

**Integration of National Values in Kenyan Primary Teacher Training:
Educators Perspectives, Pedagogy, and Alignment with Bandura’s Social
Learning Theory**

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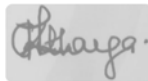
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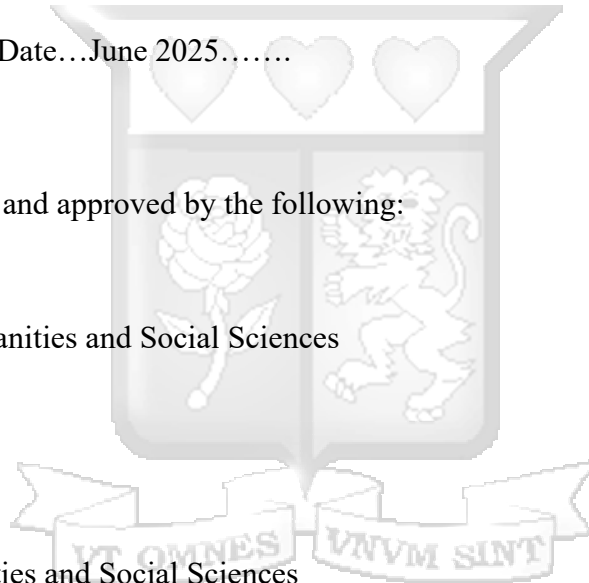
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Abstract

The integration of national values has been a foundational element in Kenya's education system, particularly emphasizing values such as patriotism, unity, and social justice. However, despite their importance, these values have not been offered as a standalone course. Moreover, there is scanty research on how these values are actually taught and assessed. Recent reforms, including the introduction of the Competency-Based Teacher Education (CBTE) curriculum, have sought to enhance its implementation in teacher training. This study examined teacher educators' perspectives on the integration of national values in primary teacher training colleges in Kenya, with attention to instructional and assessment practices and their alignment with Bandura's Social Learning Theory. A convergent parallel mixed-methods approach was employed, involving 21 tutors and 4 deans of curriculum from two teacher training colleges in Kenya's Central Region. Data was collected through questionnaires, interviews, and observations, and analyzed using SPSS and thematic analysis. The findings indicated strong support for the integration of national values, with a preference for participatory and experiential teaching and assessment methods. However, implementation was constrained by systemic challenges and inconsistent pedagogical practices. Instructional approaches showed partial alignment with Social Learning Theory, highlighting the need for enhanced capacity, curriculum development, and theoretical grounding. The study recommended formalizing values education within policy frameworks, standardizing assessment practices, and investing in professional development. Further research was suggested to investigate teacher trainees' experiences and the role of digital tools in supporting values education.

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List of Abbreviations and Acronyms

BECF -Basic Education Curriculum Framework

CAPS -Curriculum and Assessment Policy Statement

CBC --Based Curriculum

CBTE -The Competency-Based Teacher Education

C-TEP -Certificate in Teacher Education Proficiency

ICT -Information and Communication Technology

KICD -Kenya Institute of Curriculum Development.

KIE -Kenya Institute of Education

KNEC -Kenya National Examination Council

KPPRA -Kenya Institute of Public Policy Research and Analysis

KRA -Kenya Revenue Authority

MOE -Ministry of Education

NCATE -National Council for the Accreditation of Teacher Education

NIE -National Institute of Education

OECD -Organization for Economic Cooperation and Development

PTTC -Primary Teacher Training Colleges

TSC -Teacher Service Commission

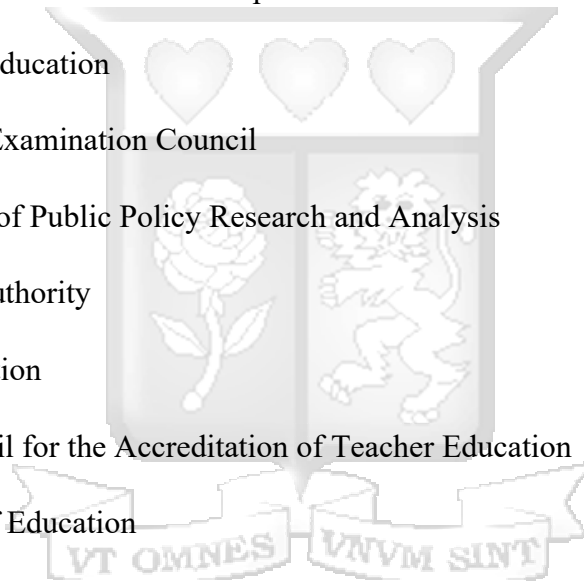
TTC -Teacher Training Colleges

TVET -Technical and Vocational Education and Training

UNESCO -United Nations Educational, Scientific and Cultural Organization

VBE -Values-Based Education

VE -Values Education



Definition of Key Terms

National Values- National values are the moral principles, ideals, and standards considered essential for promoting national unity, identity, and development. In Kenya, these values are enshrined in the Constitution (2010). In this study, national values refer to these constitutionally defined principles as they are taught, modeled, and assessed within Kenyan Primary Teacher Training Colleges (PTTCs).

Primary Teacher Training- Primary teacher training is the formal process of preparing individuals with the pedagogical knowledge, instructional skills, and professional values required to teach at the primary school level (Olembo et al., 1992). In this study, it refers specifically to the training provided in Kenyan Primary Teacher Training Colleges (PTTCs).

Teacher Educators- Teacher educators are professionals responsible for the preparation and professional development of future teachers, typically through curriculum delivery, mentoring, and modeling of professional behaviors (Darling-Hammond, 2006). In this study, teacher educators refer to tutors and instructors in Kenyan PTTCs.

Pedagogical Strategies- Pedagogical strategies are the instructional methods and techniques used by educators to facilitate learning, promote engagement, and achieve educational objectives (Shulman, 1987). In this study, the term refers to the specific teaching strategies employed by teacher educators in PTTCs to deliver and reinforce national values.

