

Students' Perception of Quality of Instructional Activities Used in Teacher Education Programmes in the Universities in Nakuru County, Kenya

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Abstract: Some stakeholders in higher education in Kenya has argued that quality of instructional activities used in teacher education programmes has been compromised in some universities. The problem of compromised instructional activities used in teacher education programmes is the focus of this study. No empirical study has been conducted to verify this claim in the universities in Nakuru County, Kenya. The objective of this study, therefore, was to compare how students in public and private universities perceive quality of instructional activities used in teacher education programmes in the universities in Nakuru County, Kenya. Total Quality Management Theory and Attributive Theory of Higher Education constituted the theoretical frameworks upon which this study was based. The researcher reviewed literature related to quality of instructional activities in the universalities. The results posted indicate that private universities ($M = 3.00$, $SD = 0.57$) was higher than ($M = 2.74$, $SD = 0.59$) of the public universities. It implies that students enrolled in teacher education programmes in private universities perceived that quality of instructional activities were better compared to their counterparts in public universities. The results further indicate that the difference between the two means was statistically significant, $t(225) = 3.429$, $p < .05$. The study recommends that university managers in the universities in Nakuru County, Kenya, should strive to improve quality of instructional activities used in teacher education programmes. CUE and universities to improve quality of instructional activities in teacher education programmes could use the results of this study.

Keywords: Perception, Quality and Instructional Activities.

INTRODUCTION

Quality of teaching activities in the universities in East Africa has been the concern of many educators. Kafubi [1] cited by Bunoti [2] argues that no education system can be better than the quality of its teachers. The researcher reported that the lecturer-student ratio in universities is disproportionate and that lecturers should know how to utilize limited resources, avoid absenteeism, sluggishness, give valuable time to students and show concern for students' challenges. This is confirmed by the Task Force on Re-alignment of the Education Sector to the New Constitution [3]; it reported that the high number of students in the universities in Kenya puts pressure on existing infrastructure and instructional equipment. Misaro and colleagues [4], reported that quality of teaching has declined in the universities in Africa. If quality of instructional activities is not improved, then quality of teacher education programmes could also be compromised in the universities within Nakuru County, Kenya. How then, do students enrolled in teacher education programmes actually perceive quality of instructional activities in the universities in Nakuru County, Kenya?

The findings of this study could be used to address myriad problems in quality of teacher education and quality assurance mechanisms. Since quality of instructional resources and activities influences quality of graduates CHE [5], managers of teacher education programs to improve quality of teacher education in Kenyan Universities could use information obtained from this study. Teachers are the chief transmitters of knowledge, skills and attitude to students. Quality teacher education programs should therefore affect the quality of human capital in the country [6]. Information on how to manage quality of instructional activities used in teacher education programs could enhance generic competence among teachers and prepare them for active citizenship in democratic societies [7]. Improvement of instructional activities could lead to personal development, a key learning outcome of higher education [8].

Background to the Study

Although public universities still have more students globally, a study by UNESCO on private universities revealed that private universities have been expanding faster worldwide and particularly in the developing world [9]. The UNESCO sponsored study

revealed that about 30% of higher education enrolments are now in private institutions. The report further predicted that the demand for higher education will have expanded from 97 million students in 2000 to 262 million by 2025 [10]. Rapid expansion of university education, however, impacted on quality of graduates with up to 51% of those in East Africa being found to be 'half baked' [11].

In Kenya, cost of instructional resources and activities remains astronomical for universities in Kenya [12]. Consequently, the government recommended a raft of measures including introduction of user fee [13] and Module II programmes [14]. However, Odebero [15] observes that although these programmes have been financially rewarding, they have compromised the quality of education in the universities. As an additional measure, the Kenya government reduced its expenditure on higher education to US \$588 million in 2014/2015 from US\$ 627.2 million in 2015/2016 fiscal year even though student numbers went up 28% in the same period [16].

Education managers in the universities in Kenya, play the crucial role of instructional leadership and supervision. As clinical supervisors, they seek to improve lecturers' effectiveness in the classroom making instructional supervision an indispensable aspect of education management [17]. It can therefore be inferred that instructional leaders in teacher education programmes must lead processes that would ensure quality of instructional activities. To that extent, President Uhuru Kenyatta in his address to university chancellors noted that higher education in Kenya is growing at an incredible pace and that they must balance between quantity and quality [18].

The Task Force on Re-alignment of the Education Sector to the New Constitution (TFRSNC) [19] reported that quality of education in Kenya does not match global competitiveness and cannot address challenges in the 21st century. According to this report, although Kenyan Government has vigorously expanded access to quality education, the following challenges were reported: quality assurance measures are not comprehensive in the education sector; that there is lack of a harmonized programme to train lecturers in pedagogy; overcrowding in the lecture rooms affects standards and quality; high number of students in Kenyan Universities puts pressure on existing infrastructure and instructional equipment; too much part-time teaching due to shortage of lecturers compromises quality of University education; public and private universities in Kenya have become much commercialized thus compromising standards and quality; there is a general drop of standards and quality in degrees offered in both public and private universities; quality assurance in universities is conducted internally without benchmarking with other

universities and that enforcement of standards depends on the strengths of individual universities involved.

