

GLOBALIZATION FACTORS AND IMPLICATIONS FOR CHANGE IN TEACHER EDUCATION CURRICULUM IN PRIVATE UNIVERSITIES IN KENYA

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Abstract

This study was part of a wider research that investigated management of change in teacher education curriculum in Kenya. The aspect discussed in this paper considered dimensions of globalization that were driving the changes in teacher education curriculum. The respondents were School Deans, Heads of Departments, Teacher Trainees, and Teacher Educators from private universities; staff from Teachers Service Commission (TSC), and the Commission for University Education (CUE). The study was guided by the theory of Planned Change and Complexity Theory. Purposive, cluster, convenience and snowball sampling methods were employed to get the study sample. Data gathering instruments were questionnaires, interviews, and documents such as news letters, letters and daily news papers. Frequencies, means, and standard deviations were used to analyze quantitative data, while content analysis was applied to qualitative data. The study revealed that the forces driving change were interplay of global and local factors. The factors included the need for quality in teacher education globally- teachers who would teach effectively and nurture all students, a concern for falling standards in education, certification requirements by Teacher's Service Commission (TSC) and accreditation requirements by the Commission for University Education (CUE); change in the mission, vision and purpose of university education; need to align teacher education to the needs of education in a global society; market forces; technological advancements in education; political influences –reflected in the education task force recommendation for teacher education to be aligned with the Constitution 2010 and Kenya Vision 2030. The study further revealed that, the change agents and recipients differed in their conceptions of important factors that should drive change in teacher education. The study recommends that the Commission for University Education (CUE) should work in consultation with the Teachers' Service Commission (TSC) to sensitize private university stakeholders' on the important global and local factors driving change in teacher education curriculum, as they also consider and factor in the university contexts and the stake holders' views.

Key words: Globalization, teacher education, private universities, curriculum change, theory of planned change and complexity theory

Introduction

Teacher education reform in Kenya is a crucial component of broader educational reforms aimed at improving teaching practice, and hence student performance. It is an international trend, which in spite of different national contexts and traditions, shares a set of similar expectations, foci and policy interventions (Wang, Odell, Klecka, Spalding & Lin, 2010- citing Darling-Hammond). The literature reviewed on factors driving reforms in teacher education revealed that while a few of these factors originate from the local context, a majority

of the factors are linked to the impacts of globalization such as needs of global economies, rapid changes in social and political spheres. Complexity theory postulates that organizations have to continuously scan the environment for changes, and for successful change management, the theory of Planned Change advice that it is important to test the potency of the forces/factors driving change. The problem of the study was that the change agents and recipients didn't seem to agree on the factors driving change in teacher education. The objective of this study was to establish these factors and determine their potency. The main research question answered was; what are the factors driving change in teacher education cur-

riculum in private universities in Kenya as perceived by the main stakeholders of private universities and the agents of change?

Literature Review

Factors Driving Change in Teacher Education

The need for teachers who would train students for global citizenship. The Brussels proposal that emanated from the European Conference whose theme was “*Citizens for Global Education; Education for Global Citizenship*” delved deeply on the need for education that will enable learners to acquire skills, knowledge, values and attitudes that can support them to be active and responsible global citizens- an education that is right based, participatory, transformative and inclusive (European Commission, 2014). Such education would require students to have language proficiency, cross cultural knowledge, ability to view things globally and compete for jobs globally. Teachers subsequently, need to understand the best practices in the world, teach diverse student population, and view things globally (Zhao, 2010). As such, teacher education reform should embrace the needs of education in a global society (Wang, Odell, Klecka, Spalding, & Lin, 2010). However, there are fears that globalization undermines local educational initiatives, institutional characteristics, cultures, histories and interests; transforming governments into ‘watch dogs’ of their own educational systems (Maassen & Cloete, 2007; Green, 2006). In spite of these fears, globalization seems to be causing fundamental changes in teacher education (Zhao, 2011); though, educators have only viewed globalization and its implication for education broadly “leaving it to other scholars to think more carefully about globalization...and the various ways it affects the education process” (Waks, 2006, p. 344). However, as observed by Waks (citing Wells, Carnochan, Slayton, Allen and Vasudeva) ‘there is no greater context for educational change than that of globalization, nor no grander way of conceptualizing what educational change is about’ p. 332. The executive officer of the Kenya Institute of Curriculum Development is of the opinion that the curriculum must always be responsive to the prevailing needs, such as globalization (Muindi, 2013). As Kafu (2011) observes, globalization in teacher education in Kenya would require new technologies, exposures and expertise- which are

currently lacking.