Assessment Methods- Assessment methods are the tools and processes used to measure learners' knowledge, skills, attitudes, and values, and can include both formative and summative techniques (Black & Wiliam, 1998). In this study, assessment methods refer to the procedures used by teacher educators in PTTCs to evaluate the extent to which trainee teachers have acquired and internalized national values.

Bandura's Social Learning Theory- Bandura's Social Learning Theory posits that individuals learn by observing others, modeling their behavior, and receiving reinforcement, highlighting the importance of social interaction in the learning process (Bandura, 1977). In this study, the theory serves as a guiding framework for analyzing how national values

are taught and learned in teacher training contexts. It provides the lens through which the alignment of pedagogical strategies and assessment methods is examined.

Perspectives of Teacher Educators- Perspectives refer to the beliefs, views, and attitudes held by individuals regarding a specific concept or practice (Instefjord & Munthe, 2017). In this study, the perspectives of teacher educators relate to their understanding, attitudes, and perceived importance of integrating national values into the teacher education process.

Trainee Teachers- Trainee teachers are individuals enrolled in teacher education programs who are being prepared to become professional educators through a combination of coursework, practical training, and value formation (Chand et al., 2022). In this study, the term refers to students in Kenyan PTTCs who are undergoing training not only in pedagogical content but also in the internalization and demonstration of national values.

Integration of National Values- Integration of national values is the process of embedding civic and moral ideals into educational content, pedagogy, and institutional culture, ensuring that these values are not only taught but lived and assessed (Kieffer, 2007). In this study, it refers to the deliberate inclusion of national values in the curriculum and daily operations of Kenyan PTTCs.

Pedagogical Alignment with Bandura's Social Learning Theory- Pedagogical alignment with Bandura's theory refers to the degree to which teaching methods reflect the principles of learning through observation, imitation, and reinforcement (Bandura, 1986). In this study, it means the extent to which the instructional methods used by teacher educators in PTTCs are consistent with Bandura's model of learning.

Dedication

This thesis is dedicated to all those who walked this journey with me, each playing a unique and invaluable role. I begin by acknowledging God, whose grace and favor have carried me through every challenge and triumph. This achievement would not have been possible without His divine presence guiding and strengthening me. To my beloved husband, Kariuki, I extend my heartfelt gratitude for your unwavering support and encouragement throughout this journey. To my dear children; Kevin, Angela, George, Nicholas, Susan, Veronica, Marcelino, Patrick, Anita, and Flora you are my greatest inspiration. Your love, patience, and belief in me have kept me going, even in the most difficult moments. I am especially grateful to my cherished friend, Dr. Caroline of Kabarak University, whose tireless support and guidance meant the world to me. Thank you for standing so closely by my side throughout this process. Above all to my supervisor, Dr. Njeru, I am deeply thankful for your patience, mentorship, and the countless meetings filled with guidance, encouragement, and reassurance. You believed in me even when I doubted myself, and your support sustained me, particularly when I felt like giving up. Lastly, I dedicate this work to the memory of my late parents, John and Ann, whose dream was to see me soar in education. Though they are no longer here to witness this moment, I carry their love, prayers, and hopes with me.



Chapter 1: Introduction

1.1 Introduction

This chapter presents the background to the study, statement of the problem, research objectives, research questions, scope, significance, justifications, limitations and delimitations of the study as well as definition of the terms.

1.2 Background to the Study

Education is a deliberate, purposeful action directed towards a range of aims, such as the growth of competent individuals capable of rational thought, the building of a society that is sustainable, and the achievement of economic goals that benefit individuals and their communities Tirri and Kuusisto (2022). Education is concerned not just with acquiring skills and knowledge needed to excel in examinations and prepare children for daily existence, but it also deals with the blossoming of humankind (Collins and Halverson, 2018). Education is therefore expected to mold the learners in character and values as they go through different levels of education. This is the premise upon which Values integration in primary teacher Education in this study is construed.

Primary teacher education plays a key role in shaping the knowledge, skills, and perspectives of future educators who will be responsible for nurturing the minds of young learners (Castañeda-Peña et al., 2019). Its overarching goals are derived from the National Goals of Education, which include, among other things, encouraging social equality, national progress, and unity as well as instilling in teachers a respect and admiration for our diverse and rich cultural heritage. (Ministry of Education Science and Technology, 2004). One important aspect of this education is the integration of national values, which are often regarded as the fundamental principles and ideals that underpin a nation's cultural, social, and historical fabric (OECD, 2021).

Primary teacher education programs hold a significant responsibility in nurturing the next generation of educators who will shape the minds and characters of young learners. Teachers have an important role in providing quality education, and as Muthigani (2019) points out, they have a unique opportunity to assist the formation of values in students. Amollo and Lilian (2017) believe that instructors have a responsibility to shape children's life by instilling relevant principles for

behavior change and ethical orientation. Teacher quality is so critical, and it has been widely acknowledged to be highly connected with the quality of education in general and students' learning outcomes in particular (Faith et al., 2020). The successful incorporation of national values in these programs ensures that aspiring teachers not only possess the necessary skills for teaching but also embrace and transmit the values that uphold the fabric of society (O'Brien et al., 2021).

1.2.1 National Values in Primary Teacher Education

Values are ideals shared by members of a society that reflect what is considered good or desirable, shaping behavior and social norms (Singh & Kumar, 2021). In Kenya, national values are enshrined in the Constitution of 2010 and include patriotism, human dignity, equity, social justice, inclusiveness, equality, non-discrimination, protection of the marginalized, good governance, integrity, transparency, accountability, and sustainable development. These values are intended to guide citizenship and promote responsible civic engagement (Republic of Kenya, 2010).

