

# VALUES DEVELOPMENT IN TEACHER TRAINEES: IMPLICATIONS FOR LECTURERS IN PRIMARY TEACHER TRAINING COLLEGES IN KENYA

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## ABSTRACT

*Teachers are key to provision of quality education and as noted by Mompoin-Gaillard (2011), they have a great opportunity to facilitate development of values in learners. However, it is not clear whether lecturers in Primary Teacher Training Colleges (PTTCs) in Kenya are prepared for training teacher trainees in development of values. Instilling values and forming character are important education goals (Malinda, Mwanja, & Maithya, 2017). Consequently, developing values in teacher trainees is critical, because it is not only the aim of national educational goals, but also the mission to prepare students to become responsible citizens. It is therefore critical that education planners take into account the place of values in preparing self-regulated citizens. The purpose of this paper is to explore the preparation of lecturers in facilitating the development of values in teacher trainees in PTTCs in Kenya. This paper is based on reviews of critical analyses of existing literature on values education in training of teachers. The analyses point at the importance of values education for both teachers and pupils as they plan to help one to relate values to corresponding actions in life based on informed and reasoned positions. The paper argues that lecturers, who are adequately and intentionally prepared for values education, effectively prepare teacher trainees for facilitation of development of values in pupils. This effort calls for purposeful planning. This paper hopes to shed new light on how lecturers model and demonstrate the behaviour and values they expect teacher trainees to practice. The paper concludes with a call to rethink the pedagogy in teacher education courses with a view of re-focusing on the practical aspect of development of values for lecturers in PTTCs including planning for specific value-based objectives. Lecturers' knowledge, perception and pedagogical approaches have implications on values development in teacher trainees.*

## INTRODUCTION

Teachers play a vital role in the development of learners' capacity in becoming responsible citizens. Development of values has been a major concern to most education system in different countries of the world (UNESCO, 2002). Quality training is concerned with the transfer of skills, knowledge, values, behaviour and attitudes in order to have competent citizens (Nafuko & Kangethe, 2002). As such, quality education is a result of purposeful planning that leads to translating policy into action, thus effectively addressing challenges facing young people. These challenges include youth disorder, poor academic performance, high dropout rates and drug abuse that contribute to education inequality. Thus, the general acceptance is that teaching is a moral activity (Carr, 2011) in which teachers need to consider the moral impact on their students and eventually society.

Rai (2014) posits that teachers, due to their pivotal role, have an opportunity to facilitate development of values in learners. This critical role is supported by Kaur and Nagpal (2013) who contend that "education is expected to function not only as a facilitator of acquisition of knowledge but also as a developer of values and transformer of inner being" (p. 3). Similarly, Lumpkin (2008) suggests that during their interaction with trainees, teacher educators are expected to "display behaviours reflective of moral virtues such as fairness, honesty and adhere to professional codes of conduct" (p.

45). Lumpkin further notes that teachers need to “model to students how to live a life of character based on moral virtues” (p. 46). On the contrary, Lunenberg, Korthagen and Swennen (2007) state that some teacher educators are limited in skills and knowledge of modelling and that their experience as teachers does not make them better role models. Yet, there are limited educational objectives that focus on developing the image and character of teacher educators as values educators.

Instilling values and forming character are important education goals (Malinda, Mwanja, & Maithya, 2017). Values inculcation may take place implicitly and explicitly through various teaching and learning processes. Therefore, lecturers require exposure to knowledge, skills and attitudes to steer teacher education to striking a balance between academic and character education. Thus, teacher educators need to translate objectives on values to life experiences to allow teacher trainees to acquire competencies that enable them to eventually inculcate values in pupils.

Values are the principles, standards, convictions and beliefs that people construct as their guidelines in daily activities. Hall (1994), defines values as “the ideals that give significance to our lives reflected through the priorities that we choose and that we act on consistently and repeatedly” (p. 21). On the other hand, Hawkes (2014) provides a slightly different emphasis. Values are “enduring beliefs about what is worthwhile... They help us make decisions and evaluate the actions of others” (Hawkes, 2014, p. 7). Both definitions underscore the fact that values influence peoples’ professional and personal lives. Development of values therefore refers to the policies and procedures designed to equip prospective learners with knowledge on the principles, standards, convictions and beliefs that people adopt as their guidelines in work related and life activities. It may be argued that in case of lecturers, development of values refers to all activities professional and personal that contribute to inculcation of values in teacher trainees. The question is how prepared PTTC lecturers are for the key role of facilitating values development in teacher trainees.