Requirement of teacher education to conform to global market demands. The processes of globalization have contributed to commercialization of knowledge. As Cloete, Maassen, Fehnel, Moja, Gibbon and Perold (2007) observe, global and free trade agreements have proliferated and expanded to the extent that there are new educational requirements for potential workforce. The major players here are international trade agencies such as World Trade Organization (WTO). With the increasing demand for higher education, the World Trade Organization through the General Trade Agreements (GATS) has registered education as one of the 12 services for trade across nations. Regionally, the African Union (AU) and the East Africa Community (EAC) are the main players impressing on the need for African universities to streamline curricula to the current needs of the continent such as development of relevant work force.

In the rolling out of the strategic plan for 2011/12-2015/16, the Inter-University Council for East Africa (IUCE, 2011) noted that, “the 2nd Decade of Education for Africa 2006-2015 has a vision of an integrated, peaceful, prosperous Africa, driven by its own people to take its rightful place in the global community and the knowledge economy” (p. 19). Referring to higher education, Cloete et al (2007) state that there is a need for reorientation and reposition in various ways including curriculum and research; they specifically point out the need for standardization and equivalence of knowledge forms. Consistently, the Secretary of Teacher’s Service Commission pointed out that there is a critical need to match teacher training in Kenya with employability (Lengoiboni, 2009). At the opening ceremony of the tenth exhibition by Kenyan universities the Minister for Higher Education, Science and Technology (MOEST) further emphasized that, “institutions should review their curricular and modes of delivery to avoid producing mismatched graduates to the market” (CHE, 2011a’ p.3).

The need to nurture teachers’ disposition towards global diversity. Global migrations have created diversity in classrooms, and unfortunately resulted into segregation of the minority; triggering questions on teachers’ disposition. Disposition in the “tendency to act in a particular manner under particular circumstances ...teaching ways that give access to knowledge to all students in a class-including those who differ from the mainstream” (Villegas, 2007). According to Villegas the popular “self fulfilling prophecy” tendencies of

teachers results from unchecked teachers' beliefs and failure of teacher education programs to nurture healthy dispositions. To correct this, the knowledge, skills and attitude norm of teacher education is being changed to knowledge, skills and disposition/competencies (Republic of Kenya, 2012d); with emphasis on teacher's disposition. Villegas points out that "the role of disposition in teacher education, particularly the disposition related to social justice is one of latest contested arenas".

Teachers' healthy dispositions are demonstrated when, "students ... go from them not only informed but able to respond to intellectual challenge, with experiences that have enlarged their understanding and sympathy" (Shiundu & Omulando, 1992, p.228). As argued by Stroble and Fischetti (1997- citing Lyons), "good schools would need a steady supply of excellent teachers, with new habits of mind and new habits of work" (p.88). In fulfillment of the "No Child Left behind Act", the USA government has raised standards for admission, licensure, duration of teacher education programs from 4-5 years, and required experienced Teacher Educators to take more vigorous professional development courses and competency tests (Kauchack & Eggen, 2009). The tests assess beginning teachers' ability to plan, instruct, manage, and understand professional responsibilities and sensitivity to learners' developmental and cultural differences, specifically special needs and social disparities (Kauchack & Eggen, 2009).

