

# Implication Of Academic Staff Qualification On The Quality Of Bachelor Of Education Programs In Public Universities In Kenya

**Antony Njoroge Johnson**

Kenyatta University, Department of Education Foundations,  
Nairobi, Kenya

**Kirimi Francis**

Kenyatta University, Department of Education Foundations,  
Nairobi, Kenya

**Gathara Peter**

Kenyatta University, Department of Education Foundations,  
Nairobi, Kenya

*Abstract: The purpose of this paper is to explain the implication of academic staffing in public universities in Kenya by understanding the staffing of Bachelor of Education programs. This study sought to find out how staffing of academic staff influences the quality of Bachelor of Education program in public universities in Kenya. The study used a descriptive research design where a case study method was used to collect in-depth data. It was further guided by the systematic Area Study approach in collection and analysis of the data. A target population of 114,796 with a sample of 433 respondents was involved in the study. Questionnaires, interview guides and document analysis were the main instruments used to collect data. Data was analyzed using frequencies and percentages and presented using line graphs and tables in order to show the trends. The study found out that universities have been employing junior academic staff. They included lecturers, senior lecturers and tutorial fellows. In some years, these universities did not have even a single professor in certain departments. Such realities have been found to affect the quality of B.Ed program. The study recommends the Commission for University Education in Kenya to direct the management of public universities to compile annual reports regarding various qualifications of their academic staff; including their departments and specialization, so that the commission can take punitive measures against universities that fail to comply with the policy of staff recruitment.*

**Keywords: Academic staff qualification, quality of B.Ed program**

## I. INTRODUCTION

Higher education has been evolving in different dimensions reflecting an ostensibly endless and varied number of factors that have defined its landscape. Some of the factors that characterize the current academic landscape include rapid increase in student enrolment and lack of academic staff matching the students' enrolment (Altbach & Salmi, 2011). Such trends have raised concerns regarding the quality of education offered in these universities. For instance, Statistics show that by the year 2012, public universities and state-based colleges in the United States of America (USA) hired 16 fewer qualified staff per 1,000 full-time equivalent (FTE) Bachelor

Education (B.Ed) students compared with that of year 2000, while the number of academic B.Ed staff per student at public master's and bachelor's colleges did not record significant change (Goldring, Gray and Bitterman, 2013). This is further supported by Cole (2009) who posit that in America there is need to prepare students to take up jobs in other important sectors of the economy and education being one of them. Other countries in the world are also facing unique challenges in meeting the quality standards expected of B.Ed graduates. European Commission (EC) (2010) reports recommends a collaborative governance, facilitation and monitoring of the school as measures to improve quality of university education in Europe.

In Africa, Cheryl and Tsooane (2014) finds that Botswana and Lesotho use authoritative, content centered, dictating instruction methodology as well as a teacher—focused pedagogy which do not offer the teachers in training efficient and effective teaching methods and material. Teacher training according to Stenberg, Karlsson, Pitkaniemi and Maaranen (2014), focuses on didactical issues during the first years of training with the hope of promoting the ability to teacher trainees to study and learn processes. However, the contextual issues of the school and the society are not taken into consideration, basically because tutors themselves have limited knowledge. In Uganda, Kasenene (2010) argues that despite the introduction of public-private partnership in 1990s, quality of higher education has continued to fall. In fact, an act of Parliament dubbed 'National Council for Higher Education' was established and later supplemented with 'Tertiary Institutions Act 2001' with the aim of improving the quality of education in institutions of higher learning. However, expectations of the stakeholders have not been realized to date largely due to ever increasing number of students, inadequate facilities and emphasis on theoretical approaches of teaching that have led to creation of job seekers as opposed to job makers (Bunoti, 2010)

The Universities Bill of 2012 in Kenya sought to introduce radical changes to higher education in the country. The bill abolished the Commission for Higher Education replacing it with the Commission for University Education (CUE). The change sought to ensure that quality of education was assured. It would work with university management to undertake accreditation inspections, monitor and evaluate the state of university education and ensure compliance to set standards. In the quest of addressing these issues, the Sessional paper 2 (2013) calls on the use of effective quality assurance and monitoring of B.Ed programs, ongoing checks of consistency between objectives, processes and outcomes and evaluation programs to ensure that common methodologies, criteria, indicators and benchmarks are used.