## **OBJECTIVE**

The objective of this paper is to explore the preparation of lecturers in Primary Teachers Training Colleges in inculcating values in teacher trainees. This is taking into account that teacher educators are key resources in facilitating development of values and character formation as noted by Kanti (2013). The goals and objectives of most education systems have inculcation of values as key aspect of primary teacher education.

## **JUSTIFICATION FOR TRAINING IN VALUES EDUCATION IN PRIMARY TEACHERS TRAINING COLLEGES**

Education is not only about acquiring knowledge and skills to pass examinations and prepare children for life, but it is also concerned with flourishing of humanity (Hawkes, 2013). The objectives of Primary Teacher Education (PTE) expect lecturers to inculcate stated values in teacher trainees. Yet, many of the lecturers have not been exposed to development of values. In addition, there are concerns as to whether it is the parents or teachers who are failing in instilling values in students. Since education is values-infused (Narvaez & Lapsley, 2008), quality value-based education therefore is meant to help persons grow intellectually, emotionally, socially and spiritually thus, preparing them for the future. Values based education lays basis for equal education opportunities as students learn to appreciate and respect others. Pre-service teacher education programmes therefore, are meant to prepare teacher trainees to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession (Darling-Hammond & Bransford, 2005) including inculcation of values.

According to UNESCO (2011), pre-service training of teachers needs to focus on values that transform the teacher trainees as individual facilitators in development of values in school pupils. As such, the pre-service training of teachers needs to be transformational by integrating values in the learning process and facilitating values application into contemporary situations. Therefore, teacher educators need skills that enable them to apply participatory methods and reflective pedagogy as they facilitate teacher trainees develop values (UNESCO, 2011). Possession of appropriate pedagogy needs to be accompanied by appreciation of the same values as values are acquired through teaching and modelling.

Accordingly, teacher educators need to engage pre-service teacher trainees in discussions on values stated in PTE curriculum as well as model the same values. Consequently, facilitating teacher trainees to develop values that guide them to choose actions to take in different situations is part and parcel of a lecturer's responsibility. If teacher educators are to participate in development of values of the teacher trainees, they need to demonstrate the same values and have a passion to "pass" the same to teacher trainees. Furthermore, the actions of teacher educators need to align with their professional and personal values for teacher trainees to "pick" how to apply the values in life situations. Thus, for lecturers in pre-service teacher training, role modelling as an approach of inculcating values is inevitable as stated by Kanti (2013).

In Kenya, the objectives of PTE are specific on values lecturers are to develop in teacher trainees namely, moral and religious values, citizenship, national attitude, respect for culture and natural heritage and environmental conservation (Ministry of Education, 2006). In addition, the National Goals of Education, article 10 of Chapter 2 and Chapter 6, article 78 of the Constitution of Kenya 2010 stipulate integrity, respect, dignity, confidence, selfless service, competence, objectivity, impartiality, accountability, discipline and commitment (Kenya Law, <http://www.kenyalaw.org/lex/actview.xql?actid=Const2010>) as some of the values that public officers are expected to uphold. These are values that need to be operationalized from the policy level into action.

It may then be argued that teacher educators as public officers are expected not only to 'live' up to these values, but also to facilitate development of the same in teacher trainees. Consequently, teacher educators need to be purposeful and intentional in facilitating development of expected values in teacher trainees. Any occurrence of cases indicating deficiency of necessary values in some teachers would raise concern about the focus of colleges where they are trained (Groenewegen, 1993). This calls for adequate preparation of lecturers as responsible citizens to effectively carry out their role of preparing quality teachers. Adequate preparation includes approaches that facilitate values development that eventually contribute to the development of a responsible citizen and mental wellbeing of teacher trainees. Values education is an ingredient of students' wellbeing as values facilitate students to function effectively in terms of relationships and self-esteem (Fraillon, 2004). Values assist students to make responsible choices from various alternatives. Because of this, educational planners need to come up with effective ways of making values education a practical component of teacher educators training as well as pre-service teacher training.