In the context of primary teacher education, the integration of national values plays a critical role in shaping the professional and ethical conduct of future teachers. It not only prepares educators to act as moral exemplars but also empowers them to transmit these values to their learners. According to Eshiwani (2017), national values enhance teacher development by instilling a sense of responsibility and national identity. Similarly, Rachmadtullah et al. (2020) emphasize that value integration promotes patriotism and ethical conduct among teacher trainees.

Historically, elements of value education have existed in Kenya's educational systems even before independence, particularly through indigenous education, which emphasized virtues such as respect and hard work (Sindabi, 2017). However, despite policy emphasis, contemporary Kenyan society faces significant value-related challenges, including student unrest, school burnings, indiscipline, and other forms of deviance (Namai, 2022). Critics argue that teacher education in Kenya tends to prioritize academic performance at the expense of holistic development, including moral and civic formation (Muthigani, 2019). This raises concerns about the extent to which national values are meaningfully integrated into the teacher preparation process, particularly at the primary teacher training colleges.

1.2.2 Values Education in Competency Based Teacher Education

Kenya's Competency-Based Teacher Education (CBTE) model emphasizes the development of practical teaching competencies grounded in a structured framework that outlines the essential knowledge, skills, and attitudes required for effective teaching. One of the core pillars of CBTE is value-based education, which is integrated into the curriculum to cultivate ethical and socially responsible teachers (Lawyer, 2021).

Unlike traditional content-heavy teacher training, CBTE focuses on the application of competencies in real-world teaching contexts, prioritizing outcomes that align with both pedagogical effectiveness and moral development. While the framework recognizes the importance of values, there remains limited empirical evidence on the depth and consistency with which national values are embedded in teacher education practice (Muthigani, 2019).

This study investigated how national values are integrated into CBTE for primary teacher training in Kenya. It focused on educator perspectives, instructional strategies, and assessment practices. Furthermore, the study also assessed the alignment of these practices with Albert Bandura's Social Learning Theory, which emphasizes learning through observation, imitation, and modeling.

The research aimed at providing a comprehensive analysis of the current status of national values integration in primary teacher training. The findings would inform policy and practice by offering evidence-based recommendations for strengthening values education in teacher preparation programs.

1.3 History of Teacher Education and Values Education in Kenya.

During the pre-colonial era, education in Kenya was informal and community-based, focusing on the transmission of cultural knowledge and values. Dong et al. (2020) emphasize the importance of cultural practices in shaping educational experiences, especially in relation to the internalization of societal values.

Under colonial rule, formal teacher education systems were established to serve the interests of the British administration. Fafunwa and Aisiku (2022) explain that after eight years of basic schooling, teacher trainees underwent further instruction, which included religious education

as a vehicle for value transmission. However, as noted by Oyoo et al. (2023), the primary goal of colonial teacher training was to support administrative functions, often at the expense of embedding national or civic values.

Following Kenya's independence in 1963, the country initiated reforms to align education with national development goals. Institutions like the Kenya Institute of Education (KIE) and the Kenya National Examination Council (KNEC) were established to drive curriculum development and assessment. Although no standalone course on values existed, the national curriculum increasingly reflected a concern for instilling values, as noted by Wamahiu (2015).

In 2017, the adoption of the Competency-Based Curriculum (CBC) in primary schools marked a major shift toward holistic education, emphasizing the integration of values, including national values, into teaching and learning (Akala, 2021). Consequently, in 2021, Competency-Based Teacher Education (CBTE) was introduced to align teacher preparation with the CBC (Ngaruiya, 2023). CBTE emphasizes specific learning outcomes and is guided by the Teacher Education Curriculum Framework (TECF), which outlines the knowledge, skills, and attitudes teachers are expected to demonstrate.

CBTE also introduced a modular approach, enabling focused, competency-based instruction and assessment. Reports by the Kenya Institute of Curriculum Development (KICD) stress the need for teacher trainees to not only acquire values but also demonstrate and facilitate them in learners. The Teachers Service Commission's Integrity Policy (2019) further underscores the role of teachers in promoting ethics, professionalism, and national values.

This study explored how national values are integrated into primary teacher training in Kenya within the CBTE framework. Specifically, it examined teacher educators' perspectives on value integration, the pedagogical strategies used to teach national values, the methods employed to assess their acquisition, and the extent to which these practices align with Albert Bandura's Social Learning Theory. The findings contribute to a deeper understanding of how effectively national values are embedded in teacher preparation programs, highlighting areas of strength and opportunities for improvement in producing ethically grounded and civically responsible educators.

1.4 Statement of Problem

Concerns about the erosion of values in modern society have become increasingly pronounced due to various social and global upheavals, such as terrorist attacks, widespread corruption, human trafficking, and armed conflicts. Kenya is also facing the issue of undesirable character among its citizens, despite the incorporation of national values into school curricula. This is evident through high levels of public sector corruption (perception index, 2022) and other societal problems among the youth, such as drug abuse, violence, cheating in exams, bullying, stealing, disobedience, dishonesty, and laziness.

In response to these concerns, Kenya took steps in 2016 to include national values into its teacher educational system, with the aim of passing these values on to students. The National goals of education explicitly promote the integration of values at all levels, and the teacher education curriculum emphasizes values education as a foundational pillar. However, despite these efforts, there seems to be a disconnect between the values taught in schools and the societal behavior. This perceived moral decline suggests a possible gap in the implementation of values education.

While previous research has explored the integration of national values in secondary and post-secondary education (Wamahu, 2015; Sindabi, 2017; Muyaka & Omuse, 2021), there is a clear gap in understanding how these values are transmitted in primary teacher training colleges. Primary school teachers play a fundamental role in shaping the values of younger students. This makes their training in values education especially important. To address this gap, this study aimed to examine pedagogical strategies for integrating national values into primary teacher education, guided by best practices derived from Albert Bandura's social learning theory. Although various aspects of pedagogy could be explored, this research specifically focused on: teacher educators' perspectives regarding the integration of national values, the instructional methods they employ, and the strategies they use to assess the acquisition of values among teacher trainees.