Gudo, Olel, & Oanda, (2011) conducted an ex post facto and survey studies to determine the challenges and opportunities arising from university expansions. The study sought to determine the availability of physical teaching and learning facilities, library resources, academic staff to student ratio and availability of tutorial classes in two public and two private universities in Kenya. A sample size of 127 academic staffs and 502 students from University of Nairobi, Masinde Muliro University of Science and Technology, Baraton University and United States International Universities provided data used in the study collected from May to November 2010. The study established that there is a shortage of staff in both public and private universities leading to a reduction in the efficiency of service delivery especially as the Universities fill the shortages with part-time academic staffs who are not available for consultation with students. Therefore, this denied students the chance to have a deeper understanding of the subject matter through enquiries and debates. The study also raised concerns that the increasing workload and employment of incompetent staff, as a coping mechanism, was bound to further affect quality of education. Coupled with double intake in public universities, the problem of academic staff-student ratio is bound to increase further

affecting the quality of education. However, the study did not link the high staff student ratio in the different faculties to the quality of service delivery.

The Kenyan Commission for University Education has raised the standard of qualification for one to become a lecturer in the University. For one to be termed as a professor, he/she must have a Ph.D. or at least a degree from recognized university in the related field. Similarly, he/she must have been in the teaching profession for at least three years. The person must have also written a minimum of 60 published articles. Finally, he/she must have overseen at least five postgraduate students on their studies. On the other hand, for one to qualify as a lecture he/she should possess a Ph.D. or a Master degree in the related field from a recognized university. The person must have also been in the teaching profession for at least three years as a lecturer and six years doing research work. Additionally, the persons must also have a minimum of 32 publications in his/her name with 24 authorized scholarly journals. He/or she ought to have overseen 3 of more postgraduate students in their studies. An essential tool for one to be an academic staff is possession of an undergraduate degree in the related field from the recognized university (Ng'ethe, 2014).

The number of professors working in Kenya's seven older public universities rose by a merely 11% between year 2010 and 2013 while student numbers soared by 56%, highlighting the challenge the country faces in matching enrolments with academic staffs. Statistics released by the Commission for University Education (2013), show that the number of professors rose from 238 in 2010 to 265 in 2013. This pushed academic staff numbers in the seven universities to 5,189 from around 4,800 for the three years, representing 8% growth. The Inter-University Council for East Africa (2014) reports that the level of preparedness for Bachelor of Education graduates from Kenyan universities has raised questions in the job market. The study showed that 51 percent of graduates are believed to be unfit for jobs. However, the growth of academic staff, though unproportionate to students' enrolment, may be made of high numbers of unqualified staff. This could be true especially considering the fact that quality of education obtained by B.Ed graduates continues to be low.

The Inter-University Council for East Africa (2014) reports that the level of preparedness for Bachelor of Education graduates from Kenyan universities has raised questions in the job market. The study showed that 51 percent of graduates are believed to be unfit for jobs. A report by CUE (2017) shows that universities have disregarded the requirements for quality education and recommended immediate reform in the sector. Basically, training of B.Ed programs in Kenyan universities have been characterized by: increased students enrolment, increased university campuses and colleges as well as disregard to CUE regulations of staff qualification. In fact, there was need therefore for a study such as this, especially at a time when the Ministry of Education has been trying to find ways of reforming university education in Kenya. The study therefore, purposed to establish the qualification of B.Ed academic staff and its implication on quality of BEd program in selected public universities, answering the research question, 'What is the qualification of

academic staff and how does it affect the quality of B.Ed. programs in public universities in Kenya?’

## II. METHODOLOGY

The study used a descriptive research design where a case study method was used to investigate two universities. The study is comparative education methodology and it was guided by the systematic area study approach as was proposed by George Bereday (1964). According to this approach, a comparative research should be guided by five aspects: Description of education concepts and data collection, interpretation and explanation of the data, juxta-positioning, comparison of concepts focusing on similarities and differences, and lastly discussion of generalization of statements generalization and conclusions. Basically, the study strictly followed this methodology from the start of the document in chapter one to the conclusion in chapter five. The independent aspects under comparison in this study included changes in B.Ed. academic staffing from year 2007 to 2016 and also comparison of primary findings against the findings from secondary sources such as empirical literature and documents that were analysed. In relation to quality of B.Ed programs, the study compared input indicators such as class attendance, contents coverage and evaluation.