Given that that a high percentage of students enrolled in public universities in Kenya tend to pursue teacher education programmes compared to other programmes Olembo, Wanga & Karagu [20]; it can be inferred that quality of various instructional activities in teacher education programmes may not be high in the universities in Kenya. It should be noted that teacher education is an important driver for sustainable development since literally every knowledgeable and skilled individual in micro and macro productive activity has been shaped in some ways by the contribution of a teacher. Thus, it is important to craft teacher education programmes in such a way that they impact on learners and humanity in general [21]. According to Kaimenyi [22], teacher quality is the main driver that influences achievement of cognitive, affective and psychomotor leaning outcomes and that teacher training curriculum combine both subject content and pedagogy.

Webometrics [23] indicates that universities with campuses in Nakuru County are highly ranked in Kenya. However, in the international scene, their presence, impact and academic excellence is way below many universities in Africa. It implies that quality of instructional activities used in various academic programmes could be low in comparison to their counterparts in Africa.

Nakuru town has witnessed establishment of university campuses to meet the high demand for university Education. The report further points out that the major challenge facing higher education sector in the County is improvement of quality of education given that her education institutions have inadequate physical infrastructure [24]. Given that some of the public and private universities in Nakuru County, Kenya, offer teacher education programmes, it appears that teacher training in these universities is facing challenges in provision of high quality instructional activities.

How then, do students enrolled in teacher education programmes perceive quality of instructional activities in the universities in Nakuru County, Kenya? From the background to this study, it appears that quality of instructional activities used in teacher education programmes could have been compromised in the public and private universities within Nakuru County, Kenya.

LITERATURE REVIEW

Quality of Instructional Activities in the Universities

Quality of instruction refers to the quality of delivery skills, processes and activities used by lecturers, which make concepts taught easy to remember, and to be understood. Lecturer's

comprehension of what is involved in teaching, planning, implementation and evaluation as well as cultivation of positive interpersonal relationships with students will affect the quality of teaching and learning [25].

The objectives of teaching at university level should emphasize development of knowledge, skills and attitude [26]. Sidek [27] asserts that quality of education at tertiary level should be viewed from the perspective of teaching quality and the quality of students who are the main customers for the institution. The main task of a lecturer is to convey knowledge, develop skills and character in addition to duties such as planning, managing, facilitating and coaching. They must use effective teaching styles. These scholars study how students actually perceive quality of instructional activities.

Quality of teaching activities in the universities has been a cause of concern to many pedagogues. Loren [28] observed that in order to improve quality of classroom lectures, the lecturer must have a good personality, use examples, proper illustrations and anecdotes, specific instances and show practical application. They could improve delivery by working on posture, gestures, audibility and clear enunciation. Lecturers must use different presentation methods; they should not read from the manuscripts and must comment on students' work by giving prompt feedback on their work. How then do students actually perceive quality of instructional activities used in teacher education programmes in Nakuru County, Kenya?

It is imperative that lecturers use relevant and innovative methods of teaching in the universities. Accordingly, JISC [29], argue that traditional lecture format has been challenged in recent years by the widespread use of learning technologies and the new teaching models that have taken shape. Despite the emergence of these new models, many UK universities rely on a well-established combination of lectures and tutorials throughout undergraduate study. The JISC [30] report, further states that technology is essential to making traditional lectures more interactive. The researchers did not look at how students perceive quality of these instructional activities.

Lecturers must utilize class time properly with a view to maximizing achievement of teaching objectives. However, Townsend and Rosser [31] assert that it is difficult to measure what lectures do in class, and especially hours spent on actual instructional activities. Mimi [32] also reported on the use of cameras in China University of Political Science in order to reduce on lecturers reporting late or leaving classrooms early, students idling, chatting, eating, and sleeping during class, which according to the researcher, is a common practice in the University. Mimi [33] further notes that cameras installed in lecture

halls and dormitories were used to monitor control and refine teaching activities in the university. The researchers did not look at how students perceive quality of these instructional activities.

Many scholars have bewailed teaching quality in the universities in Africa. Misaro and colleagues [34], reported that quality of teaching has declined in the universities in Africa. Quality of teaching activities in the universities in East Africa has been the concern of many educators. Kafubi [35] cited by Bunoti [36] argues that no education system can be better than the quality of its teachers. The researcher reported that the lecturer-student ratio in universities is disproportionate and that lecturers should know how to utilize limited resources, avoid absenteeism, sluggishness, give valuable time to students and show concern for students' challenges. Bunoti [37] observed that some universities in Uganda have a poor reading culture. They lack personnel with computer skills and even computer facilities. While some lecturers are rude others threaten students and abuse them. Some lecturers do not prepare notes and merely download articles and assign students to make copies of the same. Lecturers do not offer opportunity for academic consultation. The researchers did not look at how students perceive quality of these instructional activities.

Similarly, quality of instructional activities has been a cause of concern in Kenya. President Kibaki while acknowledging that lecturers worked under difficult circumstances, noted that higher education played a crucial role in the development of a nation such as happens in Asia [38]. Bold *et al.* [39] also avers that large classes in the universities only increase test scores but not quality of teaching. Lectures must demonstrate knowledge and skills while teaching in the lecture rooms. Gogo [40] provides a raft of recommendations for Kenya. The researcher avers that everyone who affects students learning including lecturers must continually improve their knowledge and skills in order to ensure effective student learning and that this could be done through staff development. How then do students enrolled in teacher education programmes perceive quality of instructional activities?