1.5 Objectives of the Study

General Objective

The study examined how national values are integrated into Kenyan primary teacher training, with a focus on educator perspectives, pedagogical strategies, assessment methods, and the alignment of these practices with Albert Bandura's Social Learning Theory. It was guided by the following objectives.

Specific Objectives

- i. To explore teacher educators' perspectives on the integration of national values in Kenyan primary teacher training colleges.
- ii. To analyze the pedagogical strategies used by teacher educators to impart national values in Kenyan primary teacher training colleges.
- iii. To examine the assessment methods used to evaluate the acquisition of national values in Kenyan primary teacher training colleges.
- iv. To assess how the pedagogical strategies used to impart national values in Kenyan primary teacher training colleges align with Bandura's Social Learning Theory.

1.6 Research Questions

- i. What are the perceptions of teacher educators regarding the integration of national values in Kenyan primary teacher training colleges?
- ii. What pedagogical strategies do teacher educators employ to teach national values in Kenyan primary teacher training colleges?
- iii. What assessment methods are used to evaluate student teachers' acquisition of national values in Kenyan primary teacher training colleges?
- iv. How do the pedagogical strategies used align with the principles of Albert Bandura's Social Learning Theory?

1.7 Scope of the Study

This study focused on two primary teacher training colleges in Kenya. Both are from the central region. One in Murang'a County and the other Nyandarua County. The study investigated how national values are integrated into primary teacher education in the teacher training colleges.

1.8 Significance of the Study

This study holds substantial significance for multiple stakeholders within Kenya's education system, with implications for educational policy, curriculum development, pedagogical practice, and future research in teacher education.

Educational policymakers are expected to benefit from empirically grounded insights that can inform the formulation and refinement of policies aimed at integrating national values within primary teacher training colleges. By examining current practices and challenges, the study provides a knowledge base upon which policy frameworks promoting ethical and value-based education can be constructed or improved.

Teacher educators and institutional administrators will gain a clearer understanding of existing instructional practices related to national values education. The findings will illuminate the pedagogical strategies employed in teacher training institutions, thereby enabling these professionals to critically evaluate and enhance their methods for more effective transmission of national values.

Curriculum developers stand to benefit through the identification of instructional and assessment methodologies currently utilized in value education. These insights can support the development of more structured, coherent, and contextually relevant curricula that align with both national educational objectives and the broader goals of character formation within teacher preparation programs.

Educational researchers and scholars will find value in the study's theoretical contributions, particularly its application of Albert Bandura's social learning theory to the context of national values education. By analyzing the congruence between theoretical constructs and actual pedagogical practices, the study contributes to the broader academic discourse on the role

of social learning in moral and civic education, and provides a foundation for future research in this area.

Lastly, teacher trainees will indirectly benefit through the enhancement of teacher education programs informed by the study's findings. Improvements in instructional and assessment practices will better equip them with the competencies and ethical orientation necessary to model and impart national values in their future classrooms, ultimately contributing to the development of a more ethically grounded and socially responsible teaching workforce.

1.9 Justification of the Study

The integration of national values in primary teacher education is crucial for developing responsible, engaged, and ethical educators who can shape students' attitudes, values, and identities (KICD, 2019). However, there is scanty research nationally into how well these principles have been integrated at various levels of education. This is an indication of contextual and knowledge gap in values education in primary teacher training colleges.

Failing to address the lack of understanding regarding the integration of national values in primary teacher education is a pressing research problem with significant implications for the field of education. It perpetuates the existing gaps in values education, potentially leading to a generation of teachers ill-equipped to foster responsible citizenship, promote ethical behavior, and address societal issues within their classrooms. Addressing this problem is vital for improving the quality of teacher education, enhancing character development among students, and fostering responsible and engaged citizens who can contribute positively to their communities and society as a whole.

1.10 Limitations and Delimitations

Theofanidis and Fountouki (2018) define limitations as factors beyond the researcher's control that may affect the outcomes of a study, while delimitations are intentional choices made by the researcher to define the scope and boundaries of the research.

One major limitation of this study was the recent implementation of the Competency-Based Teacher Education (CBTE) curriculum, which was the only curriculum examined. As a new reform in Kenya's primary teacher education system, its practices were still evolving, and

comprehensive longitudinal data were not yet available. To address this limitation, the study focused on collecting rich, qualitative data from teacher educators who were actively involved in implementing CBTE. Their current experiences provided valuable insight into the early stages of curriculum integration, allowing the study to capture real-time developments and emerging patterns.

Another limitation was the reliance on self-reported data from participants, which introduced the possibility of bias or socially desirable responses. This was mitigated through data triangulation incorporating classroom observations where feasible. This approach helped to validate the information gathered through interviews and enhanced the credibility of the findings.

The delimitations of the study were as follows:

- I. The study focused exclusively on three aspects of pedagogy: instructional methods, assessment methods, and the perspectives of teacher educators. Other pedagogical elements, such as instructional materials or learning environments, were not the primary focus. This focus was guided by the assumption that teaching strategies and educator perceptions play a central role in the successful integration of national values.
- I. The study involved only teacher educators, specifically tutors and deans, within primary teacher training colleges. These participants were selected due to their direct involvement in curriculum implementation, making them best positioned to provide informed perspectives. Other stakeholders, such as student teachers or policy officials, were not included.
- II. The geographical scope was limited to selected primary teacher training colleges in the Central region of Kenya. This delimitation was based on logistical considerations and the need for manageable coverage. However, efforts were made to include institutions with diverse characteristics within the region to enhance representativeness.