### TARGET POPULATION AND SAMPLE SIZE

The study targeted 1265 full-time and 1545 part-time B.Ed. academic staffs in selected public universities, 111,903 B.Ed. students, 22 Deans, 60 chairpersons in the school/faculty of education departments, and the Chairman Commission for University Education. Academic staff was chosen since they are the deliverers of the contents to students, B.Ed. students are the direct recipients of the contents, the university management determines the operation of the academic staffs while the Ministry of Education is involved in making and ensuring policies are implemented.

Various levels of sampling were explored in this study; stratified sampling was used to stratify respondents into part-time and full-time lectures, B.Ed. students, Dean Schools of Education, Departmental Chairpersons and the Chairperson of the Commission for University Education. A simple random sampling criterion was used to select the academic staffs and students who answered the study questions. Chairpersons of departments in the School of Education and the Chairperson of the Commission for University Education were purposively sampled. Table 1 shows the target population and sample size determination.

Respondents type	Target	Sample frame	Sample size
Part-time academic staffs	1545	90	27 (30%)
Full-time academic staffs	1265	56	17 (30%)
B.Ed. students	111,903	12,208	375 (Krejcie and Morgan, 1970)
Dean school of education	22	2	2 (purposive)

Chairpersons of departments	60	11	11 (purposive)
Chairperson of the Commission for University Education	1	1	1(purposive)
<b>Total</b>	<b>114,796</b>	<b>12, 342</b>	<b>433</b>

Source, (UoN, KU, Ministry of Education, Science and Technology 2016)

Table 2: Sample size distribution

A structured questionnaire was administered to the respondents (academic staffs) which had both closed-ended and open-ended questions. Interview schedule was used to collect data from key informants. The key informants in this study were: chairpersons in the School of Education departments and the chairperson of CUE. Document analysis was also used; Kenyatta University and University of Nairobi B.Ed staff recruitment records (2010-2016) and Republic of Kenya (2012). Policy framework for University Education were the main documents that were analysed. Moi University was used for piloting and provided the basis for ensuring validity and reliability of the research instruments. Data was analyzed descriptively using frequencies and percentages and presented using line graphs and tables in order to show the trends.

## III. FINDINGS AND DISCUSSIONS

The study intended to answer the research question, ‘What is the qualification of academic staff and how does it affect the quality of B.Ed. programs in public universities in Kenya?’ The results displayed in table 2 displays the findings of document analysis collected from the chairpersons of departments. The table details the data on qualifications of academic staff for years 2007 to 2016

Year	University of Nairobi							Kenyatta university							Total f(100%)
	Prof f(%)	Asst prof f(%)	S.lect f(%)	Lect f(%)	Asst lect f(%)	T.fell low f(%)	Total f(100%)	Prof f(%)	Asst prof f(%)	S.lect f(%)	Lect f(%)	Asst lect f(%)	T.fell low f(%)		
2007	1(2)	3(5)	3(5)	30(52)	5(9)	16(28)	59	8(11)	3(4)	18(26)	36(51)	0(0)	5(7)	127	
2008	1(2)	3(5)	3(5)	30(53)	3(5)	17(30)	58	7(7)	4(4)	21(21)	35(35)	7(7)	26(26)	143	
2009	1(2)	3(5)	4(7)	29(50)	3(5)	18(31)	58	8(5)	8(5)	29(29)	68(45)	7(5)	32(21)	191	
2010	1(2)	4(7)	5(8)	29(48)	3(5)	18(30)	61	9(6)	7(5)	29(29)	64(44)	7(5)	31(21)	185	
2011	1(2)	6(10)	4(7)	28(46)	4(7)	18(30)	62	8(6)	9(6)	24(24)	65(45)	7(5)	31(22)	191	
2012	2(2)	6(10)	5(8)	31(4)	4(6)	16(25)	64	8(6)	10(7)	25(25)	67(46)	3(2)	2(2)	201	
2013	2(3)	5(7)	14(22)	32(46)	1(1)	15(22)	70	4(3)	11(8)	20(20)	64(49)	8(6)	23(14)	229	
2014	3(4)	6(9)	15(22)	30(43)	1(1)	14(20)	70	7(4)	15(9)	25(25)	76(47)	9(6)	29(18)	279	
2015	4(6)	5(7)	15(22)	31(44)	1(1)	14(20)	71	8(4)	15(8)	31(31)	84(45)	6(6)	18(10)	332	
2016	4(5)	5(7)	19(26)	29(39)	1(1)	16(22)	75	8(4)	14(6)	38(38)	104(4)	32(14)	31(14)	383	