It is believed that improved teacher's disposition will enhance learning outcomes, social efficacy and economic competitiveness (Wang, Odell, Klecka, Spalding, & Lin, 2010). Additional requirements include; developing good relationships with pupils and staff, keeping a sense of humor, team work, communication, and defusing difficult situations (Cohen, Manion, Morrison, 2004). An action research at Montclair State University revealed that under mentorship teachers of color demonstrate warmth to both the minority and white students (Villegas, 2007). In Kenya, education reform has focused on the theme "Child Friendly Schools". This came into force in 2010 when the government outlawed caning and required schools to address indiscipline through guidance and counseling; hence the introduction of the course 'Guidance and Counseling' in teacher education. Besides, the schools are required to improve hygiene by upgrading sanitary facilities and encouraging teachers to be accommodating to students (Muricho & Chang'ach, 2013).

Discourse on Content and Pedagogy. Typi-

cally, the debate on teacher education curriculum focuses on the balance between content and pedagogy (Hagers, 1952). Proponents of content centered curriculum argue that, to be effective, teachers must have adequate repositories of knowledge (Normanhurst & Mockler, 2004; Kaptingei, Makobila, & Kerich, 2012). According to Otunga and Namunga (2012) "to educate others ... one need ...wider perspectives including an understanding of socio-economic and professional aspects, psychological practice and social theories underpinning pedagogical practice and knowledge of teachers' roles and responsibilities". It is becoming more imperative to integrate local and global content so that the Teacher Trainees are prepared to teach global citizens (Zhao, 2010). It is deemed that courses such as sociology, philosophy and psychology are capable of strengthening the pedagogical aspects of teacher education (Shiundu & Omulando, 1992; Otunga & Namunga, 2012); a fact that has been considered in the current reforms in teacher education in Kenya. History, sociology and comparative aspects of education are added to capture both local and global contexts (CHE, 2012d).

Changes across all sectors of school. Globally, there are frequent curriculum changes across all sectors of education. Ruairc (2013) allegorically stresses that so long as the story- which is the "curriculum" changes, the story tellers -"teachers" have to be taught new ways of telling the "new story" hence changes in teacher education. A typical case of such is in the Republic of Northern Ireland where the Department for Employment and Learning and Department of Education launched a review of its' Teacher Education through Teacher Education Conferences that took place in 2003, 2004 and 2005 to conform the changes in the education sectors. Following the deliberations at the three conferences, in 2007 a workshop was organized and among the challenges addressed was; need to improve access and quality of induction of newly qualified teachers and to provide linkages between various stages of a teacher's career and pathways for further professional development (Ruairc, 2013).

These changes were meant to address needs in skills, the developing economic agenda and the social changes affecting children in the society. The review committee recommended that there should be clarification and reduction on the number of competencies to ensure a match between competences, areas of learning and learning preference. The committee, further, recommended more emphasis on developing student's

and beginning teacher's critical and reflective practices (Department for Employment and Learning, 2010). A similar trend of reforms in teacher education has been observed in the United States of America since school reformers shifted attention to teachers. Lyons, Stroble, and Fischetti (1997) suggest that "restructuring education had to go hand in hand with the renewal and reform of teacher education". (p. 88). Though there have been piecemeal reviews in secondary and primary curriculums in the Republic of Kenya (introduction of computer and life skills), there is an urgent need for fundamental curriculum change at these levels (Muindi, 2013).

The changing purpose of university education. The phenomenon of change in universities education is global, especially in terms of access, curriculum, methodology, evaluation, accreditation and mission (Waks, 2006). Siemens and Kathleen (2010) refer to the current era as one of "the transforming university"- an era of historical juncture seen in a transition from the industrial to the informational post industrial era (Cloete, Maassen, Fehnel, Moja, Gibbon, & Perold, 2007; Amimo, 2012). It is already evident that from the "Alexandriac models" of libraries and museums and ivory towers, reminiscent of Yale and Harvard, universities "are turning from brick to click" (Harvard, Hokka, Etaalapelto, & Rasku-Putteonen, 2010); as demonstrated in the mushrooming of online courses - termed by students as academically fashionable and convenient (Gruba, Alister, Harald, & Justins, 2004).