An imbalanced lecturer- student ratio does not facilitate teaching and effective learning. Accordingly, the Commission for university education (CUE) directed that lecturer- student ratio should be 7:1 and 18:1 for science and arts courses respectively. Many universities have not achieved this ideal. Lecturers must be retrained, through conferences, seminars on methods of teaching. This because, most university lecturers do not know how to handle lecture methods properly since few of them have received any formal training on how to lecture [41]. KIPPRA [42] further reported that there is inefficiency in use of available resources due to lack of monitoring of teaching and learning at the classroom level in the universities in Kenya.

Wamalwa [43] in his studies on demand driven expansion of universities in Kenya reported that 50.9% of respondents indicated that lecturers do not attend all classes indicated in the programmes in public universities, while 71% of students in private universities opined that they attended all classes. In the same report, more students in the public universities than private universities disagreed that lecturers use teaching aids during lectures.

Further, Wamalwa [44] reported that in Kenya, many lecturers in private universities have higher workload, while there are poorer supervision processes for lecturers and inadequate working space in public universities. Large classes and poor teaching approaches were more in public universities than private universities. There is more congestion in public than in private universities. This research study did not focus on students' perceptions of quality of instructional activities in teacher education programmes in Nakuru County, Kenya.

Quality of Teaching in Private Universities in Kenya

Many people assume that quality of teaching is always high in the private universities. On the contrary, Gogo [45] found out that quality of university education in some private universities in Kenya is compromised by balancing enrolment (income) with quality. He found out that some Lecturers teach courses they never studied at all and that heavy part time teaching increase lecturer workload leading to poor quality of teaching or merely teaching for examinations. Oketch [46] also confirmed that some lecturers in private universities do not have clear qualifications to teach some courses. This research study did not focus on students' perceptions of quality of instructional activities in teacher education programmes in Nakuru County, Kenya.

Lecturers should teach for the entire prescribed duration of hours placed in the time table or curriculum. However, Gogo [47] reported that some lecturers do not teach the full length of courses because they are often in a hurry to finish one class to start another one in other campuses. It implies that some lecturers in some private universities, more often than not, do not adequately cover content areas. This research study did not focus on students' perceptions of quality of instructional activities in teacher education programmes in Nakuru County, Kenya.

According to Mwebi & Simatwa [48] private universities should improve on provision of physical facilities, teaching and learning materials and administrative services. Gogo [49] found out that some private universities do not do much publishing in high

impact journals because of lack of time and finance and too much workload. These issues could probably explain the difference in quality of teaching between public and private universities which was reported by Wamalwa [50] to statistically significantly ($F=6.661$; $p<0.000$). This research study did not focus on students' perceptions of quality of instructional activities in teacher education programmes in Nakuru County, Kenya.

Theoretical Framework

This study assessed the students' perception of the quality of instructional activities used in teacher educational programs. It was based on the theory of Total Quality Management (TQM) advanced by Deming, [51]. Total Quality Management presupposes that organizational survival can only be ensured if there are high quality resources and services leading to customer satisfaction. According to Hashmi [52], TQM is a culture, attitude and organization of a company that strives to provide customers with products and services that satisfy their needs. For the purpose of this study, students are seen as customers while instructional activities are considered as processes.

Quality Management refers to the quality of all processes involved in turning inputs into outputs. It does not only concentrate on the end quality but also on the quality of all processes involved. In the field of teacher education, quality of the instructional activities must be improved to produce qualified teachers. Qualified teachers with knowledge, skills and relevant attitudes are considered as the product. That is why this theory is relevant for this study.

This study is also hinged on Attributive Theory of Higher Education propounded by Ashfar [53]. This theory postulates that quality only exists in relation to the phenomenon to which it is attributed. Quality can only be defined by its attributes and can be quantified by developing a system of numeric values for the attributes. To measure quality attributes of a phenomenon, an inter-subjective approach to data collection and analysis is required. It means that quality can only be measured by assessing quality attributes of instructional resources and instructional activities. In this case, attributes of the phenomenon of actual instruction activities must be measured by quality attributes that make them fit for use.

Conceptual Framework

This section contains the conceptual framework on which this study was based. It illustrates the relationship between independent, intervening and dependent variables.

