for teaching Kiswahili in primary schools in Machakos, among others. All these works have
not dealt with resources for teaching and learning professional studies in the primary teachers' colleges directly.

The current study intends to fill this gap by carrying out a comparative investigation into the types of resources available in the public and private primary teachers' colleges operating in the country.

Most of the works quoted above have indicated shortages of essential resources in the subject areas that they covered. There is also an indication that community resources have not been given the attention they deserve in the teaching and learning process. This study intends to find out what was the case in professional studies.
CHAPTER THREE

METHODOLOGY

In this chapter the research design for this study is described. Similarly, the population and sample used as well as the instrument used for data collection are described. The administration of the research instrument is also outlined.

3.1 RESEARCH DESIGN

This research was a descriptive survey of the resources for teaching and learning of professional studies in the public and private primary teachers' colleges in Nyanza. Since it sought to compare the resources in these two categories of primary teachers' colleges, it was a comparative descriptive study.

3.2 THE RESEARCH POPULATION

Nyanza has a total of six public and private primary teachers' colleges. These are Bondo Teachers' College; Asumbi Teachers' College, Migori Teachers' College, Kamagambo Teachers' College (South Nyanza District). St. Pauls' Teachers' College, Nyambururu and Nyanchwa Teachers' College (Kisii District).

Nyanza was taken as a case study of the resources available in public and private teachers' colleges in Kenya for teaching and learning professional studies because it has both types of colleges.
This meant that all the legible primary teachers' colleges in the province were included in this study.

Bondo Teachers' college however did not qualify for this study due to a number of reasons:

(i) Being a new teachers' college only starting to operate in (1991), it did not have the relevant data on primary teachers' examination results because no student of this college had taken any such examination.

(ii) It could not have established all the needed staff, both teaching and supporting staff by the time of this research.

(iii) The establishment of the non-human resources would not be complete at the time of conducting this research.

By random selection, Nyanchwa Teachers' college was chosen for the pilot testing of the research instrument. The other four colleges: Asumbi, Migori, Kamagambo and St. Paul, Nyabururu were used for the actual study.
Since colleges have varying number of streams, the researcher randomly selected one stream per college for purposes of comparing the performance in the primary teachers' examination results for the year 1991.

3.3 THE RESPONDENTS

The chief respondents in the research project were the Heads of Departments of professional studies in all the colleges. They were chosen for several reasons:

(i) Being the chief administrators in the departments, they were expected to have firsthand information on resources in the departments.

(ii) They were expected to be keeping an up-to-date inventory of the provisions in the whole department including the teachers' examination results.

(iii) Any information that they could not provide themselves, they could get from other members of the department.

(iv) As professionals, they were expected to be familiar with the requirements of the subject.
In all, the Heads of Departments in the four colleges forming the main sample for the study responded.

3.4 THE RESEARCH INSTRUMENTS

The main research tool for the project was an interview schedule administered to the Heads of Departments of professional studies in all these colleges. The research instrument was made up of two major parts:

(i) **Part I: General Information:**

This part consisted of six items. The first item attempted to secure information about the personnel - tutors and supporting staff - in the department - their qualifications, number and experience. Items 2 - 6, were open-ended questions aimed at providing general information concerning the state of resources in the department in the various colleges.

(ii) **Part II: Checklist:**

This was an inventory proforma to be filled by the Head of Department or any other person that he may appoint. It was divided into several parts depicting the type of resource that was supposed to be filled in. Broadly these in included:

(a) Books and other printed materials.
In the majority of cases the checklist was usually filled by the tutor in charge of the LRC in the various colleges. The details of this instrument can be seen in Appendix A.

As a salient aspect of this instrument the researcher also used the observation method to ascertain that some of the listed resources were actually physically available. This however did not happen in all the cases studied.

3.5 THE ADMINISTRATION OF THE RESEARCH INSTRUMENTS

After obtaining permission from the Office of the President to conduct the research (Appendix B) and having gone through the provincial administration in Nyanza as required by the permit, a reconnaissance visit was made to the colleges of study.

The purpose of these visits was to fix dates for the study with the individual colleges and also present the official documents related to the research.
These included the permit and an introductory letter from the co-ordinator of the M.Ed. (PTE) programme at Kenyatta University.

During the visit the researcher met the Heads of Departments of professional studies and presented them with a copy of the instrument. The various aspects of the instrument were explained. It was agreed with the Heads of Departments that the checklists and Items I on Part I - of the instrument on personnel be filled in before the next visit when an interview would be conducted and the completed document collected by the researcher.
This section of the study provides an account of the empirical findings of the interviews and the checklists from all colleges covered. These findings will be presented under the following headings.

(i) Human resources.
(ii) Equipment and other secondary materials.
(iii) Books and other printed materials.
(iv) Tutor-made resources.
(v) Student-made resources.
(vi) Community resources.
(vii) Summary of the interviews with Heads of Departments.

For purposes of analysis throughout this study the colleges involved were coded as follows:

Asumbi Teachers' College (1)
Migori Teachers' College (2)
St. Paul's Teachers' College (3)
Kamagambo Teachers' College. (4)

As already mentioned, colleges 1 and 2 are public primary teachers' colleges while colleges 3 and 4 are private primary teachers' colleges.
### Table IV.1: Teaching Experience

<table>
<thead>
<tr>
<th>COLLEGE CODE</th>
<th>EXPERIENCE</th>
<th>1</th>
<th></th>
<th>2</th>
<th></th>
<th>3</th>
<th></th>
<th>4</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>%</td>
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<td>N</td>
<td>%</td>
<td></td>
<td>N</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-5 years</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5.9</td>
<td>0</td>
<td>0</td>
<td>5.9</td>
</tr>
<tr>
<td>6-10 years</td>
<td>1</td>
<td>5.9</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5.9</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>5</td>
<td>29.4</td>
<td>7</td>
<td>41.1</td>
<td>2</td>
<td>11.8</td>
<td>1</td>
<td>5.9</td>
<td></td>
<td>88.2</td>
</tr>
</tbody>
</table>