The general purpose of university education has changed from-preparing a workforce for industrial to post industrial economies; signifying a change from training students for mere content mastery to complex levels of information processes where they are able to reconstruct knowledge, and modify skills in response to the social-economic and political realities that frame the global realities (Amimo, 2012). This is exemplified in the University Act 2012 of Kenya, which enumerates the changing objectives of university education (Republic of Kenya, 2012 c). In line with these objectives, the Commission for University Educations has introduced numerous reforms in university education, subsequently altering teacher education curriculum.

A concern for deteriorating standards in education. Globally, major reforms in teacher education have their genesis in concerns for students' academic failures (Kauchack & Eggen, 2009; Duze, 2011; Kairu, 2011). This is based on the assumption that quality teaching is correlated with students' performance

(Wang, Odell, Klecka, Spalding, & Lin, 2010). For example, reforms in teacher education in United States of America, was triggered by a concern on the failing standards of American children in academic performance. The failure that was attributed to inadequate teacher education programs, led to several investigations and reports which led to the creation of the National Board for Professional Teaching Standards (NBPTS) to establish standards and a process for teachers to become professionally certified (Kauchack & Eggen, 2009).

Certification is based on competency test which covers academic skills assessment- designed to measure the basic skills in reading, writing and math; teachers' basic knowledge on subject matter, professional knowledge and classroom performance. The on going reform in teacher education in Kenya is outcome based. Course outline models, as designed by the Commission for University Education-CUE, stresses on "Expected Learning Outcomes" (CHE, 2012). The Task Force on curriculum reforms in Kenya recommended, a further revision of curriculum and textbooks to emphasize skills and competencies (Republic of Kenya, 2012d).

Political influences. As pointed out by Shiundu and Omulando (1992) "among the many pressure groups in society which influence educational policy, politicians and their political groups are perhaps the most influential" (p. 51). The political realignments and ideologies within greater political powers significantly influence the thinking of curriculum planners globally. For instance, pressure from South African citizens and the international communities underlie great demand for re- educating teachers to replace apartheid mentality with values of social equity (Ndou, 2008). Similarly, a study that examined drivers of change in the university computer curriculum in Australia showed that influential political personalities were a strong force behind the changes (Gruba, Alister, Harald, & Justin, 2004). In Kenya, the Vision 2030 and the Constitution 2010 have been used as the yard stick for reforms across all sectors of education. For example, teacher education is expected to produce teachers who would train a knowledgeable society that upholds justice, democracy, accountability, responsibility, rule of law; with a willingness to participate in result oriented political engagements and conflict resolutions.

The political arm in the reforms is further evident in the education task force's assignment to in-

investigate the factors which contributed to the 2007 post-election violence (The Republic of Kenya, 2012d). Muriho and Changa'ch (2013) - argue that political elites have been involved in educational reforms (politically, directly or indirectly) much more than education specialists and planners, to ensure that their political goals such as national unity, development, international consciousness and cooperation are met. They echo Amutabi's voice that 'education is always an extension of political purpose and must be seen as a primary, perhaps the premier agent that is available to that position' (p. 136); and that training, recruiting and promotion of teachers are all politically engineered. For instance the Teacher's Service Commission Act (put in place by parliament) sets criteria for admission and hiring of teachers in Kenya.

Research outcomes from developed countries. A lot of innovations going on in education in the developing countries since the 1970s are informed by basic and applied research outcomes from the developed countries (Sarayreh & Khudair, 2013). Specifically, quantitative research-employing multiple regression analysis and survey-questionnaire studies have contributed to the notion that the underdeveloped countries need more resources in the form of materials and instruments. The donor agencies such as World Bank, the U.S Agency for International Development (USAID) and Canada International Research and Development Centre are recently sponsoring qualitative research in curriculum change of developing countries. It is believed that a qualitative approach to curriculum will provide a better understanding of contextual factors in the curriculum change process (Montero-Sieburth, 1992).