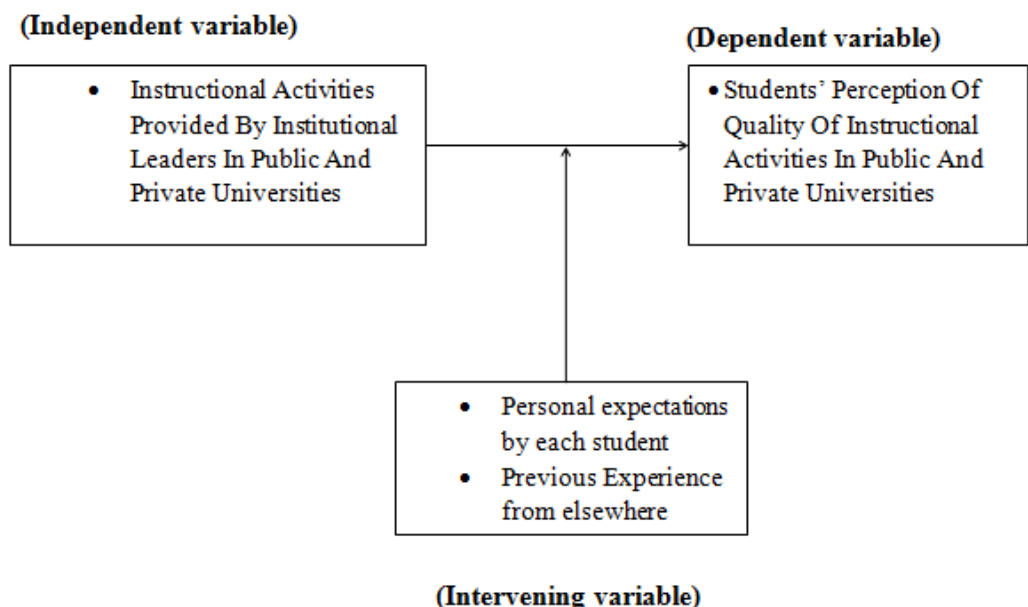


Fig-1: Conceptual Framework

The conceptual framework presented in Figure 1 above shows that instructional activities used in teacher education programmes influence students' perception of the same. Students can only perceive what has been provided to be of high or low quality.

RESEARCH METHODOLOGY AND DESIGN

Research Design

This study adopted cross sectional research survey design. According to Nsubuga [54], a survey design enables a researcher to investigate the status of a given characteristic, compare the status with the expectations and suggest ways of improving the status. Surveys gather data at a particular time with the intention of describing the nature of existing conditions, or identify standards against which conditions can be compared [55]. It also took a comparative approach by comparing dependent and independent variable within and between public and private universities.

Study Location

The study concentrated on sampled chartered public and private universities in Nakuru County, Kenya. Nakuru County hosts main campus and satellite campuses of universities with headquarter outside Nakuru. Nakuru County Development Profile [24] documents that Nakuru County is one of the 47 Counties of the Republic of Kenya provided in the Constitution of Kenya, 2010. The County lays within the Great Rift Valley and borders seven other counties namely; Kericho, Baringo, Laikipia, Nyandarua, Narok, Kajiado and Kiambu. The county covers an area of 7,495.1. The County headquarter is Nakuru Municipality.

Study Population

The study population consisted only of fourth year Bachelor of Education (Arts) students enrolled in

the regular programme. The census was as follows: Public P (110), Public Q (65), Private X (65), and Private Y (70), totaling 310 in the sampled universities. The statistics 310 was the entire census from where the study sample was derived.

Sampling Techniques

Given a target population 310 students in 6 universities, the researcher used stratified random sampling technique to stratify the universities into public and private. There are four public universities with campuses in Nakuru Municipality. Purposive sampling was used to sample two universities, which offer bachelor of education degrees. There are four private universities with campuses in Nakuru Municipality. To sample two private universities for this study, the researcher used simple random sampling technique. This led to selection of 2 private and 2 public university campuses offering education courses. To sample actual participants, the researcher used simple random sampling technique. As Kerlinger [56] puts it, statistics calculated from large samples are more accurate, other things equal, than those calculated from small samples.

Sample Size

To determine the actual sample size, the researcher used Krejcie and Morgan Table of determination of sample size [57]. $\sum N=310$ has a corresponding value of $s=257$. Using a sample size of 257, each university was apportioned the following samples on the basis of the ratio of the population of their students taking education Arts. The study sampled two public and two private universities, constituting 66 per cent of the target population of the universities under study. One private university was used for pilot study.

Table-1: Sample size of the study

University	Population Size(n)	Sample Size(s)
Egerton	110	87
Kenyatta	65	56
Kabarak	65	55
Mt. Kenya	70	59
Total	310	257

Research Instrument

The researcher used students’ questionnaire to collect data on students’ perception of the quality of accommodation resources. It contained close ended items of a four degree Likert scale. The scale has; Always, Frequently, Sometimes and Never to symbolize frequency or prevalence of quality attributes related to instructional activities. A ‘never’ response in the Likert scale meant that a particular quality attribute was lacking, implying poor quality. ‘Always’ response in the extreme end of the Likert scale implied that a quality attribute in question was manifest, symbolizing high quality. Responses had corresponding numerical values of 4, 3, 2 and 1 which were used to enter data related to perception of quality of instructional Activities.

DATA ANALYSIS AND PRESENTATION

Data from the questionnaires were coded and entered for analysis using the IBM SPSS (version 20).

Descriptive and Inferential statistical tools were used to analyze data collected by questionnaires. Descriptive statistics included percentages, means and frequencies. Inferential statistics were derived from ANOVA, Post Hoc Test and T-tests. To confirm the existence of significant differences in perceptions of quality of selected instructional activities within and between private and public universities, the researcher used ANOVA and T-tests. Tables were used to present these results.

RESULTS AND DISCUSSIONS

The objective is first to compare how students enrolled in teacher education programmes perceive quality of instructional activities in public and private universities in Nakuru County, Kenya. Responses to the items in the questionnaire are described and summarized in the subsequent sections. Table 2 presents the frequencies of responses for each item.