Grand Total 100
<table>
<thead>
<tr>
<th>COLLEGE CODE</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUALIFICATIONS</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Dip. Ed.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>B.Ed.</td>
<td>5</td>
<td>29.3</td>
<td>3</td>
<td>17.6</td>
<td>1</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>1</td>
<td>5.9</td>
<td>1</td>
<td>5.9</td>
<td>1</td>
</tr>
<tr>
<td>M.A. (Ed.)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5.9</td>
<td>0</td>
</tr>
<tr>
<td>B.A. (Ed.)</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>11.8</td>
<td>0</td>
</tr>
<tr>
<td>B.Sc. (Ed.)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Grand Total 100.0
The figures in Tables IV.1 and IV.2 represent the number of tutors under each qualification category and the number of years of teaching experience. For the other staff no years of experience are indicated. The following deductions were made from Table 1.

(i) The public colleges had more tutors than the private colleges. Out of a total population of 17 tutors in the four colleges, 13 (76.5%) were found in the public colleges. In contrast college 2, had seven tutors whereas college 4 had only one tutor for the entire department.

(ii) All the tutors in the public and private colleges had done Education at some level. Out of the 17, only one tutor had a Diploma in Education as a basic academic and professional qualification. The other 16, had undertaken: Bachelor's degree in Education (9), Master's degree in Education (3), Bachelor of Arts with Education (2), Master of Arts with Education (1), Bachelor of Science with Education (1).

(iii) The majority of the tutors in this Department in both public and private teachers' colleges had taught for considerable length of time.
Of the 17 tutors, only 1 had taught for between 1 - 5 years, 1 for between 6 - 10 years and 15 for over 10 years.

Thus, those with over 10 years' teaching experience formed about 77.2% of the total population. The majority of this lot (12 out of 15) were in the public colleges.

(iv) Evidence from the data provided also indicated that some of the tutors in this Department had undertaken other additional training. Two tutors from college 1 had done post-graduate studies in Curriculum Development. One of these two had also done a course in the management of the LRCs.

(v) The data also revealed that there were no trained librarians in both the public and private colleges. Those that had any personnel in that area only had library assistants. Private college 4 did not have even a library assistant.

(vi) Technicians were only found in the public colleges.

The above observations tended to suggest that the public colleges were better provided with tutors.
in terms of numbers, experience and to some extent training. The same was true of the supporting staff, one of the private colleges (4) had no supporting staff in this Department at all.

4.2 A COMPARISON OF EQUIPMENT AND OTHER SECONDARY FACILITIES IN THE COLLEGES

Because the researcher did not have a standardised list of such equipment and facilities, it was left for each college to give its own list of equipment and facilities. From the lists given by the colleges, a general list comprising 15 items was made. The assessment of the provisions in each college was made against this general list.

Most of the items included were directly used in the teaching/learning process except typewriters, duplicators and photocopiers. Means of transport was mentioned verbally but no college included it on their lists. These other facilities are referred to as secondary facilities in this report.

Table IV.3 gives a breakdown of the equipment and secondary facilities in the colleges as measured against the general list computed from the lists from the colleges.
Table IV.3: A Comparison of the Equipment and Secondary Facilities in the Colleges

<table>
<thead>
<tr>
<th>COLLEGE CODE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EQUIPMENT AND FACILITIES</strong></td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>1. Television (CCTV)</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. Video Monitors</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Radio</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. Cassette Player</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. Overhead Projector</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. Slide Projector</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7. Elitescope</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8. Film Projector</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9. Opaque Projector</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>10. Chalkboards</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>11. Display Boards</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>12. Public Address System</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>13. Typing Machine</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>14. Duplicating Machines</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>15. Photocopying Machines</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>13</td>
<td>2</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td><strong>%</strong></td>
<td>86.7</td>
<td>13.3</td>
<td>86.7</td>
<td>13.3</td>
</tr>
</tbody>
</table>
A number of conclusions were drawn from the analysis of the sample of items listed by the colleges. Most of the items listed (86.7%) were available in the public colleges. The private colleges 3 and 4 had 66.7% and 46.7% of the items respectively.

The essential items, represented in the list by Nos. 1 - 12 are mostly found in the public colleges. The worst hit was college 4 which had only four of the 12 items. There were only 4 items common to all the four colleges. These were chalkboards, display boards, typing facilities and duplicating facilities. Three items: opaque projectors, elitescope, photocopier machine were unique to individual colleges.

**Software**

The colleges were required to reveal the software which they had in their stock for use with the hardware (equipment) named. Their responses were not very encouraging. The private colleges said that they depended on borrowing from KIE or from the public colleges and other related institutions like the Diploma colleges or the universities when they could get a link with them.

The public colleges listed a few items. These included video cassettes, audio cassettes, transparencies, slides and films. Most of these originated from
KIE or those which had been prepared for the in-service classes. There was no indication that any college had prepared any of these themselves.

It should be noted that the equipment and materials in Table IV.3, represent resources used by all departments in these colleges and therefore reflected the situation of resources in the colleges generally. It can be concluded therefore that the public colleges are better provided in this area than the private colleges both in terms of quantity and the types of equipment available.

4.3 A COMPARISON OF THE BOOKS AND OTHER PRINTED MATERIALS IN THE DEPARTMENTS IN THE COLLEGES

As will be seen later in this study books and other printed materials occupy an important place in the teaching/learning process in the teachers' colleges. A lot of emphasis seemed to be given to this particular resource by teachers.

A breakdown of the major books and related materials in the various colleges showed the situation as they are in these colleges.

The list of books and other printed materials was rather long. This made it necessary to divide
them into three categories:

(i) Those books and printed materials common to all the colleges.
(ii) Those found in at least two colleges.
(iii) Those found in one college only.