Table 2: Qualification of academic staff in the school/college of education (2007 to 2016)

From the results in table 2, it can be observed that the proportion of senior academic staff such as professors and associate professors has been low throughout the period under study in both University of Nairobi and Kenyatta University. For instance, the highest proportion of professors for both universities was 6 percent, which was recorded in 2015 for UoN and 2010 for K.U. In both universities, the proportion of lecturers was high throughout the period under study, followed by that of tutorial fellows. For instance, lecturers constituted

50 percent and above between years 2007 and 2009 for the UoN while the proportion of tutorial fellows increased up to year 2012 before a decline was recorded. Basically, it can be explained that the highest proportion of academic staff for both universities was made up of lecturers and tutorial fellows. Generally, the staff at K.U has been higher than that of UoN in all the years under study. The results in fig 1, 2 and 3 show the trends in qualification of the academic staff in graphical presentations.

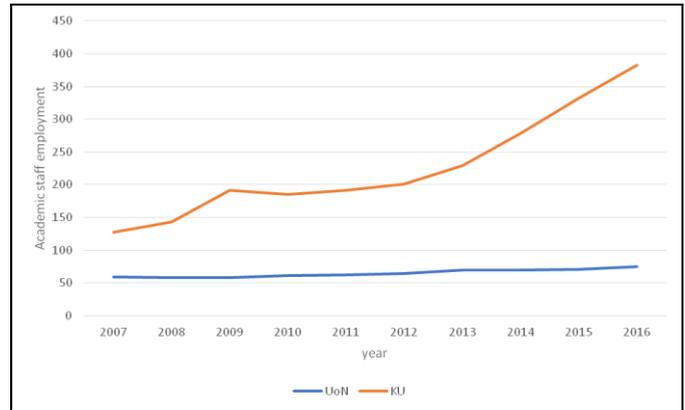


Figure 3: Trends in staff numbers in UoN and K.U

The results in fig 4 displays the qualification of academic staff in department of Education Administration and Planning. The department had some missing data, hence the need for moving averages in order to observe the real trend.

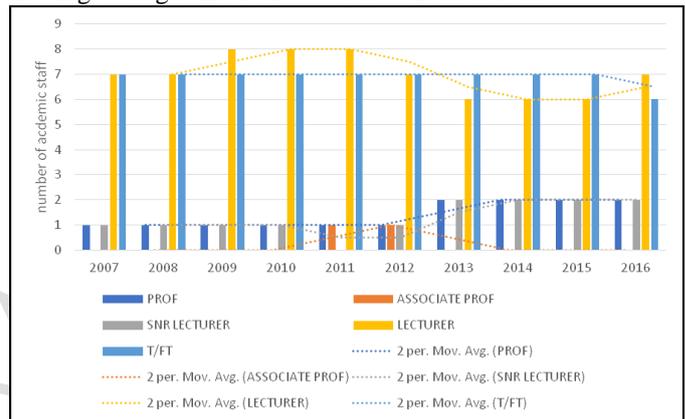


Figure 4: Qualification of academic staff (Department of Education administration and planning- UoN)

The findings show that, though the proportion of lecturers has been higher than other qualifications throughout the period under study, there was a continuous decline in their proportion and has been gradually replaced by increasing proportion of professors. It can also be observed that the number of tutorial fellows in the department has been constant over time while that of Associate professors seem to have been declining up to zero levels since years 2013. Basically, such scenario signals increasing proportion of qualified B.Ed instructors, which implies that their B.Ed graduates during this period were more qualified.

On the other hand, the results displayed in fig 5 shows the number of academic staff in respect to their qualification over the 10-year period (2007-2016) in the Department of Education Management, Policy and Curriculum Studies (EMP) at Kenyatta University.