Table-2: Students’ Perception of Quality of Instructional Activities in Teacher Education Programmes in Universities

Quality of Instructional Activities Statement	N	Alwa ys	Frequent ly	Sometim es	Never
The lecturers of my education courses demonstrate mastery of knowledge and skills while teaching	226	50.0	20.4	27.0	2.7
The lecturers of my education courses begin teaching on time	226	45.6	20.4	29.6	4.4
The lecturers of my education courses give relevant examples while teaching in class	223	52.2	18.8	27.4	1.4
The lecturers of my education courses demonstrate mastery of language when teaching	225	56.4	20.9	18.7	4.0
The lecturers of my education courses teach until the end of the prescribed time for each lecture session	226	42.0	18.6	35.4	4.0
The lecturers of my education courses complete the content of entire course outlines	224	46.0	16.1	32.6	5.4
The lecturers of my education courses present well prepared course manuals	221	48.9	26.7	19.9	4.5
The lecturers of my education courses use relevant teaching methods for each topic	222	50.9	20.7	24.8	3.6
The lecturers of my education courses provide detailed course outlines at the beginning of the course	224	58.0	20.1	18.8	3.1
The lecturers of my education courses use relevant teaching aids while teaching	224	42.9	16.5	33.9	6.7
The lecturers of my education courses, use ICT resources e.g. projectors and computers during lectures	225	18.2	16.0	40.4	25.3
The lecturers of my education courses dictate notes without explaining concepts	223	18.8	6.7	40.8	33.6
The lecturers of my education courses reinforce students while teaching in class	218	37.2	15.6	35.3	11.9
The lecturers in my education courses offer tutorial classes	223	25.1	15.7	33.2	26.0
The lecturers of my education courses present their lectures logically	222	38.7	32.4	27.0	1.8
The lecturers of my education courses, attend all lectures in the semester	223	52.5	24.7	19.7	3.1
The lecturers of my education courses ridicule students in class while teaching	220	15.9	10.0	40.5	33.6
The Lecturers of my education courses, spend lecture time on personal and irrelevant stories in class	223	15.9	10.8	39.6	33.6
The lecturers of my education courses, allow students to ask questions	223	57.4	19.3	21.1	2.2
The lecturers of my education courses, give satisfactory answers to my questions	223	47.1	28.7	22.4	1.8

According to Table 2, 50% of the respondents perceived that lecturers always demonstrate good mastery of knowledge and skills in education courses. This implies that some lecturers in teacher educational programmes demonstrate mastery of knowledge and skills. Michael and Raymond [58] who asserts that lectures should have experience and increased knowledge, skills, and ability to improve effectiveness in delivery confirm this. Another 50% opined that lecturers demonstrate mastery of skills in varying frequencies from frequent to never. This finding suggests that some lecturers in teacher educational programmes do not always demonstrate knowledge and skills in their subjects. At no time should a lecturer fail to demonstrate knowledge and skills. Arreola [59] also acknowledges that many lecturers have less formal training on teaching which compromises their ability to deliver.

It is important to note that 4.4% observed that lecturers never commence teaching on time. This is confirmed by Gogo [60] who reported that some lecturers do not teach the full length of courses because they are often in a hurry to start classes in other campuses. It implies that they may not be covering content areas properly. Only 45.6% of the respondents reported that lecturers start teaching on time. It is imperative that lecturers in teacher education programmes always begin teaching on time and not frequently (20.4%) or sometimes (29.6%).

It was reported that 52.2% of lecturers always give relevant examples. Lecturers should always give relevant examples to effectively facilitate transfer of learning. According to University of Technology Sydney [61], one of the characteristics of good teaching in the university is illustrating abstract concepts with relevant examples. Loren [62] observed that in order to improve quality of classroom lectures, the lecturer must have a good personality, use examples, proper illustrations and anecdotes, specific instances and show practical application. They could improve delivery by working on posture, gestures, audibility and clear enunciation. Lecturers must use different presentation methods; they should not read from the manuscripts and must comment on students' work by giving prompt feedback on their work. Nevertheless, 27.4% of the respondents who noted that lecturers sometimes give relevant examples ought to present a serious concern in academic practice. It implies that students on teacher education programmes did not grasp meanings of concepts properly due to lack of illustrations and examples.

Lecturers demonstrate good mastery of language while teaching as reported by 56.4% of the respondents. Research done by University of Technology Sydney [63], on the characteristics of good teaching in the university revealed that a good lecturer must use simple language to facilitate learning of

difficult concepts. According to the findings of this research study, 43.6% of the respondents affirmed that lecturers frequently, sometimes or never demonstrate good mastery of language. It should be noted that Language is the means of imparting knowledge. It implies that some lecturers in teacher education programmes are not capable of using appropriate language to teach concepts and skills. This may affect concept learning and meaning in teacher education programmes in universities within Nakuru County. Any lecturer who does not use language effectively may not facilitate learning.

A good percentage of respondents (40.9%) reported that lecturers sometimes or never teach until the end of the prescribed lecture session. A possible explanation for this practice could be that lecturers in teacher education programmes in universities within Nakuru County do not plan enough material to last the entire lecture session or that some lecturers hurry through the lecture. Both cases are not good attributes of quality instruction. However, 42% of the respondents reported that lecturers always taught until the end of lecture session. This was in line with Kafubi [64] advice that lecturers should always give valuable time to students and show concern for their challenges.

While 46% of the respondents reported that lecturers always complete course content as indicated in the course outlines, 54% observed that lecturers frequently, sometimes or never complete the prescribed course contents. This is not a good attribute of quality instruction. Research done by University of Technology Sydney [65], on the characteristics of good teaching in the university revealed that a good lecturer must cover the prescribed content of various courses. Modern quality assurance practices also require lecturers to complete content areas as indicated in the curriculum [66].