4.3.1 Books and Printed Materials common to All the Colleges

(1) Educational Commission Reports:
   (a) Ominde Report, 1964
   (b) Gachathi Report, 1975
   (c) Kamunge Report, 1988
   (d) MacKay Report, 1981

(2) Farrant, J.S.,


(4) KNUT, Constitution, Rules and Regulations.

(5) Mbiti, D.,
(6) Oluoch, G.P.,

(7) Sister Mary Jacinta, et al.


4.3.2 Books and Other Printed Materials Found in Two or More Colleges

(1) Anderson, J.,

(2) Galloway, D.M. et al,

(3) Igaga, J.M.,

(4) Margaret, G.,
School Methods with Young Children. Evans Brothers Ltd., 1971.

(5) Mwamwenda, T.S.,
(6) Nyerere, J.,
Education: For Self-reliance.

(7) Ogunniyi, M.B.,
Educational Measurement and Evaluation.

(8) Ornstein, A.C.,
An Introduction to the Foundations of Education.

(9) Raju, B.M.,
Education in Kenya.

(10) Sifuna, D.N.,
History of Primary Education.
Kenyatta University, 1986.

(11) Sifuna, D.N.,
Short Essays of Education in Kenya

(12) Wilkins, E.,
Education in Practice
Evans Brothers Ltd., 1975.
4.3.3 Books and Other Printed Materials Unique to Individual Colleges

COLLEGE 1

(1) Amajiriomwu et al.,
Objective Tests in Education
Evans Brothers Ltd., 1981.

(2) Casey, F.,
How to Study: A Practical Guide.

(3) Cohen and Cohen.
Primary Education: A Source Book for Teachers.

(4) Dent, J.M.,
Everyman's Encyclopedia.

(5) Houston, J.P.,
Foundations of Learning and Memory.

(6) Mills, H.R.,

(7) Obanya, Pai,
Teaching Methods Across the Curriculum
(8) Odham, J.,

The Modern Encyclopaedia - Illustrated.

(9) Oxford Junior Encyclopaedia.

(10) Raid, K.,

Training and School Absenteeism.

(11) Strain, P.S.,

Teaching Exceptional Children.

(12) Sutton,

Communication in the Classroom.
Hodder Stroughton, 1981

(13) Treffinger, D.T. et. al,

Handbook on Teaching Education Psychology.

(14) Vinacke, W.E.,

Foundations of Psychology.

COLLEGE 2

(1) Cameron, J.,

Development of Education in East Africa.
(2) D.C. Dubey de Coe,


(3) Ereubu, A.O.,

Curriculum Studies

(4) Hawes, H. et al,


(5) Kenya National Assembly.


(6) Robinson Adjai,

Principles and Practices of Teaching.

(7) Sharma, M.L.,

Your Child and You.

(8) Tyler, R.W.,

Basic Principles of Curriculum and Instruction.
(1) Baron, R.A. et al.,

(2) Bell, A.W. et al.,

(3) Breneche, J.H. et al.,
Psychology and Human Experience, Collier McMillan Publisher, 1978.

(4) Brian, J.C.,

(5) Brunner, J.S.,

(6) Burr, D.G.,

(7) Child, D.,
(8) Coon, D.,

Introduction to Psychology: Exploration and Application,

(9) Crow, L.D.,

Child Psychology,

(10) Erny, P. (Translated by Wanjohi, G.J.)

The Child and His Environment in Black Africa,

(11) Evely, L.,

Training Children for Maturity,

(12) Fuster, J.M.,

Personal Counselling,

(13) Gallup, H.F.,

An Invitation to Modern Psychology

(14) Giholt, H.G.,

Teacher and Child,

(15) Goodale, R.A.,

Experiencing Psychology,
(16) Hilgard, E.R. et al.,
Introduction to Psychology (6th Ed.),

(17) Howson, A.G.,
Curriculum Development and Curriculum Research,
NFER Nelson, 1983.

(18) Jones, R.N.,
The Theory and Practice of Counselling Psychology,

(19) Kastenbaum, R.,
Humans Developing: A Lifespan Perspective,

(20) Krumboltz, J.D. et al.,
Changing Children's Behaviour,

(21) Landsdown, R.,
Child Development Made Simple,

(22) Lefrancois, G.R.,
Psychology for Teaching,

(23) Matheson, D.W.,
Introductory Psychology: The Modern View,
(24) Montessori, M.

_The Absorbant Mind._

(25) Skinner, B.F.,

_The Technology of Teaching._
Meredith Corporation, 1968.

(26) Stott, D.H. et. al.

_Taxonomy of Behaviour Disturbance._
University of London Press, 1975.

(27) Thorndike, R.L.,

_Educational Measurement._

(28) Van Hoose, W.H.,

_Elementary School Guidance and Counselling._

(29) Whitehead, A.W.,

_The Aims of Education._
Ernest

(30) Yardley, A.,

_Structure in Early Learning._
(1) Brown, G.,
Micro-teaching.

(2) Ezewu, E.,
Sociology of Education.

(3) Kiminyo, D.N.,
Educational Statistics.

(4) Republic of Kenya.
Development Plans, 1970-74

(5) Pressey and Robinson.,
Psychology and New Education.
Harper and Brothers, 1944.

(6) Stone and Church.,
Childhood and Adolescence.
But from the lists a number of observations were made:

(i) The number of textbooks and other printed materials common to all the four colleges was very small. There were only a total of eight books and such materials. This made up only 10% of the total number of books and printed materials.

(ii) The college with the biggest collection of books and other printed materials was private college 3. Apart from the ones it shared in common with the other colleges it had its own collection of other 30 items which was about 39% of the total collection of books and other materials.

(iii) It was also evident that the bulk of the books and other printed materials in these colleges were on psychology. Out of 78 items, 48 were on psychology this being approximately 62%. Administration had the lowest number having only 3 books or 3.8%.
(iv) The number of textbooks written by Kenyans was very small.

(v) Virtually all books were for general readership. There was no student texts as such.