Developed countries have reported studies of action research in which groups of teachers invest in professional capital. As Ruairc (2013) observes, in such groups "the teachers of yesterday, today and future (referring to Teacher Educators, Co-operate Teachers and Teacher Trainees) come together to transform their knowledge and pedagogy. The United States of America requirement for prospective teachers to present a professional portfolio to show evidence of knowledge and skill development is research based (Guarrino & RobichauxI, 2012). The reforms under investigation seem to be inspired by models from countries such as South Africa and Germany. In particular, the development of minimum standards for Credit Accumulation and Transfer – that has led to the specification of the core program requirements, was an initiation of the Rockefeller Foundation- a German based organization. According to the Commission Chief Executive Officer, CATS is a

global practice which provides a means to "measure the volume of learning" (Commission for University Education, 2013a, p. 13).

Technological advancement in education.

It is argued that technologies coupled with other educational innovations increases students' efficacy, efficiency, and self-regulated learning habits (Neal, 2005). Such observed benefits of technology in learning, is catalyzing reforms in teacher education. According to Shiundu and Omulando (1992) a mismatch between technological advances and pedagogical strategies is critical concern- in fact a pointer to "the areas of the existing curriculum which will need an overhaul and which new areas will be introduced" (p.56) in teacher education program. Teachers need to have knowledge in word processing, spreadsheets, databases, graphing programs, graphics, clip art and sound packages, desk topping, multimedia, internet and e-mail (Cohen, Manion, & Morrison, 2004). In Kenya, by the year 2012 only about 2% of schools had necessary ICT infrastructure. It was recommended that ICT institutional framework be strengthened to allow efficient integration of ICT in the entire education sector with enhanced ICT capacity at all levels (Republic of Kenya, 2012d).

One of the current trends considered as influential in the first decade of the twenty-first century is institutionalization of technology. The "use of the computer to manage curriculum and to facilitate student learning is now widely accepted...use of sophisticated technology will continue to increase" (Ganguly, 2001, p. 49). The dilemma is that, the curriculum change agents have not been able to keep pace with the extensive and instantaneous changes in technology. The Inter-University Council for East Africa recognizes the need to address ICT issues, especially its application in academic research and administrative functions in higher education. Since the development of ICT policy and master plan, the Commissions for Universities in the region have introduced the course '*Information, Communications and Technology*' (ICT) in all the universities. This course is, particularly, relevant to Teacher Trainees in Kenya- as it will enable them to cope with the upcoming "laptop generation" that is an initiative of the "Jubilee Governments" (IUCEA, 2012; Nzioka, 2014).

Research Design and Methods

This study employed a concurrent mixed methods design that is based on the use of both quantitative and qualitative approaches. The population comprised of Teacher Educators, Heads of Departments, Deans of Faculty of Educations, and Teacher Trainees in 7 chartered private universities in Kenya which were offering teacher education on full time basis. Staffs from curriculum department of the Commission for University Education (CUE) quality assurance and staffing sections of the Teachers' Service Commission (TSC) were also included. The study employed a multi-stage sampling process which included purposive, convenience, cluster, and snowball sampling methods. The sample included 5 private universities which were offering teacher education by 2008; 150 Teacher Trainees, 32 Teacher Educators, 14 Heads of Departments, 2 Staff from Teachers' Service Commission and 2 from the Commission for University Education.

The research instruments included questionnaires, interviews, and documents such as news letters, letters and daily news papers. Content and construct validity of the questionnaires and interview schedules was ensured by formulating items around the problem of the study. Data was also triangulated from different sources, contexts and multiple informants to confirm or to disconfirm accounts, and documents were checked for authenticity. Reliability calculated at .824 was found to be adequate for the study. After ethical approval and research Authorization by the National Commission for Science, Technology and Innovation (NACOSTI) data collection proceeded between the months of May and June 2014. Descriptive statistics such as frequency, means

and standard deviation were used to analyze data; the statistical package SPSS version 20 was employed in this process. Qualitative data was further analyzed by means of content analysis. The results were displayed in a table and also reported in verbatim.

Results and Discussion

Table 1 presents a summary of the results from the questionnaire. The abbreviations are interpreted as follows TT= Teacher Trainees, TE= Teacher Educators and HOD= Heads of Departments.