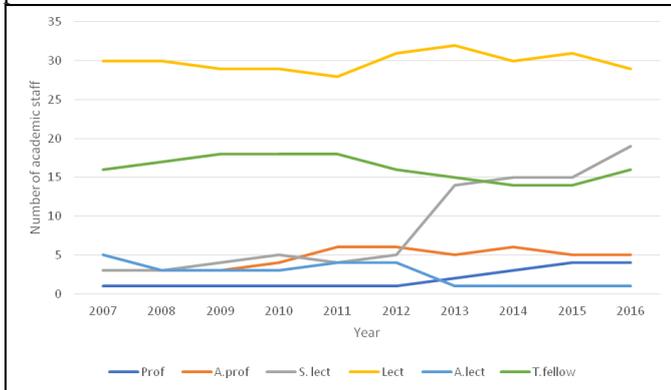


Figure 1: Trends in qualification of academic staff (University of Nairobi)

As reported earlier, lecturers lead the pact in UoN as far as academic staff is concerned. Though their proportion seems to have been fairly constant over time, there was a slight decline between year 2015 and 2016. It can also be observed that the university has sharply increased the proportion of senior lecturers since year 2012. On the other hand, the proportion of tutorial fellows and assistant lecturers seems to have been declining since year 2011.

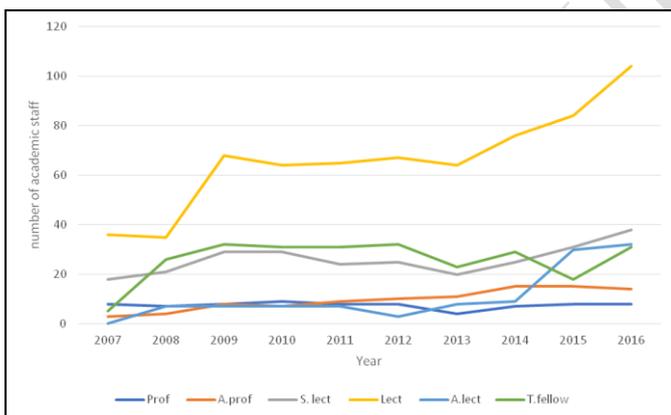


Figure 2: Trends in qualification of academic staff (Kenyatta University)

There appears to be a sharp increase in the proportion of lecturers at Kenyatta University. The findings show a sluggish increase in the proportion of senior lecturers while that of tutorial fellows has been fairly constant. However, there was a sharp decline between year 2014 and 2015 after which the university embraced tutorial fellow preference. The proportion of professors at Kenyatta University have remained almost the same over the period under study. However, that of Associate professors seems to have been increasing slightly.

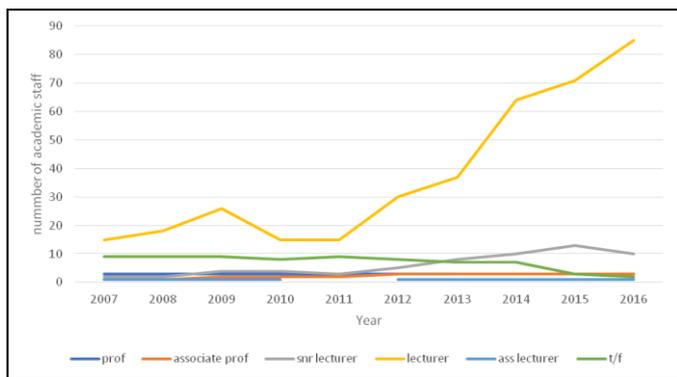


Figure 5: Qualification of academic staff (Department of Education Management, Policy and Curriculum Studies - KU)

From the results displayed in fig 5, it can be observed that the EMP department at KU has been increasingly hiring lecturers before a decline was recorded in between year 2009 and 2011. It can further be observed that hiring of tutorial fellows remained almost constant until year 2014 after which there has been a constant decline. On the other hand, the number of senior lecturers increased from year 2011 after which there was a slight decline between year 2015 and 2016. Generally, the department is dominated by lecturers. This implies that the department had qualified academic staff, The department therefore, seemed to be in the right direction as far as employment of qualified academic staff was concerned.