(vi) Apart from the guideline to professional studies syllabus prepared by KIE the lists did not reveal any other books or printed materials from KIE in the colleges.

(vii) The textbooks which all the four colleges put at the top of their lists of recommended texts was Principles and Practices of Education by J.S. Farrant. This was one of the texts which was criticized as being a European-oriented manual by Assistant Professor Lyons of Teachers' College Columbia, at the 1970 ATEA Conference in Kampala.

(viii) From the lists of books given, it was seen that some were not adequately documented. Some did not show even the authors. This reflected the state of organization of the LRCs concerned.
A COMPARISON OF TUTOR-MADE RESOURCES IN THE COLLEGES

The Heads of Departments were required to fill in the checklists all the resources which were made either individually or collectively by the members of staff in the professional studies department. The aim was to find out the variety of such tutor-made resources in each college. The result showed a remarkable similarity in the titles of resources listed. The following is a summary of the items:

(i) Student guide to teaching practice.
(ii) Notes in the form of handouts on various topics.
(iii) Visual aids of various kinds, e.g. charts, diagrams and pictures.
(iv) Newspaper cuttings on topics of interest to professional studies. Most of these cuttings were from the Daily Nation column: 'Blackboard'.

The lists indicated that there were no pamphlets produced individually or collectively by the tutors on professional studies except in college 3 where the Head of Department claimed to have produced a booklet entitled 'Some Aspects of Primary Methods'. But there was no actual verification of this claim.

The list given above shows that the range of resources made by the tutors is very narrow. They
only reflect what the teacher has to do in the normal teaching routine, that is, notes for teaching, visual aids, guide to teaching practice. There was no work produced outside that routine in all the four colleges, e.g. research papers, except for the newspaper cuttings on topics of interest to education.

4.5 A COMPARISON OF THE STUDENT-MADE RESOURCES IN THE COLLEGES

An attempt was made to find out if the teacher trainees in the various colleges ever produced any materials which could be used in the teaching and learning of this subject. There was no predetermined list of items on this question so it was left for the colleges to fill in what they had.

The findings of the study revealed that there was a very narrow range of items which originated from the teacher trainees. The summary below revealed that the colleges produced similar items in this area. These included:

(i) charts, diagrams and pictures.
(ii) centres of interest.
(iii) collages.
(iv) selected lesson plans.
(v) collections of realia.
There was also mention of child study reports but there was no evidence to support this claim. It is therefore evident that most or all the items prepared by teacher trainees were related to teaching practice. The ones named had been preserved in the teaching practice section of the LRC as possible reference material to the incoming students.

It was also observed that although the item titles were the same, the actual items bore the individuality of the persons who made them.

The items could not be strictly confined to professional studies. They fell on various areas of the curriculum but were meant to fulfil certain professional needs for the teacher-trainee in the process of teaching.

4.6 A COMPARISON OF COMMUNITY RESOURCES USED BY THE COLLEGES

In theory a great divergence was expected in this area of resources on account of the locations where the colleges were built. But the study showed that these colleges used similar sources. Though the actual personalities differed, all the resources in this field were 'resource persons'. The sources of such persons were also very similar. They in-
cluded the following:

(i) The Ministry of Health.
(ii) The local administration
(iii) The educational administration
(iv) Kenya National Union of Teachers (KNUT).
(v) Members of the teaching staff in the various colleges.
(vi) Elders in the community.

It was also indicated that the resource persons were invited by the department or the college administration depending on the topic to be discussed. Many of them came to address the student body on topics of general interest but which at times had bearing on professional studies.

The researcher's visit to college 2 coincided with a talk to be given by someone from the Ministry of Health on the topic 'Epilepsy'. It was pointed out that such a talk although it was general in nature had a lot of bearing on professional studies since epileptic cases were found in schools where the teacher-trainees will work. It would help them enhance their professional competence in handling special cases among their pupils in schools.
The purpose of the interviews with the Heads of Departments of professional studies was to obtain further details on the issues raised in the checklists. These responses were used to illuminate on and supplement the information obtained through the checklists. They also provided what the tutors felt about the state of resources in their respective colleges.

There were five items on the interview schedule which were subjected to this process. The following is a summary of the information which was obtained from all the four colleges on each item beginning with item 2.

4.7.1 Item 2

The Heads of Departments were asked to indicate the resources which were in short supply in their various colleges. The findings are summarised in table IV.4.
### Table IV.4: Resources in Short Supply in the Colleges

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>TUTORS</th>
<th>TEXTBOOKS</th>
<th>EQUIPMENT</th>
<th>SOFTWARE</th>
<th>SUPPORT PERSONNEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Public Colleges</td>
<td>1 25</td>
<td>1 25</td>
<td>0 0</td>
<td>1 25</td>
<td>1 25</td>
</tr>
<tr>
<td>Private Colleges</td>
<td>2 50</td>
<td>1 25</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>Total</td>
<td>3 75</td>
<td>3 75</td>
<td>1 25</td>
<td>1 25</td>
<td>1 25</td>
</tr>
</tbody>
</table>
The analysis of the responses shown in table IV.4 revealed the following as areas of shortages as perceived by the Heads of Departments:

(i) One public college and two private colleges put tutors and textbooks as major areas of shortages. Thus 3 out of 4 colleges (75%) named these two areas as their major priority of shortages.

(ii) Equipment was listed by only one private college as an area of shortage (25%).

(iii) Only one public college named lack of software (25%).

(iv) Only one public college complained about lack of supporting personnel (25%).

It is evident from this that teacher training still emphasizes a lot on the presence of the teacher and books. This could be the reason why even a public teachers' college - college 2 - with a fair number of tutors still mentioned this as an area of shortage.

The others like equipment and software, though glaringly short in the private colleges is still
down played in favour of tutors and books. Lack of mention of software by the majority of these colleges, implies that perhaps equipment is not used regularly in most of these colleges in classroom teaching and learning.