From the table, the factor that was considered the most important driver of change in teacher education is the need to train teachers who will teach effectively and nurture all students. The Teacher Trainees recorded a higher mean rating of 4.78 (SD = .70) than the teacher educators' mean rating of 4.72 (SD = .52) and the heads of departments' mean rating of 4.64 (SD = 1.08), meaning that they considered this factor more favorably than Teacher Educators and Heads of Departments – the latter displaying some variance in response as seen in the standard deviation.

Other related factors also recorded higher ratings such as concern for falling standards in education (Teacher Trainees = 4.17, SD = 1.12; Teacher Educators = 4.03, SD = 1.18; Heads of Departments = 4.29, SD = .83), certification requirements by Teachers' Service Commission (Teacher Trainees = 4.35, SD = 1.04; Teacher Educators = 4.16, SD = .99; Heads of Departments = 4.57, SD = 1.09) and accreditation requirements by the Commission for university Education (Teacher Trainees = 4.21, SD = 1.00; Teacher Educators = 4.41, SD = .71; Heads of Departments = 4.50, SD = .94).

Table 1

Factors Driving Change as Perceived by the University Stakeholders

Factors Driving Change	TT =150		TE=32		HOD =14	
	M	SD	M	SD	M	SD
Changes in the purpose of university education in Kenya	3.96	1.21	4.18	..86	4.00	1.04
A concern for falling standards in education	4.17	1.12	4.03	1.18	4.29	.83
Changes in primary and secondary school curriculum	4.27	1.12	4.26	..82	4.00	.91
The need to train teachers who will teach effectively and nurture all students	4.78	.70	4.72	..52	4.64	1.08
The political pressures surrounding teacher education in Kenya/Vision 2030	3.87	1.25	3.68	1.13	3.64	1.15
Market considerations - in terms of deficits of teachers for certain subjects	3.94	1.22	4.26	1.06	4.50	.85
Need to realign teacher education to the needs of education in a global society	4.24	1.02	4.38	..94	4.50	1.09
The university's mission and vision	4.18	1.11	4.44	..80	4.50	.94
Student teachers' needs and demands	4.24	.99	4.00	1.00	4.46	.66
Teacher Educators (lecturers) suggestions	3.84	1.09	3.74	1.03	4.43	.65
Input from teaching practice observations	4.05	1.13	4.05	..91	4.07	1.07
Advice coming from Research and innovation	4.00	1.14	3.83	..78	4.21	.89
Technological advancement in education	4.36	.99	4.38	..79	4.07	1.27
Accreditation requirements by the CUE	4.21	1.00	4.41	..71	4.50	.94
Teacher certification requirements by TSC	4.35	1.04	4.16	..99	4.57	1.09

The results from the interview also supported this position as exemplified in the following responses.

1st Dean: *I think it is the need to improve quality of teaching...students should be taught by teachers who are grounded in content... there is also the need to improve literacy and numeracy in the country.*

1st staff from TSC: *For quality assurance and standards... there have been complaints about delivery... so enforcing of standards is helping to weed out certain categories.*

2nd Staff from CUE: *These measures were taken to improve quality of education.*

This sentiment was also noted in the document from the Commission for Higher Education that specifies the content for teacher education for Teacher Education Arts (CHE, 2012). The writer states in the preamble that:

In the last twenty years, Kenya has witnessed rapid expansion of university education as a result of establishment of new and private universities. Consequently, universities developed academic programs with some having similar contents, but taught under different names...employers began questioning the names and similarities associated with some

programs...This problem is common to all member states of the East Africa common market. (p. iv)

Reading further, the writer emphasizes that the Commission is out to correct this anomaly by developing minimum core requirements in various programs. This document details requirements for teacher education Arts with a central aim of assuring quality. The same theme is expressed in one of the excerpts in Daily Nation news paper which reads ‘New *Regulations aim to improve quality of teaching, not to oppress teachers*’ (Kamotho, 2014).