Regarding course manuals, 4.5% and 19.5% of the respondents revealed that manuals are not presented to students respectively. Failure to provide well prepared manuals compromises quality of instructional activities. The reverse opinion was given by 48.9% who reported that lecturers always gave well prepared manuals. It implies that some students get students in teacher educational programmes get quality manuals from their lecturers. According to University of Technology Sydney [67], one of the characteristics of good teaching in the university is provision of detailed and well prepared handouts. Silong and Ibrahim [68] also confirm that the success of any education efforts rests squarely on the shoulders of its academic staff because lecturers should plan teaching programmes, prepare quality learning materials and manage the programmes.

Use of relevant teaching methods is a good instructional practice as reported by 50.9% of the

respondents of this study. It implies that some lecturers in the teacher education programmes within Nakuru County apply relevant teaching methods, which could facilitate learning. According to Sidek [69], the main work of a lecturer is to convey knowledge, develop skills and character through planning, managing, facilitating and coaching by use of effective teaching styles. Lindsay [70] also asserts that lecturers must use good presentation style to gain students attention in the lecture hall. Tajudin, Omar, Yunus, Tajuddin & Hudi [71] also aver that lecturers should diversify teaching methods to attract students. Still, 24.8% indicated that relevant teaching methods are only used sometimes in the universities in Nakuru County. This practice could compromise quality of instructional activities in teacher education programmes these universities.

Only 58% of the respondents reported that course outlines are always given to students. It implies that students in teacher education programmes get effective guidelines on course topics and references, which they can use during personal study sessions. Andreu, Canos, De Juana, Manresa, Rienda & Tari [72] who proclaim that a good lecturer should have good relationship with students, design and provide the course content, teach well and score fairly, support this Good instructional practice. Another 42 % opined that course outlines are given frequently, sometimes or never given, a practice, which does no guarantee quality instruction.

It was noted by 42.9% of the respondents that lecturers always use relevant teaching aid during actual instruction. Instructional leaders in line with Ronald [73] observation that a good lecturer should use variety of teaching techniques, teaching aids and must be creative in teaching should enforce this. About 40.1% avowed that lecturers sometimes or never use teaching aid. It implies that students in teacher education programme may not acquire deep learning associated with use of teaching aids. It can be inferred that nonuse of teaching aid during teaching may compromise quality of learning in teacher education programme.

Some respondents 25.5 % avowed that lecturers never use ICT for teaching while another 40.4% stated that lecturers only do so sometimes. Both cases are not symptomatic of quality instruction. This implies that instructional processes in teacher education programmes may be inefficient for some students and lecturers. This finding is corroborated by Asiyai [74], Akomolafe [75], Onwumere [76] and Sulaima [77] who observed that despite the role of Information Communication Technologies in enhancing instruction and learning, its use is still limited in institutions of higher learning in Africa. Obajemu and Ibegwam, [78] concur when they noted that many countries still report lack of ICT resources in the Universities and especially in their libraries. Omolayole [79] explains that this could be caused by poor computer culture, poor

telecommunications infrastructure and general lack of awareness in Nigerian Universities.

It is noteworthy that only 18.2 % affirmed that lecturers always use of ICT. This is good for quality instruction in the universities as supported by Chakanyuka, Chiome and Chabaya [80] who avow that one way of achieving quality in education is providing training and regular in-service education for lecturers to ensure that they can cope with the technological developments. This implies that some lecturers in teacher education programmes use ICT to facilitate teaching and learning. This could make learning more interesting for students in the programme.

Respondents (66.4%) maintained that lecturers dictate notes in varying frequencies from always, frequently to sometimes. Bunoti [81] also found out that some lecturers in Uganda do not prepare notes and merely download articles and assign students to make copies of the same. In contrast, research conducted by University of Technology Sydney [82] on the characteristics of good teaching in the university revealed that a good lecturer must explain concepts in the notes. It can be inferred that dictating notes without accompanying explanation may not enhance quality instruction, internalization of concepts and deep learning in teacher education programmes.

It is clear from Table 2 that 59.2% of the respondents maintained that lecturers sometimes or never offer tutorials, a recommended instructional process in higher education. It implies that they don't use diversified methods of learning so that can think logically and in depth about teacher education course. This could affect quality of these programmes. This is contrary to the report by Oxford University Committee which argued that tutorials are good because they develop in an individual student's ability to think logically and in depth about a subject area for both the tutor and the students and that they develop students' basic academic skills [83, 84]. Only 25% reported that lecturers always provide tutorials in teacher education programmes.

The findings revealed that 27% of the respondents opined that lecturers sometimes present their lectures logically. It implies that students in teacher education programmes may not follow some lectures on teacher education programmes if they are not logically presented. Another 32.2% professed that their lecturers frequently present their lectures logically. The ideal practice was confirmed by 38.7% who reported that lectures are always logical in their presentation. University of Leicester [85] concurs in a report which recommended that lecture presentations must be logically structured and has linear flow.

According to 52.2% of the respondents, lecturers attend all lectures in the semester which is a

good instructional practice. Kafubi [86] in Bunoti [87] asserts that lecturers should know how to utilize limited resources, avoid absenteeism and sluggishness. However, an urgent attention should be given 22.8% who reported that some lecturers sometimes or never attend all lectures in the semester. It implies that sometimes they do not cover the syllabus in teacher education programs. This could affect quality of teacher education programs in the universities in Nakuru County.