4.7.2 Item 3

The Heads of Departments were asked to indicate how they identified and chose resources in their departments. The following is a summary of the responses obtained from the colleges:

(i) **Tutors:** In the public colleges the Heads of Departments channel the request to the Teachers' Service Commission through the college administration. It is the prerogative of the TSC to post such a teacher to the Department. The arrangement is internal in the private colleges. The Head of Department puts the request to the college administration which has the power to hire such a teacher. It is done by advertising such a post and then selecting from among the qualified applicants. Occasionally these colleges get volunteers through organizations. In such circumstances the college may have little influence over who comes to teach as a volunteer.
(ii) **Books and Other Equipment:** The public colleges, it was said, receive grants from the Ministry of Education to buy books and equipment. The role of the Head of Department is to recommend what is required to the college administration for onward transmission to the Ministry of Education.

In the private colleges the purchases are internal. The role of the Head of Department remains that of identifying the needed resources and forwarding it to the college administration who allocates funds for such purchases.

Some of the private colleges also receive donations from individuals and organizations. Such offers are never subject to choice.

(iii) **Community Resources:** By and large the identification of community resources remains the prerogative of the subject tutors. They will choose those resources that suit their particular educational needs. For instance in child development, the local primary school may prove ideal for case studies.
All in all, the evidence suggested that the Heads of Departments play a minor role in the acquisition of resources although they play the key role of identifying the needs of the Departments.

Whether what they have recommended was bought depended on the willingness of those in-charge of the finances of the respective colleges. They cannot be held wholly responsible for the shortages experienced by most of the departments, particularly with respect to resources yet to be bought or acquired.

4.7.3 Item 4

The Heads of Departments were asked to comment on whether lack of resources hampered the work in the departments.

Except for college 3, where the Head of Department did not see this as a major obstacle, all the others agreed that lack of resources was a major constraint to effective work in their colleges.

They outlined the following as major problems associated with lack of essential resources:

(i) Shortage of tutors led to increased workload.
(ii) Increased workload reduced efficiency.

Tutors cannot give regular assessment tests or carry out any research.
(iii) Shortage of textbooks led to unwarranted reliance on the teacher.

(iv) Shortage of teachers led to certain areas of the curriculum being neglected since the tutors cannot be competent in all areas of the curriculum.

(v) Shortage of software rendered the other equipment (hardware) useless.

4.7.4 Item 5

The Heads of Departments were asked to give their views on whether the state of resources in the departments affected the primary teachers' examination results.

The responses showed that all were agreed on the fact that the state of resources had a great influence on examination results. They argued that the tendency seemed to be that those colleges with more tutors, equipment and other resources, performed better in the primary teachers' examinations than those which were poorly equipped.

One private college also added that the quality of the students added to their predicament in the private colleges. He argued that many of their teacher trainees were not as qualified as those in public colleges.
The sentiment expressed by these tutors seemed to agree with the data got from the analysis of the primary teachers' examination results of 1991. Table IV.5, gives a breakdown of the results. Only one class from each of the four colleges was used for this comparison. It should be noted that the class sizes were not the same. The public colleges had 50 and 49 students for colleges 1 and 2 respectively while the private colleges had 30 and 43 students for colleges 3 and 4 respectively.

The following observations were made from Table IV.5:

(i) Those who scored distinctions, i.e grades 1 and 2 in the various colleges constituted the following percentages:

<table>
<thead>
<tr>
<th>College</th>
<th>1 - 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>2 - 6%</td>
</tr>
<tr>
<td>College</td>
<td>3 - 3%</td>
</tr>
<tr>
<td>College</td>
<td>4 - 0%</td>
</tr>
</tbody>
</table>

The public colleges have scored higher than the private colleges.

(ii) The total percentage score of grades 1 - 4 in the colleges were as follows:

<table>
<thead>
<tr>
<th>College</th>
<th>1 - 98%</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>2 - 92%</td>
</tr>
</tbody>
</table>
### Table IV.5: Analysis of 1991 PTE Results

<table>
<thead>
<tr>
<th>COLLEGE CODE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESULTS</td>
<td>GR. FRE.</td>
<td>GR.1-4</td>
<td>GR. FRE.</td>
<td>GR.1-4</td>
</tr>
<tr>
<td>1</td>
<td>3 6</td>
<td></td>
<td>1 2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7 14</td>
<td></td>
<td>2 4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>35 70</td>
<td></td>
<td>3 60</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4 8</td>
<td></td>
<td>12 24</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1 2</td>
<td></td>
<td>3 6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>0 0</td>
<td></td>
<td>1 2</td>
<td></td>
</tr>
<tr>
<td>Grand Totals</td>
<td>50 100</td>
<td>49 100</td>
<td>30 100</td>
<td>43 100</td>
</tr>
</tbody>
</table>

**Key**
- **GR.** - Grade
- **FRE.** - Frequency
<table>
<thead>
<tr>
<th>College</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>14%</td>
</tr>
</tbody>
</table>

(iii) The percentage failures per college were as follows:

<table>
<thead>
<tr>
<th>College</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>4</td>
<td>65%</td>
</tr>
</tbody>
</table>

It can be concluded from the above that in the 1991 PTE, the public colleges had performed better than the private colleges, both in terms of the general pass and in the quality of the passes as indicated by the grades obtained.

Whether there exists a causal link between these results and the resources in those colleges is not the subject of this study. But there seemed to be a correspondence between the resources available and the results obtained. Public colleges exhibited better resources and have also obtained better results.

4.7.5 Item 6

The Heads of Departments were asked to give a few recommendations to the Inspectorate, Ministry of Education and KIE in connection with resources for professional studies.
The following is a summary of the major recommendations given by:

(i) **Public Colleges**

   (a) The supply of software should be stepped up if the equipment available was to be effectively used.

   (b) The Ministry of Education should employ qualified supporting staff in the LRC.

   (c) The LRC should have its own vote to facilitate its maintenance and acquisition of new resources.

