



Policies that Affect Art and Craft PTE Performance of PTTCs of Rift Valley Region of Kenya

Konya Thomas Chunguli ^{a*} and Mudulia Mabel Ambogo ^a

^a *Mount Kenya University, Kenya.*

Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

Article Information

DOI: 10.9734/JESBS/2022/v35i530426

Open Peer Review History:

This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editor(s) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: <https://www.sdiarticle5.com/review-history/85676>

Original Research Article

Received 08 March 2022

Accepted 17 May 2022

Published 26 May 2022

ABSTRACT

Even though the government of Kenya has not only expanded enrolment of teacher trainees, but also introduced new teacher training colleges to cater for the teacher learner ratio in primary school sector as a result of free primary education, there was still dismal performance of Art and Craft of PTTCs at Primary Teacher Examination. Thus, the purpose of the study was to investigate the influence of art and craft learning on primary teacher examination art and craft performance of public teacher training colleges of rift valley region in Kenya. The objective of the study was to establish which policies affect Art and Craft PTE performance of PTTCs of Rift Valley Region of Kenya. The study used a descriptive research design. A stratified sampling of colleges to determine the location of the research was extended to arts and crafts teachers and students, college administrators, and officials from the Ministry of Education. Research data was collected using questionnaires, interview schedules, and document analysis and observation checklists. The study used construction verification techniques, in which two verification tools were provided to observers. Then determine the reliability of the equipment through a pilot study; use the Cronbach α coefficient. Quantitative data is analyzed using descriptive, frequency tables, graphs, and inference statistics, and presented in calculated frequency tables, while qualitative data is analyzed across disciplines, in descriptive forms, percentages, and social sciences. Spearman rank correlation uses K statistical package (SPSS). Version 6. The consistency of the confidence level is accepted within the error range of 0.05. The research results show that curriculum policy, learner policy, teaching policy and practice policy have an impact on the performance of arts and crafts. The results of the research are useful for TTC managers who adopt results-based implementation methods, teachers who do

*Corresponding author: E-mail: tomkonya@yahoo.com;

better in results-oriented implementation, and teachers who perform better in PTE arts and crafts exams due to student-friendly implementation strategies. This research can also form the basis for further research.

Keywords: Rift valley; teacher training; sustainable development; policy; performance.

1. INTRODUCTION

In the policy document based on the "2018 Sustainable Development Education Transformation and Training Conference Document", the Ministry of Education initiated the process of unifying the national college teacher training curriculum. According to the Session paper, teacher training faces several challenges, one of which is the lack of a continuous professional development plan that enables them to develop themselves and transform the education industry. Therefore, it raises serious questions about how and whether the implementation of specific curriculum requirements for the field of study can be met. According to IJHHS (2015), the government of the Republic of Sudan recognizes the importance of art education and the need for policy and implementation support. It recommends using the highest level of educational legal support to provide institutional support that reflects the importance of the topic. It regards art education as an integral part of the national development policy. In fact, the more involved students are, the more likely they are to achieve higher academic performance. All people have creative potential. Art provides an environment and practice for students to actively participate in experience, process, and creative development. Art education contributes to education that connects universities based on knowledge, learning, and creativity, and makes it possible to establish strong and fruitful relationships between education, culture, and the arts (African Union, 2007). The research focuses on various policies that affect the teaching of arts and crafts, such as the teaching practice calendar and the voluntary choice of art and vocational subjects and their impact on PTE performance.

1.1 Significance of the Study

The research assist in raising awareness to policy makers, Art and Craft tutors of public training colleges, administrations and MOE understand the challenges facing learning of Art and Craft in PTTCs, Kenya and enable them make informed decisions on issues affecting the new curriculum being implemented since the

current one was not piloted. Further, an evaluation of the current strategies used in implementation of Art and Craft curriculum was done.

1.2 Research Objectives

The objective of the study was to establish which policies affect Art and Craft PTE performance of PTTCs of Rift Valley Region of Kenya. Significance of the Study.