Incidences of students being ridiculed in class by lecturers was reported by 66% of the respondents in various frequencies of always, frequent and sometimes, a practice which affects students' participation in the lectures. This may limit learning opportunities in teacher education programme when students are reduced to passive listeners. Bunoti [88] reported similar findings that some lecturers are rude threaten or abuse students in some Ugandan universities. Only 33.6% reported that students are never ridiculed while in class. In contrast, University of Technology Sydney [89] found out that one of the characteristics of good teaching in the university is that lectures should not ridicule students while teaching.

That lecturers always spend lecture hours on irrelevant stories was reported by 15.9% of the respondents, while another 10.8% and 39.6% averred that lecturers frequently and sometimes waste precious lecture hours on irrelevant stories respectively. This is a worrying trend given that 38 % of respondents stated that lecturers sometimes or never complete their course outlines. It implies that lectures in teacher education programmes sometimes spend lecture hours on

irrelevant stories only to fail to teach all prescribed content areas. This practice could affect quality of teacher education programmes. Bunoti [90] advises that lecturers should know how to utilize limited resources and give valuable time to students.

Respondents (57.4%) stated that lecturers always allow students to ask questions while 21.1% opined that they sometimes allow questions. Students must be allowed to ask questions and to seek clarification on areas not well understood. It implies that whenever a student has not understood a concept properly they may decide to keep quiet. This could affect quality of teacher education programs in the universities in Nakuru County. These statistics are close to the 22.4% which reported that answers to their questions are not satisfactory. However, 47.1% of the respondents affirm that their answers are satisfactory. Lecturers should give satisfactory answers to students' questions. Reinforcing learners for correct responses during instruction is a recommended practice. Respondents (37.2%) affirmed that lecturers always reinforce learners while 47.2% of the respondents affirmed that lecturers sometimes do so or never. Research studies on reinforcement of learners reveal that it is a good instructional practice to reinforce students' responses in class [91, 92].

Means and Standard Deviations for Students' Perception of Quality of Teaching Activities in Teacher Education Programmes in Universities

The researcher computed means and standard deviations of specific items which interrogated students' perception of quality of teaching activities. Table 3 presents the findings.

Table-3: Descriptives for Students’ Perception of Quality of teaching Activities in Teacher Education Programmes in Universities

Quality of Actual Teaching in the Classroom Statement	N	Mean	SD
The lecturers of my education courses demonstrate mastery of knowledge and skills while teaching	226	3.18	0.92
The lecturers of my education courses begin teaching on time	226	3.07	0.96
The lecturers of my education courses give relevant examples while teaching in class	223	3.22	0.90
The lecturers of my education courses demonstrate mastery of language when teaching	225	3.30	0.91
The lecturers of my education courses teach until the end of the prescribed time for each lecture session	226	2.99	0.97
The lecturers of my education courses complete the content of entire course outlines	224	3.03	1.00
The lecturers of my education courses present well prepared course manuals	221	3.20	0.91
The lecturers of my education courses use relevant teaching methods for each topic	222	3.19	0.93
The lecturers of my education courses provide detailed course outlines at the beginning of the course	224	3.33	0.89
The lecturers of my education courses use relevant teaching aids while teaching	224	2.96	1.02
The lecturers of my education courses, use ICT resources e.g. projectors and computers during lectures	225	2.27	1.04
The lecturers of my education courses dictate notes without explaining concepts	223	2.11	1.07
The lecturers of my education courses reinforce students while teaching in class	218	2.78	1.08
The lecturers in my education courses offer tutorial classes	223	2.40	1.13
The lecturers of my education courses present their lectures logically	222	3.08	0.85
The lecturers of my education courses, attend all lectures in the semester	223	3.26	0.88
The lecturers of my education courses ridicule students in class while teaching	220	2.08	1.03
The Lecturers of my education courses, spend lecture time on personal and irrelevant stories in class	223	2.08	1.08
The lecturers of my education courses, allow students to ask questions	223	3.32	0.88
The lecturers of my education courses, give satisfactory answers to my questions	223	3.21	0.85
Students' perception of quality of instructional activities index	227	2.85	0.59

Table 4 describes teaching activities in terms of frequencies of occurrence. It suggests that lecturers sometimes use ICT for teaching, dictate notes without explaining, ridicule students while teaching, spend lecture time on personal irrelevant stories, and offer tutorials. It implies that lecturers in teacher education programmes do not abide by good instructional practices which could affect quality of teacher education programmes in Nakuru County. Table 39 reveals that lecturers frequently demonstrate knowledge of content, attend classes, begin teaching on time, demonstrate mastery of language, complete course outlines, provide manuals, give logical presentation of

lectures, allow students to ask questions, reinforce students’ responses, and give satisfactory answers and examples. However, best academic practices in the universities dictate that quality teaching activities must always be conducted – not frequently or sometimes [93].

Differences in Students’ Perception of Quality of instructional activities by University

The researcher computed means of students’ Perception of Quality of instructional activities by University. The results are presented in Table 4.

Table-4: Students’ Perception of Quality of Instructional Activities: Mean Scores and their Standard Deviations by University

University n = 227	N	Mean	SD
Private X	53	2.95	0.53
Public P	78	2.69	0.64
Public Q	48	2.81	0.49
Private Y	48	3.06	0.61

The results in Table 4 indicate that Private Y posted the highest mean score (M = 3.06, SD = 0.61) while Public P posted the lowest mean score (M=2.69,

SD = 0.64). It implies that students in teacher education programmes perceived that there was a higher frequency of prevalence of good attributes of quality

instructional activities in Private Y, Private X, Public Q and Public P universities in that order. It implies that quality of instructional activities were better in private universities. If customers (students) are satisfied with the products and services offered, it means that the school is providing products and services of acceptable quality [94].