   (d) Tutors in-charge of the LRC should be trained for that job and should be given due recognition for that extra burden through promotion.

(ii) **Private Colleges**

   (a) KIE should organize more courses and workshops to develop materials for tutors and students.

   (b) The Inspectorate should provide the private colleges with up-to-date information on trends and developments
in the professional studies, syllabus changes, books and teaching approaches.

(c) Effective teaching practice is an essential aspect of teacher training. Some private colleges have problems with transport. Any assistance from the Ministry in this line will enhance the quality of teacher training.

(d) Young tutors should not teach professional studies. Though academically competent, they lack relevant experience.

The weight of evidence from the interviews suggested an awareness among the Heads of Departments of the effect of lack of resources for teaching and learning professional studies.

They were also aware that the major resources without which the colleges could not function were tutors and books. They also saw a link between availability of resources and performance in primary teachers' examination results.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The main concern of this study was to assess the state of resources for teaching and learning professional studies with the aim of comparing the situation existing in the public and private primary teachers' colleges in Kenya. Nyanza was taken as a case study.

The findings of this study provided a description of the situation that actually exists in the colleges studied. This chapter attempts to bring together findings, make conclusions and suggestions on what could be done to improve certain areas which require such improvement.

5.1 LIMITATION OF THE EVIDENCE

Before making any recommendations the researcher acknowledges the limitations which may be inherent in such a study.

The findings are drawn from a study of only four cases. This represents a small percentage of the entire primary teachers' college population in the country. No matter how objective the findings are, they may not necessarily be typical of all the colleges in the country.
As already mentioned, the lists provided might not have included everything that should have been listed. There may be a few omissions which could have made a difference in the interpretation of the research findings. We cannot eliminate the element of exaggeration from those providing the information. These too might have gone undetected and could cause an error in computation and conclusions from it. Loopholes in the instrument could also contribute to faulty findings.

On the whole, however, the findings provided sufficient grounds for drawing substantive conclusions and recommendations. These will emanate from the research questions raised in the paper.

5.2 CONCLUSION

5.2.1 Human Resources

There were two major findings here. First, was that the teacher remains the most important resource in the teachers' college. Second, it was found that the public colleges are better provided with tutors than the private colleges.

No reasons was mentioned directly about the tutor shortage in private colleges. It was however mentioned that they supplement their shortage by
temporarily hiring the services of tutors in the public colleges. This could imply that it is the cost of employing such tutors that may be the cause of the shortages.

5.2.2 Recommendations

There were four major recommendations here:

(1) The Inspectorate Section of the Ministry of Education must make the departmental establishments clear to all the colleges. It must ensure that the colleges meet these staff requirements. This could control extremities like the one found in college 4 where there was only one tutor for the entire Department.

This could also discourage the seasonal hiring of tutors from the public colleges which has the potential danger of encouraging neglect of duty in the official place of work in favour of the part-time employment in the private colleges.

(2) For effective management of the LRCs the support personnel must not only be trained but must be adequate in number.
(3) The Ministry of Education and the Inspectorate should in-service the tutors in-charge of LRCs should their services be deemed to be necessary. They should also be remunerated accordingly to boost their morale for the extra burden that they shoulder for the colleges. Such training may mean one extra grade above what the tutor has.

(4) Although experience may not be such a big handicap to a tutor in this Department those with adequate experience do have an edge over the young inexperienced tutors. The best tutors for this Department therefore should be those with primary experience. This is why those with B.Ed. (Primary Option) degrees or those who have done M.Ed. (PTE) should be encouraged to teach in this Department.

5.2.3 Equipment and Other Secondary Materials

The data collected strongly suggested that the public colleges are superior to the private colleges in their supply of the essential equipment and other secondary facilities.

Like in the case of tutors the major reason for lack of these resources is the cost of acquiring them. It
was suggested that some of the public colleges established their LRCs through an aid fund. The private colleges have to use fees and donations to establish their LRCs. Nevertheless, the private colleges still have the obligation to provide the basic equipment and materials for their trainees. The student-teachers must benefit from adequate teaching practice and that requires sufficient means of transport. They must also get sufficient practice in the use of the basic equipment if they are to use them in the field during and after training.

5.2.4 Recommendations

Three major recommendations were made:

(1) If the aim is that all teacher trainees should get comparable education irrespective of the colleges of their training, then the Inspectorate must ensure that the public and private colleges meet certain minimum requirements to be allowed to operate. These should be regularly checked, to ensure that they are operational. The new colleges should be made to meet the basic minimums before starting to operate.
(2) Part of the problem in the use of the equipment is the high population of students in the classes. As seen from the data the classes in public colleges have 50 students and at times more. Thus classrooms are too crowded to allow proper use of some of these equipment.

The colleges should strive to create large special rooms where the equipment can be conveniently used and stored.

(3) There was also a complaint about broken down equipment which could not be repaired or replaced. As suggested by one of the tutors in-charge of the LRC in one of the public colleges, the LRC could have a vote of its own to be able to replace or buy new equipment, books, and repair the broken down equipment, if it is to play its role effectively.

5.2.5 Books and Other Printed Materials

The study revealed that books and other printed materials command a lot of respect in the teachers' colleges. They ranked as high as tutors, in the order of priority of essential resources.
The findings of the study indicated that there was a very narrow range of books and other printed materials that were found in common in the four teachers' colleges.

The lists of textbooks also suggested a bias towards psychology textbooks. The other areas were neglected. It was also clear from the study that most books in the colleges are not written by Kenyan writers.

KIE as curriculum developer had only one document to its credit.

These findings seem to confirm what Olembo asserted in 1984 concerning the pathetic conditions of printed materials for tutors and students in the Kenyan primary teachers' colleges. (Ayot and Olembo, 1984). No materials seem to have been produced specifically towards satisfying the needs of the college students, from the local sources.