In summary, while the study encountered certain limitations related to curriculum, data scope, and participant selection, were thoughtfully addressed through targeted methodological strategies that enhanced the reliability and relevance of the findings.

Chapter 2: Literature Review

2.1 Introduction

This chapter presents a comprehensive review of the existing literature related to the extent to which national values are integrated into primary teacher education programs. The review aims to provide a contextual understanding of the topic, focusing on three main research objectives: exploring the perspectives of teacher educators on integration of national values in teacher Education instructional methods and assessment methods for acquisition of values. The chapter also gives the theoretical and conceptual framework.

2.2 Theoretical Framework for National Values Integration

This research was based on the social learning theoretical framework proposed by Bandura and Huston (1961), who suggested one of the most significant theories of learning and development: the social learning theory. Bandura argued that human behavior is largely learned through observation and modeling. By studying others, individuals gain an understanding of how new behaviors are performed, and this coded information later guides their own actions. According to Wheeler (2017), Albert Bandura aimed to describe how learners acquire knowledge and skills in social situations through observation and imitation. He believed that reinforcement alone could not fully explain learning and that the presence of others played a role. Bandura's research involved conducting experiments in which children observed adults attacking Bobo Dolls. When the dolls were hit, they fell over but then bounced back up. After witnessing this aggressive behavior, the children imitated it. However, when the children saw the adults being penalized for their aggression, they were less likely to imitate it themselves. From this study, Bandura derived four social learning principles: attention, retention, reproduction, and motivation.

Bandura and Walters (1977) argued that students cannot learn unless they are focused on the task at hand. They are more likely to pay attention to something if they perceive it as innovative or unique. Social settings can amplify these perceptions and enhance learning. Additionally, students retain information in their memory, and this information is later retrieved when they encounter a similar situation. Mental and physical rehearsal can improve their ability to respond effectively. Bandura also emphasized the importance of motivation. Students are often motivated by seeing others being praised or punished for their behaviors. These observations influence their

own actions, either prompting them to repeat or avoid certain behaviors. Albert Bandura's Social Learning Theory has been widely applied in various fields, particularly in education. Scholars have utilized Bandura's theory to gain a deeper understanding of how individuals acquire, maintain, and modify their values through social learning processes. Several notable scholars have applied Bandura's theory specifically in the field of values education. For instance, Dale Schunk has explored how individuals develop ethical values through observational learning and self-regulation (Usher and Schunk, 2017). Kevin Ryan and Karen Bohlin have utilized Bandura's theory to examine the acquisition of moral values through modeling, reinforcement, and self-efficacy beliefs (Ryan and Bohlin, 1999). Thomas Lickona emphasizes the significance of social modeling, moral exemplars, and self-efficacy in shaping students' values and character development (Lickona, 1991). Lickona's work highlights the importance of creating a positive moral atmosphere in schools to facilitate the internalization of ethical values. Moreover, Coles, a psychiatrist and author, has drawn upon Bandura's theory to explore how children learn values through observation, imitation, and interaction with significant others such as parents, teachers, and peers (Coles et al., 2002). Coles argues for the provision of positive moral role models and opportunities for moral reflection in educational settings. These scholars are just a few examples of how Bandura's Social Learning Theory has been successfully applied in the realm of values education. Their research effectively demonstrates the relevance of social cognitive principles in comprehending the acquisition and internalization of moral values in educational contexts.

The relevance of Bandura's Social Learning Theory to this study lies in its ability to explain how teacher trainees acquire national values through social interaction within educational settings. Since teacher educators serve as influential role models, their behaviors, attitudes, and instructional choices directly impact the value formation process in trainees. The theory provides a lens through which the study can examine whether instructional and assessment methods used in primary teacher training colleges effectively promote values such as integrity, patriotism, and social responsibility. By aligning the study with the principles of attention, retention, reproduction, and motivation, the research evaluates not only what is taught, but how it is taught and modeled—thus offering a comprehensive understanding of the social dynamics involved in fostering national values among future educators.

2.2.1 Application of Bandura's Theory to the Study Objectives

In exploring the perspectives of teacher educators on the integration of national values Bandura's Social Learning Theory offers a compelling framework. According to the theory, significant others serve as influential models whose behaviors, attitudes, and values are observed, internalized, and potentially replicated by learners. Within the context of teacher education, this positions teacher educators as key agents in the transmission of national values. The study, therefore, seeks to investigate the extent to which these educators consciously model values as well as how they conceptualize their role.

For the second objective focusing on identifying the instructional methods employed to instill values in teacher trainees. Social Learning Theory emphasizes the processes of attention and retention as critical for observational learning. Consequently, the study examines whether instructional strategies are designed to capture trainees' attention and support the internalization of values. The inquiry thus considers the pedagogical tools used and their effectiveness in facilitating the social learning process.

The third objective involves examining the assessment methods utilized to evaluate the acquisition of values among teacher trainees. In line with Bandura's emphasis on reinforcement and motivation, this part of the study evaluates whether assessment practices serve to reinforce value-based behaviors and promote their reproduction in authentic educational contexts. The study also investigates the presence of feedback mechanisms and other motivational strategies that recognize and encourage the demonstration of values.

The fourth and final objective seeks to determine the degree of alignment between instructional and assessment approaches and the principles of Social Learning Theory. This entails a critical examination of whether pedagogical practices reflect the core components of the theory namely: modeling, observational learning, peer interaction, and reinforcement. The study considers whether teacher education programs incorporate moral exemplars, encourage collaborative learning, and employ strategies that foster intrinsic motivation for value adoption. This alignment is essential for evaluating the theoretical coherence and practical efficacy of value integration in teacher education.

In conclusion, Bandura's Social Learning Theory provides a robust and comprehensive framework for understanding how values can be effectively transmitted within educational settings. By emphasizing the social environment, observational learning, and motivational dynamics, the theory offers a structured lens through which the study's objectives can be analyzed and interpreted. Its application not only enhances the theoretical depth of the research but also supports the development of pedagogical strategies that are both evidence-based and contextually relevant.