Comparison of Students’ Perception of Quality of Instructional Activities by University

An analysis was conducted to establish whether there were significant differences in students’ perceptions of Quality of instructional activities by university using the ANOVA. The results of the analysis are given in Table 5

Table-5: Comparison of Students’ Perception of Quality of instructional activities by University

Scale	Sum of Squares	df	Mean Square	F-ratio	p-value
Between Groups	4.707	3	1.569	4.657	.004*
Within Groups	75.128	223	.337		
Total	79.835	226			

*Significant at 0.05 level

The results of the ANOVA test in Table 5 reveal that the difference among the mean scores of the universities was statistically significant at the 0.05 level, $F(3, 223) = 4.657$, ($p = .004$) or ($p < .05$). This implies that students perception of quality of instructional activities in teacher education programmes varied from one individual university to another. Instructional

activities are handled differently in these universities implying that quality of graduates may be different.

Comparison of Students’ Perception of Quality of Instructional Activities by University

An analysis was carried out to find out differences in students’ perception of quality of instructional activities between the universities under study. Table 6 presents the findings.

Table-6: Multiple Comparison of Students’ Perception of Quality of instructional activities by University

Paired Group	Mean Difference	p-value
Private X – Public P	0.25	.111
Private X–Public Q	0.14	.696
Private X– Private Y	-0.12	.798
Public P–Public Q	-0.12	.756
Public P– Private Y	-0.37	.008*
Public P – Private Y	-0.26	.203

Significant at 0.05 level

The results of the Post Hoc test in Table 6 indicates that there were no statistically significant differences between the paired groups except that of Public P-Private Y ($p < .05$) in favor of the latter. It implies that there were similarities in how students perceive quality of instructional activities except between Public P and Private Y. Considering the means in Table 4, the attributes of quality instructional activities were more often available in the private compared to the public university. If students are more

satisfied with the instructional activities, it implies that there exist quality activities in that university [95].

Differences in Students’ Perception of Quality of Instructional Activities by University Category

The researcher analyzed differences in students’ perception of quality of instructional activity by university category using a t- test. The results are presented in Table 7.

Table-7: Comparison of the Students’ Perception of Quality of Instructional Activities by University Category

University Category	N	Mean	SD	Df	t-value	p-value
Public	126	2.74	0.59	225	3.429	.001*
Private	101	3.00	0.57			

*Significant at .05 alpha

The results posted in Table 7 indicate that private universities ($M = 3.00$, $SD = 0.57$) was higher than ($M = 2.74$, $SD = 0.59$) of the public universities. The results further indicate that the difference between the two means was statistically significant, $t(225) =$

3.429 , $p < .05$). This is an indication that quality of instructional activities in teacher education programmes was perceived to be higher in the private universities compared to public universities. Contrary to this finding, Gogo[96] found out that in some private

universities, there is heavy part time teaching meaning that lecturers have workload which cannot be established leading to poor quality of teaching or merely teaching for examinations.

Students’ Perception of Quality Levels of Instructional Activities by University

Students’ perception of quality of Instructional activities index of each university was determined.

These statistics were then transformed into quality levels using the scale Low: 1.00 to 2.00; Average: 2.01 to 3.00; High: 3.01 to 4.00. This conversion generated ratings of quality level of instructional activities as perceived by students of each university. Table 8 presents the findings.

Table-8: Quality Levels of Instructional Activities as perceived by students per University

University	Quality Level Percentage		
	High	Average	Low
Private Xn = 53	49.1	45.3	5.7
Public P n = 78	29.5	53.8	16.7
Public Q n = 48	31.3	62.5	6.3
Private Yn = 48	52.1	41.7	6.3
Overall n = 227	39.2	51.1	9.7

Table 8 presents ratings of quality levels of instructional activities by universities in percentages. Private Y leads in high ratings of quality of instructional activities used in teacher educational programme (52.1%) followed by private X (49.1%). Note that the two are private universities. Similar finding were reported by Gudo [97] who asserted that private universities performed better than public universities in management of quality of teaching activities. Public Q leads in average rating of the quality of instructional activities followed by Public P. The two are public universities. Public P has the lowest percentage of respondents rating quality of instructional activities as high (29.5%) and the highest percentage of low quality rating (16.7%).

It is important to note that over (50%) of all respondents’ rated quality of teaching activities in the universities under study as average with only 39.2 % reporting that it is high. Quality of instructional activities should always remain high given that Pubic P, Private Y and Public Universities are all ISO certified institutions. What then is the impact of ISO certification on students’ satisfaction with quality of instructional activities in public and private universities in Kenya? The General Board of Cambridge University [98], a public university, resolved that it must be accountable for the quality and standards of teaching and learning in the university rather than being driven by external quality assurance regimes. If quality of teaching activities is not high, quality of teacher education programmes may be compromised.

CONCLUSION

Students in teacher education programmes perceived that there was a higher frequency of prevalence of good attributes of quality instructional activities in Private Y, Private X ,Public Q and Public P universities in that order. It implies that attributes of quality instructional activities often prevail in private universities compared to the public universities in Nakuru County, Kenya.

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