5.2.6 Recommendations

Three relevant recommendations were thus made:

(1) Most of the textbooks in the LRCs in primary teachers' colleges are those geared towards general readership. Some are rather too
advanced for the average primary teachers' college students, the majority of whom have only marginal passes in their school examinations. In colleges which train P2 and P3 teachers such texts would be too advanced for those whose maximum educational qualification is CPE or KCPE or KCE Division Four.

There is need for KIE and even individual writers to come up with texts which will be within the reach of these trainees in the various areas of the subject. The texts should portray local themes.

(2) New colleges will require more guidance from the Inspectorate on the essential texts. The Inspectorate should therefore update its lists of essential texts to the colleges particularly for the benefit of private colleges.

(3) The colleges should try to balance their collection of books. Having too many books on one aspect of the subject and almost nothing on the other aspects may make students ignore those aspects of the subject as being unimportant.
Teacher-made Resources and Student-made Resources

The findings of this study indicated that both tutors and students had a very small range of resources to their credit. Both groups produced some materials only on practice teaching. It was also clear that the tutors in the 4 colleges had not produced any researched work on any area of the subject.

A major limiting factor to research in these colleges is the size of the classes. The general average seems to be 50 per stream or more. Such a large class does not encourage research work by both tutors and students. The tutors cannot give work which will have to be supervised and marked to such a large number. It is also very taxing to teach such a class effectively and the tutor may not have extra energy for such research.

Since teachers' colleges do not have research funds, it becomes difficult to write even the small pamphlets. This militates against the production of such resources by tutors.

Recommendations

Three recommendations were made here:

(1) To be able to get quality work from both students and tutors, the Ministry must
limit the number of trainees in the colleges. The size of classes must be controlled for effective training and utilization of the scarce resources.

(2) Tutors know the needs of the students and so should be in a position to provide the necessary materials individually or in groups which could be compiled into a book with the assistance of the colleges or KIE. KIE should consider organizing writing workshops for areas of the subject where there is scarce literature. This may encourage the would be writers since their efforts will be rewarded.

(3) KIE should investigate the possibility of extending its research facilities and funds to the teachers' colleges in areas which could be of specific benefit to teacher education.

5.2.9 Community Resources

The community resources which were listed by the colleges were confined to resource persons of different types. There was no effort to diversify the resources in the community to study various
issues in the subject using varying approaches. For example, the local primary schools were not fully used by the colleges for purposes of case studies. They were only used for teaching practice. They could be used for case studies in child development, school administration and organization, and causes of absenteeism in school.

This limited use of community resources by the colleges could be due to several factors:

(1) Case studies are demanding and time-consuming.

(2) Lack of a clear picture of how community resources can contribute to learning in the teachers' colleges particularly in professional studies.

(3) Teacher education is examination oriented and so tutors and students will not go for methodologies which are exploratory.

5.2.10 Recommendations

Since there seems to be a lot of untapped potential in this area of resources, there is need for research in this field to determine the variety of these resources and their possible use in the teaching and learning of professional studies.
Further Research

The findings of this study have revealed certain realities about resources in the public and private primary teachers' colleges in Nyanza. In the light of these findings, it would be relevant to explore further the following areas:

(i) The state of resources across the curriculum in both private and public teachers' colleges in the country.

(ii) The contribution of KIE in the production and dissemination of resources for teaching and learning in the primary teachers' colleges.
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EDUCATIONAL REVIEWS


_________1973, Role and Functions of KIE


APPENDIX A.

INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENT: PROFESSIONAL STUDIES

General Introduction.

The purpose of this interview is to gather relevant data on Resources for teaching and learning professional studies in the primary teachers colleges in Kenya. The researcher aims at conducting a realistic overall assessment of the resources available in the teachers colleges for the teaching of this vital subject.

It is hoped that the information you provide will enable the researcher to make feasible recommendations which can help in the policy formulation and planning related to the teaching of this subject.

The information you provide will strictly be used for purposes of this research. Such information will remain strictly confidential.
PART I

General Information.

a. Name of College .........................................................

b. (i) Name of Head of Department .................................

(ii) Qualification .........................................................

(iii) Experience ............................................................

c. Names of other members of staff in the department, their qualification and experience

(i) Mr./Mrs. .............................................................

(ii) Mr./Mrs. .............................................................

(iii) Mr./Mrs. .............................................................

(iv) Mr./Mrs. .............................................................

(v) Mr./Mrs. .............................................................

2 What don't you have in your stock of resources but which you feel you should have e.g. tutors, what is your establishment?

3 How do you identify and choose the type of resources that you have? e.g. tutors, community resources etc.

4 As an expert in this subject area, do you think your work is hampered by lack of these resources? If yes how?

5 Would you ascribe your performance in examinations to the state of resources in your college?

6 Any recommendations that you would like to make to the Ministry of Education, Inspectorate, or K.I.E. with regard to resources for professional studies?
2. **Resources:**

a. Which books recommended by the Ministry of Education do you have in your stock?

(i) **Author** .........................................................
    **Title** .......................................................
    **Publisher** ..................................................
    **Year** .........................................................

(ii) **Author** .......................................................
    **Title** .......................................................
    **Publisher** ..................................................
    **Year** .........................................................

(iii) **Author** .....................................................
     **Title** .....................................................
     **Publisher** ................................................
     **Year** .......................................................

(iv) **Author** .....................................................
     **Title** .....................................................
     **Publisher** ................................................
     **Year** .......................................................
b. Which books are used by your department that are not recommended by the Ministry of Education?

(i) Author .................................................................
Title ...........................................................................
Publisher .................................................................
Year .........................................................................

(ii) Author .................................................................
Title ...........................................................................
Publisher .................................................................
Year .........................................................................
1. Reference books e.g. encyclopaedia, guides,

(i) **Author** .................................................................
    **Title** .................................................................
    **Publisher** ............................................................
    **Year** .................................................................

(ii) **Author** .................................................................
    **Title** .................................................................
    **Publisher** ............................................................
    **Year** .................................................................