2.3 National Values and Primary Teacher Education

The word values have multiple distinct implications depending on the context in which it is used. Values are principles, fundamental convictions, ideals, standards, or life stances that serve as general guides to behavior or reference points for making decisions or evaluating beliefs or actions (Buber and Coban, 2023).

Samiti (2023) describes values as one's ideals or standards, one's assessment of what is useful and significant in life. Values are the moral concepts and standards that guide human behavior. There are several types of values, including personal, family, cultural, religious, organizational, public service, and national. Honesty, integrity, courage, and loyalty are some of the acceptable cultural values. The study will focus only on National Values, because these values apply to all Kenyans regardless of religion, race and culture.

National values and principles of governance refer to the core beliefs, ideals, and standards that guide a nation's governance systems and shape the behavior and actions of its citizens and leaders (Directorate of national values and cohesion 2017). These values and principles provide a foundation for creating a just, inclusive, and prosperous society. These values, often form part of a country's constitution or legal framework and reflect the collective aspirations, cultural heritage, and shared vision of its people. Another explanation is that national values are the codes of conduct and living standards established by a specific society and the international community as a whole (Oluwagbohunmi, 2020).

Each nation has unique characteristics and values that distinguish its members from those of other nations. The 2010 Constitution of Kenya Article 10 designates a set of guiding principles as National Values. They are stated as follows: (a) patriotism; (b) equity; (c) human dignity (d)

social justice; (e) equality; (f) inclusiveness; (g) non-discrimination; (h) protection of the marginalized; (I)good governance; (j) transparency; (k) integrity; (l) accountability; and (m) sustainable development. Musungu and Chang'ach (2018) posits that the type of values to be taught in the curriculum are those that supersede culture, religion or, person interests. In this case therefore Kenyan national values are right to be taught in the curriculum. They apply to all Kenyans hence rising above culture, religion or individual values.

Incorporating national values into primary teacher education is critical for developing future generations' attitudes and views (OECD, 2018). These values serve as a moral compass, guiding individuals' behaviors and actions within a society. Research by Cohen (2016) emphasizes the significance of integrating national values into teacher education programs, as teachers are instrumental in transmitting these values to young learners. National values contribute to the development of ethical citizens who actively engage in the democratic process and uphold societal norms and principles. The integration of National values in primary teacher education can be done through various processes as well as programs in teacher education (Sindabi, 2017). These are explicit curriculum integration, use of effective pedagogical approaches, while teacher educators play an important role in the process.

According to Ani and Ike (2019), much of humanity is in panic and distress as a result of a general breakdown in the application of ethical rules during this period in world history. The crisis hangs in the air. There is a financial and political crisis, a religious and cultural crisis, a crisis in institutions and families, and a psychological crisis with stress. Whatever one does, there is a growing gap in the globe crying for assistance. The gap is caused by a lack of moral norms, which explains people's dissatisfaction in malfunctioning societies, raging internal and open wars, and massive and unchecked corruption among many developing country populations.

As previously said, a lack of integration of national values in primary teacher education will have a number of effects. The country will have teachers who are disengaged from civic life and have a diminished sense of national identity. If teachers are unfamiliar with national values, they may struggle to provide moral and ethical advice to their students. They may find it difficult to impart qualities in their students such as honesty, respect, tolerance, and integrity 2016 KPPRA SPECIAL PAPER. Therefore, there is an urgent need to instill values in teacher trainees.

2.4 Contextual Background of Value- Based Teacher Education

2.4.1 Global Context

Value-based teacher education has its origin in history, philosophy, culture, and society, reflecting the long-standing awareness of educators' roles in influencing students' character and values throughout the ages. Philosophical luminaries such as Plato, Aristotle, Confucius, and John Dewey have emphasized the moral dimensions of learning, while cultural and societal variations influence how values are integrated into education. In today's context, challenges like discrimination, inequality, and international citizenship underscore the need for values education, with teachers tasked to prepare students to navigate moral dilemmas and promote universal values. Social change movements have further emphasized the role of educators in fostering inclusivity and fairness. As a result, educational curricula and policies increasingly mandate the incorporation of values education into teacher preparation, reflecting the importance of education in molding responsible and ethical citizens.

The incorporation of national values in teacher education is a global concern. Countries have taken various approaches based on their context, culture, and educational policies. While some countries emphasize specific values, others strive for a balance of national values and global citizenship, while also respecting diversity and fostering inclusivity education.

In Singapore, civics, ethics, and religious studies classes were used to introduce compulsory values education into schools in the late 1950s. The purpose of values education was to establish moral ideals in students and help them grow into responsible members of their families and communities, as well as better citizens. The curriculum for values education has evolved in response to shifts in educational policy, national demands, and pedagogical practices. Singapore has an established system for integrating national values into educational institutions (Lee, 2019). The National Institute of Education (NIE) offers pre-service and in-service teacher training programs focused on the transmission of Singapore's core values such as multiculturalism, meritocracy, and social cohesion. Teachers are trained to incorporate these values into their classroom management strategies, curriculum design, and teaching practices. Through service-learning projects and community engagement, teachers are encouraged to model and instill the values they learn in their students (Tan and Soo, 2020).

Values education in Singapore has played a crucial role in building social cohesion and a national identity in its diverse society (Zguir et al., 2021). It emphasizes shared values, cultural understanding, and religious tolerance, contributing to harmony and inclusivity. This education fosters responsible citizens committed to community and nation-building, aligning with Singapore's emphasis on active citizenship. Additionally, it equips students with moral values and ethical reasoning skills, guiding their personal and professional decision-making. Values education also promotes civic engagement and volunteerism, creating a strong culture of community service. Overall, it helps Singapore celebrate its multiculturalism, mitigating conflicts and fostering unity in diversity.