At the University of Nairobi, the department of Early Childhood Education (ECE) and that of Communication, Information and Technology (COMTEC) are combined, hence the academic staff is the same. The number of different qualifications of academic staff over the period under study (2007-2016) was as displayed in fig 6

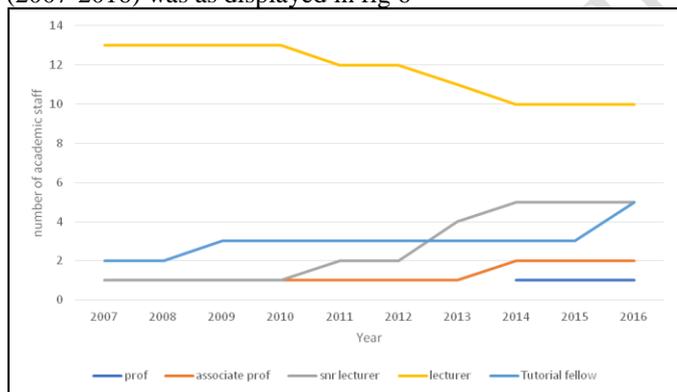


Figure 6: Qualification of academic staff (Department of COMTEC and ECE- UoN)

From the findings, it can be observed that, though the number of lecturers has always been higher than other qualifications, there has been a gradual decline in their numbers within the department of ECE and COMTEC. On the other hand, the number of senior lecturers seems to have been increasing since year 2010 up to 2014 when their numbers remained constant up to year 2016. The number of tutorial fellows remained constant for a long period of time (2009-2015) after which there was a sharp increase between 2015 to 2016. On the contrary, at Kenyatta University, COMTEC and ECE were separate departments and the qualification of academic staff were as displayed in fig 7

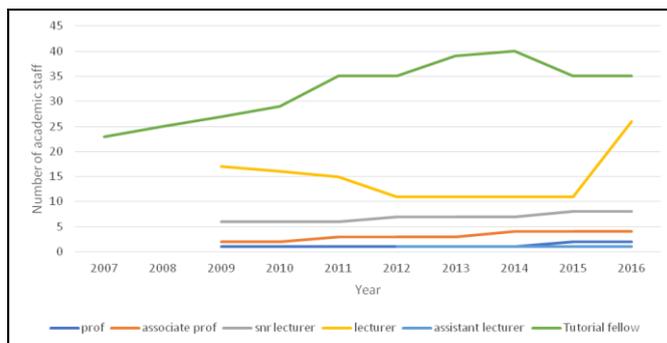


Figure 7: Qualification of academic staff (Department of COMTEC- KU)

The department of COMTEC at Kenyatta University has been dominated by tutorial fellows throughout the period under study. There was a general gradual increase in the numbers of tutorial fellows up to year 2014 when they reduced and later remained constant between year 2015 and 2016. It can also be observed that between year 2007 and 2010, the department was only served by tutorial fellows (majority of them Part timers). On the other hand, the number of lecturers declined consistently between year 2009 and 2012, after which their numbers remained relatively constant before there was a sharp increase between year 2015 and 2016. The number of Professors and Associate professors has been low throughout the study, and there was no significant increase or decline in their numbers. The implication is that the department was understaffed in terms of qualified staff up to year 2015 but seems to have moved in the right track since then. It is therefore expected that if the trend of employing qualified academic staff such as lecturers, Associate professors and Professors is continued, quality of B.Ed program is likely to improve significantly.

The two universities under study (UoN and KU) had generally concentrated on employment of lecturers and tutorial fellows over the period under study. The findings have shown that the proportion of professors, associate professors and senior lecturers has been low throughout the period under study. However, at the University of Nairobi, the situation seemed to change since year 2010, where the proportion of professors and senior lecturers increased gradually. This implies that there were more qualified B.Ed instructors; hence the university was expected to produce more qualified B.Ed graduates.

On other hand, while the proportion of tutorial fellows at Kenyatta University have been increasing over time, that of professors and associate professors have generally remained constant Up to 2015, the department of COMTEC relied on two professors only after which another one was added in 2016 This implies that there were inadequate qualified instructors to train B.Ed students. Generally, in both UoN and KU, the proportion of senior staff such as professors and associate professors was low throughout the period under study.

According to the chairperson of Commission for University Education, each academic program must have at least one professor. However, the findings show that none of the universities under study met this criterion. In a department with more than three academic programs, the study found that some departments did not have even one professor. This is

therefore, a breach of CUE requirements. The implication is that B.Ed graduates were being instructed by inadequate qualified academic staff, which is likely to result to poor quality of B.Ed programs. The findings of the current study are further supported by a study done by Ng'ethe (2014) and Kimathi and Ambeywa (2014) that have noted that the quality of education in Kenyan universities is of low standards due to shortages of qualified staff. The study further intended to examine the opinions of the respondents regarding the status of academic staff qualification in public universities and its influence on the quality of B.Ed programs. In this regard, the researcher captured both the perspective of students and the teaching staff. Responses were put in a scale of 4, where respondents were asked to indicate the extent to which they agreed or disagreed with the statements presented to them (Strongly Agree (1), Agree (2), Disagree (3) or Strongly Disagree (4))