Another factor that was rated highly was the need to re-align teacher education to the needs of education globally (Heads of Departments = 4.50, SD = 1.09; Teacher Educators = 4.38, SD = .94; Teacher Trainees = 4.24, SD = 1.02). The qualitative data revealed that some of the emerging global issues were HIV / AIDs, gender equity, use of technology and the changing nature of the learner. In particular the staff from Teachers Service Commission impressed that:

There is need for a different kind of capacity building... to attend to national and world wide changes ... a teacher who is current and relevant... knowledge is moving fast...students are learning fast... but the teacher is laid back...

Technological advancement in education was also seen as an important factor in the ongoing reforms, especially by Teacher Trainees (= 4.36; SD = .99), and Teacher Educators (= 4.38; SD= .79). The Heads of Departments (= 4.07; SD = 1.27) had a slightly lower rating on this factor. A document obtained from the Inter- University Council for East Africa (IUCEA) indicated that the Council was working with the Commissions for University Education in the region to stream line ICT in university education. Following the development of ICT policy and master plan by the Inter- University Council for East Africa (IUCEA, 2012), the Commission for University Education in Kenya introduced ICT into Bachelor of Education program through the course “Educational Media, Communication and Technology”.

Market considerations was another important factor driving change in the Teacher education curriculum (Teacher Trainees = 3.49; SD = 1.22; Teacher Educators = 4.26; SD = 1.06; Heads of Department = 4.50; SD = .85); needs of Teacher Trainees (Teacher Trainees = 4.18; SD = 1.11; Teacher Educators = 4.44; SD = .80; Heads of Department = 4.50; SD =

.94). The Heads of department considered this as a most important factor. The documentary analysis revealed that the Teacher’s Service Commission (TSC) was, particularly, concerned with deficits in certain subjects (such as History), while the Commission for University Education put more emphasis on the need to align teacher education curriculum to the regional and global economy.

Interviews with the staff from Teacher’s Service Commission (TSC) indicated that the Commission was reinforcing compliance with the reforms to solve the problem of teacher wastage. They explained that wastage was reflected in the teachers who graduated with insufficient units, wrong subject combination, and without the C+ entry requirement. The staff from Commission for University Education (CUE) confirmed the teacher shortage, and mentioned that through CATS system there would be easy students’ transfers and education exchange – such that teachers trained in Kenya would work anywhere in the East African region and beyond. One of the Deans explained that their university recruited students from over 20 nations including Rwanda, Uganda, Burundi, Ethiopia, Sudan, Botswana, South Africa, Korea, Congo, and Zambia; and they had structured their teacher education curriculum to accommodate the diversity; that recently 8 Teacher Trainees from North Western University (USA) took courses, including Teaching Practice, at the university.

In a public lecture in one of the universities, the Secretary of TSC stressed that while the policy of hiring teachers had moved from “Supply driven” to “Demand Driven”, there was a problem of “disconnect between demand and supply” because the universities continued to train in single teaching subjects - the languages and sciences at the expense of humanities (Lengoiboni, 2009). However, three Deans were of the opinion that TSC is making stringent requirements because of their financial inability to recruit. Two of the Deans felt that the stringent requirements for specific subject alignment was a strategy to utilize fewer teachers to teach more classes; and that TSC did not recognize that private universities’ market was beyond the Kenyan borders.

A newsletter that featured a workshop dubbed ‘Mini Stakeholders Forum’ (NQF) stressed that, there was need for the country to offer education and training in synchrony with the globalised economic environment (CHE, 2011). The Ministry of Education proposal on National Qualification Framework (NQF) echoed similar sentiments; expressing that:

Teacher education in Kenya has not kept pace

with developments that have occurred through out most developed countries. A policy framework for teacher education is lacking, while at the same time teacher education and the teaching profession are not well defined as a few teachers have a clearly defined career development plan (Ministry of Education, 2012, p. 33).