## REVIEW OF LITERATURE

### **Status of Primary Teacher Training Colleges in Values Education**

Education is about values development. Hence, the role of teacher educators is critical as "teachers are the most valuable resource that a nation counts on to mould and nurture its young people" (Idris, Cheong, Nor, Razak & Saad, 2007, p. 102). Teacher educators have a critical role of preparing trainees

in values development (Narvaez & Lapsley, 2008). The quality of teacher education and that of the teacher educator determines the quality of teachers produced. This implies that if teacher educators believe in the values stipulated in the teacher education curriculum, then there is a possibility that teacher educators will integrate the same values in their teaching and learning process.

Teacher training is an integral part of quality education in a country. A teacher's effectiveness and competencies to a certain extent depend on the quality of training undertaken in Primary Teacher Training Colleges (PTTCs). Lecturers in Kenya constitute the core of the education system and their important impact on student performance has been widely confirmed by many studies (Rivkin, Hanushek & Kain, 2005; Uwezo Kenya, 2011). A lecturer is an important resource in the teaching and learning process and their preparation and career progression therefore requires critical consideration by education planners. The provision of education and training to all Kenyans is fundamental to the government's overall development strategy (Ministry of Education Science and Technology, 2004). However, there is limited literature exploring the preparation of lecturers in facilitating values development in teacher trainees (Wamahiu, 2015).

Conversely, some critics state that teacher education in Kenya focuses on academic achievement only (Kafu, 2011) at the expense of the formation of an integrated person. This is echoed by Bunyi, Wangia, Mogoma and Limboro (2013) who state that few of teacher trainers have primary education teaching experience and training in adult education. This raises a question as to how effective such tutors would be in preparing teacher trainees to acquire values stipulated in the three objectives of PTE. In addition, there are no induction programmes for teacher trainers (Bunyi et al, 2013) in Kenya. Further, the curriculum seems to be unclear on how the values are to be acquired and transferred both at the teacher educator and trainee levels. The academic focus with a lack of emphasis on values education at PTTCs has become a unique challenge to Kenya. Sjøberg (2005) observes that colleges are pre-occupied with academic performance and churning graduates to meet the challenge of teacher shortage thus inadequate time to address programs that facilitate values development. Thus, the focus on addressing teacher shortage may have led to the teacher training objectives focusing on academic achievement thus contributing to inadequate time for values education. In addition, teacher-training colleges are also faced with:

- i. Indifference to the importance of values in teacher education;
- ii. Lack of skills to enable lecturers to acquire skills, knowledge and language that facilitates values development;
- iii. Inability to prioritize values in the PTE curriculum;
- iv. Inadequate skills to integrate values in the teaching and learning processes; and
- v. Minimal attention given to inculcation of values in teacher education.

Planning for primary teacher education therefore seems to be of secondary importance. The Taskforce on the Re-alignment of Education Sector to the Constitution of Kenya 2010 recommends that "the current teacher curriculum has to be reviewed and incorporate emotional, ethical, moral, value, skill and attitude development" (Republic of Kenya, 2014, p. 246). Without skills and knowledge on values, it will be difficult for lecturers in PTTC to model specific values to teacher trainees. A study carried out in South Africa on teachers' experience in the implementation of values in

schools identifies a gap between education policy makers' intentions and teachers' understandings in implementation of values in education (Ferreira & Schulze, 2014). Consequently, there is a gap between the intentions of policy to have educators inculcate specific values in students and the capacity of teachers to actualize the same in Africa. This is an area that deserves attention by education planners.

### **Approaches Used by Lecturers to Inculcate Values in Teacher Trainees**

Teacher trainers require skills, competency, right attitudes, language and interest that will enable them to develop values in teacher trainees. In Finland, teacher education is offered at university level and institutions decide on the content of the curriculum independently (Ministry of Education and Culture, 2014).

The universities focus on preparing teachers with “high degree of pedagogical competency and a wide professional role because student learning is often connected to their attitudes, self-efficiency and values... as well as an ethical commitment to the profession” (Niemi, 2015, p. 281). To maintain this high pedagogical competency, teachers have to undertake a three days mandatory in-service training yearly. In addition, teachers have to participate in various school-based professional development capacity building projects. It can be argued that much of the preparation of teacher educators is through professional development.