1.3 Statement of the Problem

Since inception of the PTTCs curriculum in 2004 (KIE, 2004), Art and Craft subjects are taught with the aim of nurturing talents, fostering self-satisfaction, income generation and acquisition of skills, knowledge and attitudes that enable them not to perform dismally in PTE Art and Craft. Due to the influx of students of different social, economic and political backgrounds and ages, there is a serious shortage of qualified arts and crafts teachers. Good teacher training is essential for effective teaching and fulfilling roles and responsibilities. KCPE (Nyaga), 2015). The arts and vocational examinations were removed from the syllabus in 2001. According to Yunusa (2015), teachers use a wide range of resources, such as blackboards and chalk, colored pencils drawn on paper, movies, television, radio, tape recorders, sounds, photos, maps, printed materials and charts, and projected illustrations which aid in Improving students' performance in and out of the classroom, and so on. We also have clear authoritarian evidence that in what we call inferior art schools, children cannot expand their imagination. It seems that the narrow pregnancy process, in which there is very little art, is rarely given or given, has a detrimental effect on the development of important cognitive skills and personal behavior. Only through these strategies and better equipment discussed above can we show the best art and craftsmanship on PTE.

1.4 Hypothesis of the study

Which policies affect Art and Craft PTE Performance of PTTCs of the Rift Valley Region?

1.5 Delimitations of the Study

This study covered PTTCs in the Rift Valley Region because of geographical spread, limited time and resources. The respondents were tutors of A&C, Deans of Curriculums and 2nd Year A & C students of TTCs in the Rift Valley Region of Kenya. Besides, private TTCs were not covered in the study. Findings of the study can be generalized to public TTCs in the rest of the country with similar characteristics.

2. LITERATURE REVIEW

2.1 Policies Affecting Art and Craft Learning

Many public teachers' colleges have established attendance policies based on the premise that art and vocational students cannot study well unless it is in public training colleges [1]. The purpose of these policies is to ensure that art and vocational students attend public normal colleges as much as possible. In fact, no public normal college is willing to encourage sick art and vocational students to attend public normal colleges so as not to infect others. Unfortunately, liberal arts and business students often get sick inadvertently, thus infecting others (many elementary school teachers have experienced chickenpox in public classes (Annual Teacher Training Academy) [1]. Generally speaking, attendance policy should do the following: Increase time in public teacher training colleges. Attendance and delay policies should be based on the expectation that public teacher training colleges are not voluntary and attendance is necessary. However, employees must take into account the illness and understand the condition of physical frailty. Therefore, public teacher training colleges should not be restricted only in their absence, but may require parents or doctors to provide information to explain why the child missed the public teacher training college. Attendance and delay policies should take into account individual circumstances and circumstances beyond the control of students, such as the need to take care of younger siblings. Every generation of arts and crafts students can benefit from learning how to improve attendance and punctuality. According to Fisher [2], this kind of learning opportunity can be found in the classroom environment: liberal arts and business students can share strategies for preparing public college teacher training materials in advance, if they have to go out, or simply create it must be ensured. However, some art

and craft students who face challenges at home, may require individual training. In these situations, a trusted counselor or teacher can provide real help. Teachers should pay attention to the relationship between teaching and student behavior. When art and craft students do meaningful work and succeed in their studies, they are less likely to disrupt the classroom [3]. However, if art and craft students are tired, or they feel embarrassed or humiliated, they may be more willing to be sent to the office for class. Then, addressing the violations of other students may make the learning experience more attractive, allowing art and craft students to take up the challenge and succeed [3].

Disciplinary policies should reflect the belief of public teacher training colleges that everyone in the environment—adults, art and craft students— should be respected (for example, no bullying or vulgar language). The consequences of student violations should be appropriate to the situation and should be accordingly done; art and craft students should not be suspended for misdemeanor. Public standards of student behavior should be widely publicized and known to everyone including art and craft students, teachers, and parents. They must be insightful and open, and easy to detect as any presence of violence will weaken their credibility [4].

Public normal colleges should not rely on the wishes of every teacher, but should have a unified standard of student behavior. Of course, private teachers may have their own expectations, but the same general rules should apply to the entire public teacher training college system. [5].

Teachers specially arrange homework for students of art and craft to increase their study time. The students spend six hours or more in public teacher training colleges a day; if they finish their work at home, they can actively participate in long-term learning. The college's homework public teacher training courses vary according to the age of art and vocational students. Although it is unreasonable to expect young children to work long hours, a good homework policy helps art and craft students take more responsibility for their studies and allows art and vocational students to continue their studies outside the public normal colleges [6]. When teachers decide on homework methods for their public teacher training colleges,

the following guidelines may be helpful: Homework is essential. If given and must be completed; it is not necessarily voluntary, but it does involve a study plan. The homework policy of public normal colleges should highlight the importance of public teacher training colleges by focusing on homework and emphasizing the commitment and responsibility of students to complete the homework [7].