		Strongly Agree	Agree	Disagree	Strongly Agree	Total
I attend academic conference(s) related to BEd program	Frequency (n)	12	12	7	5	36
	percentage	33.3	33.3	19.4	13.9	100
I have attended academic conference(s) related to BEd program in the last 3 years	Frequency (n)	14	9	6	7	36
	percentage	38.9	25.0	16.7	19.4	100
My university requires Academic staff to participate in Academic Conferences related to BEd program	Frequency (n)	23	7	4	2	36
	percentage	63.9	19.4	11.1	5.6	100
My university usually organizes academic conferences related to BEd program	Frequency (n)	8	21	4	3	36
	Percentage (%)	22.2	58.3	11.1	8.3	100
I attend academic workshop(s) related to BEd program	Frequency (n)	15	16	2	3	36
	percentage	41.7	44.4	5.6	8.3	100
I have attended workshop(s) related to BEd program in the past 3yrs	Frequency (n)	13	14	4	5	36
	percentage	36.1	38.9	11.1	13.9	100

My University requires Academic staff to Participate in Academic workshop(s) related to BEd program	Frequency (n)	11	11	7	7	36
	percentage	30.6	30.6	19.4	19.4	100
My University Usually organizes Workshops related to BEd program	Frequency (n)	12	14	4	6	36
	percentage	33.3	38.9	11.1	16.7	100

Table 4: Teaching staff perspective of academic staff qualification

From the findings displayed in table 4, most of the teaching staff agreed with the statements presented to them (37.5 percent). where some agreed while others disagreed. For instance, majority (33.3 percent) agreed that they attended academic conferences while 19 percent disagreed on the same. Moreover, 58.3 percent agreed that their universities organized conferences while 11 percent disagreed with the same. Similarly, 63.9 percent admitted that their university required academic staff to participate in academic conferences related to B.Ed program. In general, most of the teaching staff defended their qualifications and were of the opinion that their respective universities exposed them to workshops and other relevant training.

While most of the academic staff admitted that they attended academic conferences, there was a significant proportion of those who did not attend these conferences. From the interview with the chairperson of the CUE, it is a requirement that academic staff should attend regular conferences related to B.Ed so as to acquaint themselves with the upcoming trends in their field. However, some teaching staff were not exposed to this noble requirement, hence raising the question on whether these academic staffs were well equipped to train B.Ed students on current affairs. It was also established that most of the university management had made it compulsory for academic staff to attend these conferences, which implies that the staff who failed to attend should not have been allowed to continue teaching B.Ed students. The scenario was also similar when it came to workshops. Though majority of the academic staff admitted to have been attending workshops, there was a significant proportion of the staff who did not attend the workshops, which the chairpersons of the departments had said were compulsory. CUE chairman also said that there was a policy requirement that requires academic staff to attend workshops. The scenario therefore, means that academic staff were not well equipped to train B.Ed students, hence B.Ed graduates could only be exposed to low quality education.

		Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Academic staff in BEd program in the unit I	Frequency (n)	40	98	100	80	318
	percentage	12.6	30.8	31.4	25.2	100

take provide relevant course outlines at the beginning of the semester						
Academic staff in BEd Program in the unit I take have good mastery of the subject	Frequency (n)	36	66	17.6	40	318
	percentage%	11.3	20.8	55.3	12.6	100
Academic staff in Bed program in the unit I take cover the syllabus in time	Frequency (n)	142	68	48	60	318
	percentage%	44.7	21.4	15.1	18.9	100
BEd program students fill evaluation forms for the units I take	Frequency (n)	70	42	28	17.8	318
	percentage%	22.0	13.2	8.8	56.0	100
Academic staff in our department involve students in class discussions	Frequency (n)	88	30	150	50	318
	percentage%	27.7	9.4	47.2	15.7	100

Table 5: B.Ed Students perspective of academic staff qualification

Most of the students who participated in this study disagreed with the statements displayed in table 4.4 (75.2 percent). In some statement, students had divided opinions where no dominant choice was chosen. For instance, majority of the respondents 31 percent disagreed academic staff in B.Ed program in the units they took provided relevant course outlines at the beginning of the semester. On the other hand, 30 percent of the students agreed with the same an indication that there were large variations in responses provided. Nevertheless, the general perspective of the B.Ed students was that their academic staff did not display important qualifications like providing relevant course outline to students, mastery of subject as well as involving students in class discussions. However, majority opined that their academic staff covered the syllabus in time with 44 percent strongly agreeing with the statement (44.7 percent). The findings therefore imply that several indicators of quality instruction were breached by the academic staff, and as such, B.Ed students were exposed to low quality education.

