

**AN ASSESSMENT OF COMPETENCY BASED TEACHER EDUCATION
(CBTE) PROGRAMMES IN TEACHER TRAINING COLLEGES IN
MOMBASA AND TAITA-TAVETA COUNTIES, KENYA.**

GRACE N. MUCHOKI

A Research Project Submitted in Partial Fulfillment for Master of Education Degree in
Educational Planning, Management and Administration of

Mount Kenya University.

NOVEMBER, 2012

ABSTRACT

This study was carried out in Mombasa and Taita- Taveta counties. The purpose of this study was to assess Competency Based Teacher Education (CBTE) Programmes in Teacher Training Colleges in the two Counties. The objectives of the study were to find out the extent to which CBTE was carried out in Primary Teacher Training Colleges (PTTC). Descriptive survey research design was used in the assessment of CBTE in Teacher Training College. A sample of thirty one (31) Teacher Trainers and one hundred and fifty one (151) teacher trainees derived from the three PTTC was used. Purposive random sampling technique was used to select the Teacher Training Colleges (TTC). Stratified random sampling technique was however used to select the number of Teacher Trainees for the study while simple random sampling for the Teacher Trainers. For purposes of objectivity, both primary and secondary data was used in study. Primary data was collected through interviews and questionnaires while secondary data was sourced from journals, professional reports and news prints. The theoretical framework was based on Social Learning Theory which stated that behavior was learned through experiences with the environment and that cognitive factors influenced learning. Analysis of data was done using statistical package for social sciences [SPSS] and output exported to Microsoft word in form of graphs and pie charts for purpose of reporting. The study concluded that there was practice of Competency Based Teacher education in Teacher Training Colleges which was authenticated. The study also concluded that most Teacher Training Colleges lacked adequate resources, both financial and material that were necessary for effective management of institutions. Besides, Tutors in these institutions were not well motivated in terms of remuneration. The study recommended for allocation of more resources/funds to institutions of learning in order for such institutions to improve on existing teaching and learning resources, a pre-requisite for quality learning.