In Finland, teacher education takes place at the university level, with institutions selecting curriculum content independently (Niemi and Lavonen, 2020). Student learning is typically tied to beliefs, self-efficacy, and values, as well as an ethical dedication to the profession. Therefore, universities prioritize producing educators with a high level of pedagogical competence and a broad professional role (Goodwin and Low, 2021).

Through primary teacher education, Finland places a strong emphasis on fostering democratic values and active citizenship. The University of Helsinki, for example, focuses on developing teachers who are knowledgeable about Finnish society, culture, and values. The curriculum incorporates equality, sustainability, and social responsibility themes (Zilliacus et al., 2017). Primary teachers are encouraged to promote competencies like; critical thinking, ethical decision-making, and participation in civic activities, fostering a sense of shared values and social cohesion (Tirri, 2021).

Finland's teacher education system, characterized by a strong focus on pedagogical competence, values, and active citizenship, has yielded positive outcomes for its education system and society at large. This approach ensures the preparation of highly qualified and committed teachers who create a positive learning environment, fostering not only academic growth but also democratic values and a sense of civic responsibility among students. By incorporating themes of equality, sustainability, and social responsibility into the curriculum and promoting competencies like critical thinking and ethical decision-making, Finland's teacher education system contributes to a socially cohesive and inclusive society. Its success has made it a global model for education reform and underscores the importance of teacher preparation and values in education worldwide.

Primary teacher education programs in the United States vary by state, but they frequently include the promotion of national values. The standards of the National Council for the Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP) include a focus on ethics, social justice, and diversity (Birch et al., 2019). Programmes like the "Character Education" initiative aim to instill values like responsibility, respect, and integrity. However, there are disagreements about which values should be prioritized and how to ensure inclusivity in a multicultural society (Nulhusni and Ahmad, 2021).

Value-based education has long been integral to Sweden's school curriculum, evolving from its historical emphasis on Christian ideals and moral values to a modern approach centered on democratic principles, equality, and human rights (Momen, 2023). Sweden's education system, rooted in its Education Act (Skollagen), prioritizes the promotion of democratic values, gender equality, human rights, and environmental sustainability. This comprehensive perspective on value-based education involves nurturing active citizenship, challenging gender stereotypes, fostering tolerance and inclusion, and instilling a sense of environmental responsibility. Educators are equipped to incorporate these values into their instructional methods, while assessment strategies evaluate students' comprehension and application of these principles.

Beyond the classroom, extracurricular activities and international cooperation further reinforce these values, ultimately aiming to develop responsible and engaged citizens who contribute positively to society in line with Sweden's commitment to social justice and equality.

Primary teacher education programs in Australia aim to instill national values while also recognizing the country's multicultural diversity. The Australian Professional Standards for Teachers emphasize ethical behavior, social justice, and cultural respect for Aboriginal and Torres Strait Islander peoples. Cross-curricular priorities in the Australian Curriculum include Aboriginal and Torres Strait Islander histories and cultures, sustainability, Asia and Australia's engagement with Asia. Teacher education programs align with these priorities and prepare teachers to promote inclusivity and cultural understanding.

2.4.2 African Context

South Africa's primary teacher education programs include the promotion of national values and social cohesion. Democracy, equality, human rights, and social justice are among the values emphasized in the Curriculum and Assessment Policy Statement (CAPS). Modules on multicultural education, citizenship education, and social integration are taught in teacher education institutions such as the University of Pretoria. Primary school teachers are educated to address social issues, challenge stereotypes, and promote inclusive classroom environments that value diverse backgrounds and perspectives (Williams and Sembiente, 2022). South Africa's post-apartheid education system places a strong emphasis on values such as social justice, equality, and human rights. Values-based education is seen as vital for addressing historical injustices and promoting a more inclusive and just society.

Uganda, on the other hand, offers one-of-a-kind in-service courses such as the Certificate in Teacher Education Proficiency (C-TEP) and the Certificate in Proficiency in Teaching, both of which aim to enhance the pedagogy of teachers and tutors. These courses are intended to assist students in becoming responsible citizens. (Muthigani, 2019). Uganda places a strong focus on values education within its curriculum. The government encourages schools to teach moral and ethical values, including respect for others, honesty, and environmental stewardship. Values-based education is seen as a way to promote social responsibility and enhance the nation's well-being.

2.4.3 Kenyan Context

In Kenya, primary teacher education has been majorly offered in primary teacher training colleges. Currently teacher education is undergoing reforms. The government has phased out the content-based curriculum and introduced CBTE. This course was rolled out in 2021 and is to take three years. It has a values component as one of its pillars. These values are grounded in the National Goals of Education and the Constitution of Kenya, 2010. The teacher educators are required to help the teacher trainees develop these values (KICD, 2019). Kenya has integrated values-based education into its curriculum to instill ideals such as integrity, patriotism, and respect for diversity. The country recognizes that values education is vital for fostering responsible citizenship and social harmony. This study will investigate the pedagogical approaches used to impart these values to teacher trainees in primary teacher training colleges.

Value-based education, as observed in various countries, shares common themes that transcend cultural and educational differences. It aims to cultivate responsible citizenship by preparing students to contribute positively to their communities and societies. Ethical responsibility is another fundamental aspect, guiding students to make principled decisions in personal and professional life. This education also promotes social cohesion and national unity by teaching shared values. Developing ethical decision-making skills is a primary objective, equipping students with crucial life skills. Furthermore, inclusivity and diversity are emphasized, fostering respect for different cultures and backgrounds, and encouraging active citizenship through community engagement. The values imparted extend beyond the classroom, benefiting students in both personal and professional contexts, ultimately contributing to the betterment of society. While expressions of these themes may vary by country, they underscore the broader goals of value-based education, which include character development, social cohesion, and active community participation for the greater good.