The chairpersons of departments were asked to indicate whether the academic staff were required by the university to attend workshops related to B.Ed programs. All the departmental chairpersons (100 percent) admitted that the university management had made it a requirement for teaching staff to attend B.Ed workshops. The chairpersons were further asked to indicate the exact number of conferences organized for their departments within a period of three years at the time

of data collection. Their responses were as displayed in Table 6

UoN		KU	
Department	Number of conferences	Department	Number of conferences
COMTEC&ECE	6	COMTEC	0
PE	6	PE	3
Education Administration and Planning	3	EMP	10
Education Foundation studies	6	Education Foundations	0
		Special Needs	15
		Library and Information Science	0
		Educational psychology	9
		ECE	4
<b>Average</b>	<b>5</b>		<b>5</b>

Table 6: Number of conferences held in the school of education in a period of 3 years

On average, both universities had held 5 conferences within a period of 3 years by the time this study was being undertaken. However, the findings show a lot of disparity exists within these departments especially in KU. Some departments did not organize any conference within a period of three years (table 4.5). Despite the fact that CUE expects staff conferences to be conducted every academic semester, some departments either conducted inadequate conferences or did nothing at all. A good example of a department that reported not to have done any conference within a period of three years at. The findings of this study agree with Gudo, Olel, & Oanda, (2011) who found that both private and public universities in Kenya were increasingly employing incompetent staff and were flouting several regulations for ensuring academic staff were qualified to teach. Though the researcher did not concentrate on B.Ed programme, it appears like the problem of unqualified academic staff cuts across other schools and departments within the public universities. Chairpersons of departments were further asked to indicate the number of appraisals conducted within a period of three years by the time this study was conducted (table 7)

UoN		KU	
Department	Number of appraisals	Department	Number of staff appraisals
COMTEC&ECE	3	COMTEC	3
PE	3	PE	3
Education Administration and Planning	3	EMP	3
Education Foundation studies	3	Education Foundations	3
		Special Needs	3
		Library and Information Science	3
		Educational psychology	3
		ECE	3

Average	3		3
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Table 7: Number of staff appraisals held in the school of education in a period of 3 years

On average, the school of Education at the University of Nairobi had held 3 staff appraisals within a period of 3 years. Similarly, Kenyatta University had held 3 Academic staff Appraisals. According to the policies from the two universities, staff appraisals must be conducted once per academic year. On this the departments were in line with CUE guidelines which is a move to the right direction in ensuring quality of B.Ed program.

#### IV. CONCLUSION

The universities involved in this study had embraced employment of junior academic staff at the expense of senior staff. The findings have shown that most of the academic staff in both KU and UoN was comprised of lecturers, assistant lecturers and tutorial fellows. In some years, these universities did not have even a single professor in certain departments as evidenced in chapter four. In fact, there were years when the universities such as KU relied on tutorial fellows alone. Such realities have been found to affect the quality of B.Ed program as established from the responses given by the academic staff and the students. Moreover, CUE chairperson explained that failure to have senior academic staff representing each academic program offered in the universities was against the requirement of the law. This basically means that universities were breaking the law, and in the process the quality standards of B.Ed program were compromised. Several other requirements of CUE were found to have been flouted by the management of these universities; the B.Ed Academic Staff were not attending workshops and conferences as expected. Some chairpersons of departments actually argued that their departments had organized no conference or workshop for B.Ed instructors within a period of three year Owing to the fact that most B.Ed academic staff were in the junior cadre (assistant lecturers and tutorial fellows) and were not attending workshops and conferences as required by CUE, the study concludes that most B.Ed academic staff teaching in public universities have low qualifications.

#### V. RECOMMENDATION

The Commission for University Education in Kenya should direct the management of public universities to compile annual reports regarding various qualifications of their academic staff; including their departments and specialization, so that the commission can take punitive measures against universities that fail to comply with the policy of staff recruitment.

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