(iii) **Author** .................................................................
    **Title** .................................................................
    **Publisher** ............................................................
    **Year** .................................................................

(iv) **Author** .................................................................
    **Title** .................................................................
    **Publisher** ............................................................
    **Year** .................................................................

(v) **Author** .................................................................
    **Title** .................................................................
    **Publisher** ............................................................
    **Year** .................................................................

(vi) **Author** .................................................................
    **Title** .................................................................
    **Publisher** ............................................................
    **Year** .................................................................
d. Non-book materials - films, slides etc.

1. ............................................................
2. ............................................................
3. ............................................................
4. ............................................................
5. ............................................................
6. ............................................................
7. ............................................................
8. ............................................................
9. ............................................................
10. ............................................................

e. Tutor made resources: pamphlets, papers written on different topics.

1. ............................................................
2. ............................................................
3. ............................................................
4. ............................................................
5. ............................................................
6. ............................................................
7. ............................................................
f. Student made resources: papers written as projects etc.

1. .................................................................
2. .................................................................
3. .................................................................
4. .................................................................
5. .................................................................
6. .................................................................
7. .................................................................
8. .................................................................
9. .................................................................
10. .................................................................

g. Equipment and apparatus: radios, video, T.V. etc., projectors etc.

1. .................................................................
2. .................................................................
3. .................................................................
4. .................................................................
5. .................................................................
6. .................................................................
7. .................................................................
8. .................................................................
9. .................................................................
10. .................................................................
h. Community resources: e.g. resource persons, experts
e.g. doctors.

1. .................................................................
2. .................................................................
3. .................................................................
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APPENDIX B

PAGE 2

THIS IS TO CERTIFY THAT:

Research permit No. OP/13/001/21C 281/4

Date of issue 17th October, 1991

Fee received KSHS 100.

Mr. / Mrs. PETER OCHUKA NDALO of (Address) DEPT. OF EDUCATIONAL COMM. & TECHNOLOGY, KENYATTA UNIVERSITY, has been permitted to conduct research in

Location, District, Nyanza Province, on the topic "A COMPARATIVE STUDY OF THE RESOURCES FOR TEACHING AND LEARNING PROFESSIONAL STUDIES IN THE PUBLIC AND PRIVATE PRIMARY TEACHERS' COLLEGES: A CASE STUDY OF NYANZA PROVINCE." NOVEMBER for a period ending 19.91.

Applicant's Signature

FOR Permanent Secretary, Office of the President

J. A. MACLOCO (MRS)
The Secretary  
National Council for science and Technology,  
P. O. Box 30623  
NAIROBI.

RESEARCH AUTHORISATION

APPLICANT(S)  MR. PETER OCHUKA MAWO

The above named has been authorised to conduct research on  
"A COMPARATIVE STUDY OF THE RESOURCES FOR TEACHING AND LEARNING  
PROFESSIONAL STUDENT IN THE PUBLIC AND PRIVATE PRIMARY TEACHERS'  
COLLEGES: A CASE STUDY OF NYANZA PROVINCE."

As indicated on the application form, this research will be conducted in  
NYANZA PROVINCE.

for a period ending  

Under the Standing Research Clearance awarded to Kenyan Universities/Public  
institutions.

I herewith enclose copies of his/her application for record purpose. He/She has also been notified that we will need a minimum of two copies of his/her research findings at the expiry of the project.

FOR: PERMANENT SECRETARY/ADMINISTRATION

cc.

CHAIRMAN, DEPT. OF EDUCATIONAL  MR. PETER OCHUKA MAWO

COMMUNICATION, AND TECHNOLOGY  DEPT. OF COMM. TECH.

KENYATTA UNIVERSITY  KENYATTA UNIVERSITY

P. O. NYANZA
The District Commissioner,
KISII.

The District Commissioner,
SOUTH NYANZA.

RESEARCH - PETER OCHUKA NDALO

The above named has been authorised by the office of the President to carry out research on topic "A COMPARATIVE STUDY OF THE RESOURCES FOR TEACHING AND LEARNING PROFESSIONAL STUDIES IN THE PUBLIC AND PRIVATE PRIMARY TEACHER'S COLLEGES: A CASE STUDY OF NYANZA PROVINCE". This authority is valid to-date up to November, 1991.

He will be carrying out research in your respective districts. The purpose of writing this letter to you therefore is to ask you to accord him all the necessary assistance.

We have enclosed a letter Ref:OP/13/001/21C 215/3 dated 17th October, 1991 from the Permanent Secretary/Administration for ease of reference.

M.C. Mwangi
(M.W. MWANGI)

for
PROVINCIAL COMMISSIONER
NYANZA PROVINCE

cc. The Permanent Secretary/Administration,
Office of the President,
P.O. Box 30510,
NAIROBI.

√cc. Mr. Peter Ochuka Ndalo,
P.O. Box 43844,
NAIROBI.

- (Please refer to your letter Ref:OP/13/001/21C 215/3 DATED 17th October, 1991 on the above subject).
INTRODUCTORY NOTE FOR THE RESEARCH PROJECT.

M. ED. (PTE) II COURSE - 1991

STUDENT'S NAME Peter Dhuka Ndal. REG. NO E551750189

The above named is our post-graduate student undertaking a Master's programme at this university. In the final year of the programme, it is the practice of this University for Masters Students to produce a piece of research project work as a partial fulfilment of the degree.

It is in this regard that I request you to assist and encourage this student in carrying out project work of the title:

A COMPARATIVE STUDY OF RESOURCES FOR TEACHING AND LEARNING PROFESSIONAL STUDIES IN THE PUBLIC AND PRIVATE TEACHERS COLLEGES; A CASE STUDY OF NYANZA PROVINCE.

Thanking you in advance,

Yours faithfully,

Dr. Twoli N. W.
COURSE CO-ORDINATOR, DEPARTMENT OF EDUCATIONAL COMMUNICATION & TECHNOLOGY.