Students should be able to complete tasks independently. As a general rule, art and craft students should be able to complete their work at home with the help of an adult. The reason for this is a simple balance [7]. Some parents can be very helpful to their children because of their education: for example, they can explain how to deal with drawings, or comment writing. However, because some parents cannot provide such support, only arts and craft students can enjoy the same benefits as personal trainers at home. Importantly, the success of public teacher training colleges does not depend on parental support [8].

PPTC's homework ensures that the knowledge learned is preserved and that your students stay in close contact with other technicians who provide assistance. As a teacher, it is unacceptable for people to present everything to students and flatter them. It damages the learning ability of students, so education becomes meaningless to them. Therefore, with the help of homework, students should acquire knowledge by themselves at home. The main purpose of assigning tasks to students is to analyze whether they understand a particular topic. On the other hand, if students are not familiar with a concept, it may indicate that they lack a weak foundation for learning and understanding. In addition, teachers will also evaluate various other skills that can be tolerated in the process [9]. Some companies may incorporate families into the learning experience [8]. For example, after studying depression, 11th grade art and craft students may be asked to interview older relatives and neighbors to learn about their experiences and consequences during depression. Teachers must distinguish between refinement and effort. Arts and craft students are sometimes trapped in the course to do their homework because they don't understand important things. This may be due to poor teaching quality, unclear assignments, or daydreaming of students when explaining. But the result was that the job was not completed [8].

2.2 Evaluation Related Policies

Perhaps the main difference lies between systematic assessment and general assessment. In the process of system evaluation, the main purpose of formulating courses and educational packages is to determine whether they are needed, and if necessary, whether they can be improved in practice. An important aspect of this evaluation is that it aims to improve the curriculum, curriculum or education package, but it is still possible to do so. If it is a large-scale course conducted at the national or international level, such assessment should be clarified before completing the course design, producing the necessary resource materials and implementing the course. For educational packages, this should be done before the final package is released [10].

This is an assessment that is carried out immediately after the completion of the course development stage. The purpose of the evaluation is to determine whether it meets its structural criteria or rather, if it is suitable for its design purpose. Summary assessment can also be used to compare one education package course and another (or several). For example, to compare the relative effectiveness of two different courses in a common field, or to determine that the number of different textbooks is most suitable for certain use in the course. In this type of evaluation, the goal is not to improve the course or textbook being evaluated, but to improve the relationship between them [11].

2.3 Teacher Related Policies

Marking and learning helps teachers discover new teaching strategies through professional development and will change their lectures when they return to the classroom. According to the Ministry of Education (2011), teachers have received higher education, but their knowledge and experience in the field of education are often limited. Most teachers have a bachelor's degree in education (BEd) and have previously received high school and professional teacher training in specific subject areas [12]. Marking is a relatively important process, which works by looking at the performance of the organization and other organizations in the same environment (RMSA Technical Cooperation Agency, 2014). Training includes the provision of a series of planned activities to enable employees to develop the skills, attitudes and knowledge required for the organization and work. This is a well-designed

plan that aims to meet the needs of a particular organization by promoting certain behaviors, skills, and abilities, regardless of the level of work of the employees. There is a deep connection between training and development and reveals a process that can go from the current state of understanding to the future state of knowledge and ability. This is any kind of learning process through which individuals and groups acquire advanced knowledge, skills, values and behaviors [12].

This research is very important because most of the trainers and lecturers are pursuing development needs to meet the needs of the community and global education. In a training in Orange County, California that uses classroom teaching media to improve teachers' teaching skills and achieve personalized learning goals concluded that teachers who pursue additional learning opportunities enjoy teaching more confidently. Mavhunditse [13] emphasized the fact that teachers plan to develop their own learning materials and in his research found that teachers did not use other teaching methods other than lectures. His research suggests that teachers should use different teaching methods to enhance learning. The study did not reveal teachers' understanding of alternative teaching methods other than lecture methods, and their willingness to incorporate these methods into the learning process in different contexts.

2.4 Curriculum Policies

The literature on the legitimacy of implementing arts and crafts courses is very close to the background interest in the value of integrated courses in education. The researchers did not investigate students' perceptions of whether the courses met their expectations. In order to fill this gap, this study evaluated the extent to which the comprehensive art curriculum of the Kenya Public Teachers College in the Rift Valley of Kenya meets the needs and desires of students.