In Singapore, the National Institute of Education developed in 2004 a Values, Skills and Knowledge framework (VSK) intending to measure values, skills and knowledge that trainees develop during the initial teacher education (Chong & Cheah, 2009). The framework articulates specific values namely, “inquiry, innovation, reflection, mutual respect, personal connection, collaboration and community as the desired values” (Chong & Cheah, 2009, p. 2). However, the framework falls short of explaining how teacher educators are prepared for the role of values education. On the other hand, Uganda has unique inservice courses namely Certificate in Teacher Education Proficiency (C-TEP) and Certificate in Proficiency in Teaching designed to enhance teachers and tutors with pedagogy (Uganda Ministry of Education and Sports, 2014). Such courses are developed to work with children to become responsible citizens. However, it is not clear whether these inservice courses have a values component.

As Wamahiu (2015) observes, though the goals of education in Kenya since pre-independence times include teaching of values, there is little research in Kenya to examine the extent to which values have been integrated in the teaching and learning process in teacher education. This is an indication of the gap between policy, planning and implementation of the same. Since teachers play a crucial role in values development teacher educators need to be fully equipped with knowledge and skills that promote values in teaching and the learning process. The question remains as how prepared teacher educators are to engage trainees in values development (Katitia, 2015).

Values are about moral character and are individually based. Therefore, continuous professional development may reflect on values as well as pedagogies that facilitate values development in teacher trainees. The rapidly evolving society requires teachers whose competence meets the demand of the social changes in order for education to contribute to the wellbeing of students. Education reforms need to adequately address professional development of lecturers in PTTC to enhance skills that will ensure all students make positive contribution in society. Such skills include the development of values that enable young people to deal with social issues that hinder access to education.

In the above discussion, initial primary teacher education seems to be well structured with clear knowledge and skills for the profession. However, with the exception of Uganda that has an initiative for preparing primary teacher educators for their role as trainers of teachers, there is limited literature on the values component in teacher education. Though teachers are critical in the success of any education system, preparation of PTTC lecturers in values education is not fully developed. For this to be realized, there is need to view pre-service teacher education as a process in achieving academic excellence integrated with values. This means applying pedagogical approaches and teaching practices that integrate values development in initial teacher education. As stated by the European Commission (2017), “teaching competencies, preparation and professional development should therefore be an integral part of policies to support teachers” (European Commission, 2017, p. 32). An integrated process that links all these aspects will give teacher trainees equal opportunities in education. Therefore, educational planners need to give adequate attention to professional development of teacher educators to enhance their skills, confidence and image as models of value education to teacher trainees.

### **IMPLICATIONS FOR LECTURERS OF TEACHER TRAINING COLLEGES**

This paper has the following implications on the role of lecturers in PTTCs in development of values in teacher trainees in Kenya. First, educational planners and policy makers need to develop guidelines for preparing lecturers for their role as educators of teacher trainees. These guidelines should have objectives that are values specific. Second, professional development of lecturers should be given consideration by educational planners so that lecturers can continuously enhance their skills in values development. Third, a mechanism should be established between PTTCs and primary schools so that lecturers are able to evaluate whether their graduates are practising values as stated in the curriculum. Finally, the management of primary teacher training colleges should work closely with the lecturers to create an environment that gives trainees the opportunity to practice values learned in college.

### **CONCLUSION**

The paper has explored the importance of PTTCs lecturers’ preparedness in facilitating values education. Whilst this need has been stated in numerous studies, planning for and preparation of lecturers for the same is not clearly developed. The paper also notes that lecturers need skills in teaching approaches that help them to integrate values such as respect, care, empathy, tolerance and cooperation in the teaching and learning process. In addition, the place of role modelling as a strategy of inculcation of values in learners is underscored. In addition, it was noted that lecturers have inadequate pedagogical skills that may limit their involvement in values development in teacher trainees. Besides, all the lecturers need to appreciate that the values they hold determine their actions in and out of class.

Therefore, education curriculum of primary school teachers needs to address the gap between policies on value-based education, education planning and implementation. Consequently, lecturers may need professional training to translate policy into action so that values do not just remain as a policy, but also are taught and lived from the initial teacher education level. Hence, the issue of PTTCs lecturers’ preparedness in values development remains elusive. It also has implications on the quality of teacher education, thus need further investigation.



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