The findings also revealed that political influences, especially the Kenya Vision 2030, was another important factor driving change in the teacher education curriculum. This did not come out strongly from the quantitative findings as it did in the qualitative data (Teacher Trainees = 3.87; SD = 1.25; Teacher Educators = 3.68; SD = 1.13; Heads of Departments = 3.64; SD = 1.15). The interview with the staffs from TSC and CUE revealed that politics has been a major driver of educational change in Kenya since independence. One of the staff from CUE said that:

The changes in teacher education curriculum are brought to reflect the political developments in the country... they are a result of policy shifts right from the Ominde Commission... Mackay Commission and others set up after independence ... the reforms always captured the politics of the day...

He gave the laptop project for primary school as an example of the political influences in education; as evident in the integration of ICT in teacher education curriculum. Indeed, for the last two years, this opinion has dominated the Daily Nation news, especially with insinuations that teachers are ill prepared for the project (Nzioka, 2014). One of the staff from TSC implied that Vision 2030 was an important factor in the ongoing reforms, especially the emphasis of technology in teacher education. No wonder, the theme for university exhibition in 2011 (as found in one of the documents) was “Aligning University education with Kenya Vision 2030” (CUE, 2011). In this document, a message from the Commission Chairman read as follows:

The government has devised a road map that sets to make Kenya a newly industrialized nation by the year 2030. The theme of this years’ exhibition...is hinged to the government Vision 2030 blueprint... we must therefore endeavor to re-align our programs to be in symphony with the expectations of the vision... through a dynamic and global change responsive university programmes that enable graduates adapt and fit in the economic, and technologic employment, and entrepreneurial world. (p. xii)

This message is best understood in the context of a subsequent message in which the minister of Higher Education, Science and Technology – referring to the Vision 2030 expressed that “Our universities are key to transforming knowledge into economic value by... educating teachers... who... fuel innovation in high technology and the knowledge industries” (p. 1). In the foreword message the Commission Secretary also emphasized that there is need to re-align university programmes “to be in tandem with the expectations of the vision” (p. v) - which he qualified as producing the necessary manpower for socio-economic development. As a move to align teacher education to the Vision, the qualitative data revealed that the Vision 2030 was included as content in a number of education core courses in one of the universities.

Further evidence of the influence of Vision 2030 in reforms in teacher education was noted in the Daily Nations’ article “*Why the syllabus is set for changes*” (Maina, 2014). Referring to proposed changes in primary and secondary curriculum, the article stressed that “The new curriculum is set to give learners skills in relation to Science Technology and Innovation (STI) which is emphasized in Vision 2030”. The statement is related to the findings that changes in primary and secondary curriculum are important factors in teacher education reforms (Teacher Trainees = 4.27; SD = 1.12; Teacher Educators = 4.26; SD = .82; Heads of Departments = 4.00; SD = .91). However, it is interesting that only the university stake holders considered that the university mission and vision, and input from Teacher Educators and teaching practice were important in teacher education reform. Another interesting finding was that only the university stake holders (Teacher Trainees = 4.00; SD = 1.14; Teacher Educators = 3.83; SD = .78; Heads of Departments = 4.21; SD = .89) and the staff from CUE indicated that research was an important driver of change in teacher education (Commission for University Education, 2013a).

Conclusion

The results suggest that globalization is the main driving factor in changes in teacher education curriculum of private universities in Kenya. Globalization concerns for quality in educational services seem to influence a number of factors mentioned such as need for effective teachers, teacher certification, accreditation and deteriorating standards in education.

Subsequently, needs in a global society, market forces; technological advancements in education; change in the purpose of university education and political influences as reflected in Kenya Constitution 2010 and Vision 2030, are all reflections of the globalization process. The university stakeholders were more cognizant of the important role of input from Teacher Educators, teaching practice, research and the university context as factors driving change. The staff from CUE focused more on global factors while those from TSC were more concerned with the local factors, such as shortage of teachers in the country and subject combination. The study recommends that CUE should work in consultation with the TSC to sensitize private university stakeholders' on the important global and local factors driving change in teacher education, as they also consider the university contexts and University stakeholders' views on the changes.

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