2.5 Learner Related Policies

For a student to be admitted to the P1 Normal college, he must attain a clear minimum C grade. In the training, arts and crafts are required courses in the first year, combined with music, taught separately, and specialized as a subject in the second year. It is not mandatory and constitutes a course under Option B of the art subject. Art and crafts are taught separately, but

examined as a topic in a theoretical paper, while the other paper is art practical [14].

Learning assessment includes three types: (1) continuous assessment test, (2) final summative exam and (3) teaching practice assessment. The evaluation is carried out internally and externally. In the PTE final exam, arts and crafts are still practice-oriented subjects, with theoretical essays accounting for 60% of the total score and practicals for 40% of the total score. Only a few high schools offer art and vocational teaching, so most people entering the PTTC have little or no knowledge of the subject [14].

3. RESEARCH METHODOLOGY

This study applied a mixed methods approach of descriptive research design with a survey strategy to assess the influence of quality training of Arts and Craft on PTE performance in PTTCs. As such, most of the data was of both qualitative and quantitative nature and hence, require the use of descriptive research design that permits the description of phenomena as they are and allows for the generalization of the findings to the whole population. The target population of this study was all the 5 PTTC's of the Rift Valley because they represent the basic Teacher Education institutions. The PTTCs make a good research population because of the Government's concern in improving PTE to make it more relevant to the needs of the country and latest international trends in teacher Education (MOEST, 2005). The study also targets 10 Art and Craft Tutors and 5 deans of curriculum and 500 second-year students taking Art and Craft in PTTC's in the second year.

The researcher used purposive sampling in his study. Purposive sampling is a technique for selecting data sources, where researchers draw the sample from specific respondents [15]. Purposive sampling is based on the assumption that the researcher wants to select a highly representative sample. For this study, the purposive sample includes the 5 PTTCs and 5 DOCs respectively. The random sampling was used to select Art and Craft Tutors and second-year students from the selected PTTCs.

Data were collected by questionnaires, Interview schedule and document analysis. This study applied content validity, which refers to the degree to which the sample of the test represents the content that the test is designed to measure [16]. To ensure content validity the

researcher presents the instruments to the research expert to examine whether the items in the instruments would measure the projected constructs. Their valuable comment, corrections, and suggestion help to validate the instruments to achieve the objectives. For the pilot study, six Art and Craft Tutors and thirty-second-year students were randomly selected and two DOCs purposively selected for the study giving a total of 38. The purpose of the pilot study was to enable the researcher to ascertain the reliability and validity of the instruments, and to familiarize with the administration of the questionnaires, therefore, improve the instruments and procedures. The researcher then uses the Pearson correlation Coefficient formula to determine the reliability of the instrument. If the Pearson coefficient gets a coefficient of more than 0.7 then the questionnaire was deemed to be reliable. The researcher gets an introductory letter from the university which was used to get a permit from the National Commission for science, technology, and Innovation (NACOSTI). The researcher then visits the country director of Education offices in the Rift Valley.

Data Obtained was done using both qualitative and quantitative data analysis Procedures. Responses from the closed-ended questions were assigned numbers With the open end questions numbered according to themes based on the research Questions which was assigned a code. Frequency tally then is used to assign each expected response in the data to the theme it closely corresponds to. Descriptive statistics were used to analyze quantitative data, which include the use of frequencies and percentages. The researcher sought the assistance of supervisors, who, as experts in research, help improve the content validity of the instrument.

In order to improve the reliability of the instrument, an assessment of the consistency of the responses on the pilot questionnaires was made to make a judgment on their reliability. The test-retest technique of reliability testing was employed whereby the pilot questionnaires were administered twice to the respondents, with a one-week interval, to allow for reliability testing.

Data gathering through questionnaires, interviews, and observation commence as soon as agreed between the researcher and the concerned PTTCs, DOCs, and Art and Craft subject Tutors.

Phase two: the researcher to interview DOCs. Information that results from this group to help verify information obtained through the questionnaire regarding the Art and Craft curriculum.

Phase three: the researcher to observe the availability and adequacy of resources. This was conducted to cross-check information obtained through the questionnaire and interview.

Descriptive statistics were used to analyze and interpret the data. The descriptive statistics calculated include frequencies and percentages. The researcher to use the Statistical Package for Social Sciences (SPSS) to analyze the data.

In order to conduct research at an institution or college approval for conducting the research should be obtained before data is. In this study, the researcher acquires a permit from the Ministry of Education before proceeding to the study sites. Once the permit is secured, the researcher makes visits to the concerned PTTCs to seek permission for the study.

4. RESEARCH FINDING

The researcher presented response rate, biographic information and analyzed objectives basing on the resource utilization in implementation of Art and Craft learning, which policies affect implementation of Art and Craft learning on PTE Art and Craft performance, whether integration of Art and Craft learning affects PTE Art and Craft performance and whether lack of practical's affect implementation of Art and Craft learning on PTE Art and Craft performance in the Rift Valley Region. It presented also Conclusion recommendation and suggestion for further studies.

Table 1. Sample size and techniques

Sample Category	Target Population	Population	Sampling Technique
Art and Craft Tutors	10	10	Saturated
Deans of Curriculum	5	5	Purposive
2nd-year Students	1000	300	Simple random
Total	1015	315	

Source: Author (2019)

4.1 Response Rate

The researcher produced 315 questionnaires to the respondents. The researcher categorized respondents into Art and Craft Tutors, 5 deans of curriculum and second-year students. All students filled and returned the questionnaires making the student's response rates to be 100%. Whoever the deans of curriculum development Art and Craft teachers returned a total of 7 questionnaires. The total response rate for the entire study was 97.46%. The study interviewed 232 (75.57%), female respondents. This indicated that colleges are dominated by more ladies than male.

Most Tutors and Deans of Curriculum of Arts and Graft were above 50 years. 4(57.14%) of Tutors and Deans of Curriculum of Arts and Graft had Bachelor of Education Degree, 3(42.86%) had a Masters of Education Degree while non-had Diploma in Tutoring Profession. 6(85.71%) tutors had a working experience of more than 4 years while only 1(28.57%) had experience of 1-3 years.

The researcher found out that 164(54.55%) who lied between the age bracket of 20-29, while 119(39.77%) had 30-39, 40-49 age bracket were 14(4.55%) and 50 and above were 3(1.14%). The results showed an indication that most college students are below 39 years. Most students represented by 297(98.86%) indicated that they were in the second semester while

3(1.14%) indicated that they were in 1st Year. The results portrayed that most students take arts and craft when they are in the second year. The study revealed that 205(68.37%) of the respondents interviewed were school-based while 95(31.63%) were regular. This suggests that the school-based program is dominated by art and craft students that regular program. An average number of 275(91.76%) of the colleges are located in rural while 25(8.24%) are located in urban centers.

4.2 Policies Affecting Implementation of Art and Craft Learning to PTE Performance

The respondents were asked whether the policies in table 2 affect the implementation of Art and Craft learning for PTE performance.

The study as in Table 2 indicated that 182(60.58%) attributed that Learner related policies for A&C improved PTE A&C performance. They also indicated that Teacher related policies for A&C improve PTE A & C performance by 187(62.41%) Curriculum related policies for A&C improve PTE A&C performance by 196(65.47%), Teaching practice policies for A&C improve PTE performance by 190(63.41%), evaluation method policies for A&C improve PTE performance by 200(66.67%), Practical related policies for A&C improve PTE performance by 238(79.49%) and Team Teaching policies for A&C improved PTE performance represented by 199(66.25%) students.

Table 2. Indicate whether the following policies affect implementation of Art and Craft learning to PTE performance

Policy	Frequently		Not Frequently		Not At All	
	F	%	F	%	F	%
Learner related policies for A&C PTE A&C performance	improve182	60.58	107	35.77	11	3.65
Teacher related policies for A&C PTE A&C performance	improve187	62.41	106	35.46	6	2.13
Curriculum related policies for A&C196 improve PTE A&C performance		65.47	82	27.34	22	7.19
Teaching practice policies for A&C PTE performance	improve190	63.41	70	23.17	40	13.41
Evaluation method policies for A&C200 improve PTE performance		66.67	88	29.49	12	3.85
Practical related policies for A&C PTE performance	improve238	79.49	46	15.38	15	5.13
Team Teaching policies for A&C PTE performance	improve199	66.25	75	25.00	26	8.75

Source: Researcher (2020)

The research prevailed in Makatiani (2014), who stated that at the 2010 World Summit on Education for All, the generally accepted recommendation was that the need for universal learning should be met. To be successful, it must first be reflected in teacher education institutions (Ministry of Education, 2008; UNESCO, 2006). This is consistent with the World Bank's view that primary school teacher training is an important factor in providing educational services to children (World Bank, 2013). In Kenya, some people think that art education in primary schools is declining. The Education Law No. 211 of 1968 was revised in 1970 and 1980 and is the law governing education in the country. This includes the provisions of the country's teaching and development laws. This forces the Minister of Education to promote the development and development of institutions dedicated to this field of education (Kenya, Representative, 1968). Recognizing the importance of teacher education, the government has established a basic teacher education department within its Ministry of Education, and has given it the responsibility to participate in policy formulation aimed at guiding teachers' professional training programs. In view of this, the role of the Kenya Institute of Education (KIE) was included in the fourth part of art in 1980.

5. CONCLUSION

Student A&C PTE Persistence to improve performance and influence implementation of A&C's learner-related policies, teacher policies, curriculum policies, teaching practice policies, assessment method policies, practice-related policies and team teaching policies agree with and learning handicrafts PTE.

The Basic Education Act of 2013 is the law governing education in the country. This includes provisions for teacher education laws and progressive development of the country. There is a need for the Minister of Education to promote the gradual development of institutions dedicated to education in the region. Partly due to the recognition of the importance of teacher education, the government established a Department of Primary Teacher Education within its Ministry of Education and commissioned it to participate in the formulation of policies aimed at guiding teacher professional training programmes. In view of this, the role of the Kenya Institute of Education (KIE) was included in the fourth part of the Arts in 1980.

6. RESEARCH RECOMMENDATIONS

The study determined that the following factors should be considered when implementing learning arts and crafts:

1. Universities that cooperate with the government should provide resources for teachers and students engaged in arts and crafts, and improve more information and communication technology infrastructure.
2. The government and colleges should adopt policies that facilitate the implementation of learning arts and crafts to improve PTE A&C performance.
3. Provide teachers with more practical exercises to improve and enhance the arts and crafts performance of the Normal Colleges in the Rift Valley.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Blanchard O. Macroeconomics 7th Edition. Canada: Pearson; 2016. ISBN 9780133838121.
2. Fisher D, et al. How to create a Culture of Achievement in Your School and Classroom; 2018.
3. Birkland T. An Introduction to the Policy Process Theories, Concepts and Models of Public Policy Making. Armonk, New York, United States of America: M.E. Sharpe, Inc. 2011;228–286. ISBN 978-0-7656-2532-8.
4. Lindberg, Henrik. Knowledge and Policy Change. United Kingdom: Cambridge Scholars Publishing. 2013;62–88. ISBN 978-1-4438-4232-7.
5. Dimkpa D. Journal of Education and Practice; 2015. Available: www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.35, 2015
6. Salvador T. Why Teachers Shouldn't Give too much Homework; 2020. Available: pitmanroaringtimes.com
7. Moran, Michael; Rein, Martin; Goodin, Robert. The Oxford handbook of public policy. USA, New York: Oxford University Press Inc; 2009. ISBN 978-0-19-926928-0.

8. Seabrooke L. Epistemic arbitrage: Transnational professional knowledge in action. *Journal of Professions and Organization*. 2014;1(1):49-64.
9. Tornabene L, Pelletier M. Annotated Literature Review for the "Importance of the Arts to Teaching and to Health" Presentation; 2021.
10. Kawal S. Formative and Summative Evaluation. *Bed. Notes*; 2016.
11. Williams J, Seary K. Bridging the divide: Scaffolding the learning experiences of mature age student. In *Making the links: Learning, teaching and high quality student outcomes. Proceedings of the 9th Conference of the New Zealand Association of Bridging Educator*. 2010; 104-116.
12. Koskei B, Kilel J. *Tutors Factors Influencing Availability In Public Primary Teachers, Training Colleges In Rift Valley, Kenya*; 2017. Available: www.oa.pub.org/edn
13. Mavhonditse T. *Legal Perspectives in Education*. Harare: Zimbabwe Open University; 2014.
14. Gideon L. *Handbook of survey methodology for social sciences*. New York: Springer; 2011.
15. Mok KH, Han X. The rise of transnational higher education and changing educational governance in China. *International Journal of Comparative Education and Development*; 2016.
16. Inuwa DII. *Concept of research methodology in academic research report writing*; 2016.

© 2022 Chunguli and Ambogo; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:

The peer review history for this paper can be accessed here:

<https://www.sdiarticle5.com/review-history/85676>