2.5 Empirical Literature Review

This review explores existing research on the integration of national values in primary teacher education, focusing on teacher educators' perspectives, instructional methods, and assessment approaches. It examines how teacher educators perceive the importance of integrating national values, the methods used to teach these values, and the strategies employed to assess their inclusion in teacher training. This review aims to provide an overview of current practices and highlight areas where further research is needed to improve the integration of national values in primary teacher education.

2.5.1 Perspectives of Teacher Educators on Integration of National Values

Teacher educators play a crucial role in shaping the ethical and moral perspectives of future educators, influencing how national values are embedded within teacher education curricula. In Kenya, the integration of national values into teacher education has been a focal point of policy initiatives. However, the views of teacher educators on this integration remain underexplored. This literature review examines the role of teacher educators in incorporating national values into primary teacher education curricula, identifying the challenges they face, and highlighting the gap between policy intentions and classroom practices. By analyzing existing studies, this review aims

to reveal the disconnect between educational policy and its actual implementation, an area that has yet to be adequately addressed in the literature.

Teacher educators are central to fostering values development among teacher trainees (Muthigani, 2019). The quality of teacher education, which is largely shaped by the competencies of teacher educators, directly impacts the quality of future teachers (Richter et al., 2021). If teacher educators align their beliefs with the national values specified in the curriculum, they are more likely to impart these values effectively to their trainees. This alignment between educator beliefs and the curriculum's values is essential for ensuring the authentic integration of national values into the educational process. Educators who genuinely endorse and embody the prescribed values are better positioned to inspire and instill these values in their students, leading to a more consistent and impactful learning experience.

International research supports this view, emphasizing that the successful implementation of integrated programs hinges on teachers whose practices are guided by their conception of the curriculum (Banegas, 2020). Lapsley and Woodbury (2016) further assert that teacher educators are vital in promoting values and character development. Thus, for the successful integration of national values into Kenya's primary teacher education, it is crucial to understand the perspectives of teacher educators regarding the integration of these values.

Studies examining the attitudes and beliefs of teacher educators towards value-based teacher education provide useful insights. Tadege et al. (2022) found that teacher educators strongly support the inclusion of values in teacher education and emphasize the importance of educators in fostering civic virtues and moral behavior. Similarly, Amollo and Lilian (2017) discovered that teacher educators who hold positive attitudes toward value-based education believe it plays a key role in promoting responsible citizenship and national cohesion, making it easier for them to transmit these values to their students. However, a study by Engelbrecht (2020) in South Africa highlighted a significant gap between policymakers' objectives and teachers' understanding of value implementation in education, noting that such a mismatch exists across much of Africa. This disparity raises a concern for education planners in Kenya, who must address this gap to ensure effective value integration in teacher education.

Despite the consensus on the importance of value integration, teacher educators face several challenges in its implementation. Limited resources, lack of training, time constraints, and

inadequate policy support have been identified as significant obstacles (Bamber, 2019). Furthermore, teacher educators often encounter difficulties in selecting which values to emphasize due to the diverse and emotionally charged interpretations associated with these values. For instance, values such as freedom, justice, and equality can be interpreted in various ways, leading to confusion among students. Educators might emphasize personal liberties in discussions of freedom, while others might stress responsible exercise of freedom within societal contexts. Similarly, justice may be framed in terms of equitable resource distribution or retributive justice, complicating the task of teaching these values in a cohesive manner. Such variations in interpretation could result in conflicting messages being communicated to students, potentially undermining the clarity and consistency of values education.

Additionally, there is the risk of teacher educators unintentionally imposing their personal biases when interpreting values, which could exclude certain perspectives and hinder the inclusive nature of values education. To mitigate these challenges, teacher educators must adopt a balanced, contextually relevant approach that promotes critical thinking, respect for diversity, and responsible citizenship, while avoiding the imposition of personal biases.

Several strategies have been proposed to enhance the effectiveness of value-based primary teacher education. A well-structured framework for value integration, with distinct learning objectives and assessment methods aligned with national values, is considered essential (Berisha & Vula, 2021). Moreover, teacher educators need to develop competencies in both values education and pedagogy to better facilitate value integration. Panev and Barakoska (2019) argue that these competencies are crucial for preparing teachers to foster moral and ethical development in their students.

Collaboration and networking among teacher educators also play a significant role in improving the integration of national values. According to Wolff et al. (2017), collaboration between teacher education institutions, governmental organizations, and other stakeholders is critical for sharing best practices, resources, and research findings. Such partnerships can create an environment conducive to the successful integration of values in teacher education, ensuring that teacher educators are well-equipped to implement value-based education effectively.

While there is broad agreement on the importance of integrating national values into teacher education, significant gaps remain in understanding the perspectives of teacher educators,

especially in Kenya. Research has shown that there is a disconnect between policy objectives and the realities faced by teachers in the classroom. The challenges identified, including limited resources, varied interpretations of values, and a lack of sufficient professional development, highlight the need for a more nuanced approach to value integration. Addressing these challenges requires further research into the experiences and perceptions of teacher educators regarding the integration of national values into teacher education curricula. By filling this gap, policymakers and educators can better align teacher education practices with national goals, ultimately enhancing the quality of education and fostering a more cohesive and morally responsible society.

2.5.2 Instructional Methods for Promoting, National Values

Pedagogical approaches are essential in translating theoretical concepts into practical applications, particularly within the realm of values education. Although several studies have explored general pedagogical approaches in teacher education, there is a significant gap in the literature concerning the particular strategies utilized by teacher educators in primary teacher training colleges to promote national values. This section explores various instructional methods, ranging from traditional to innovative approaches, and assesses their effectiveness in fostering values such as honesty, integrity, and responsibility. The gap in research specifically addressing pedagogical practices within primary teacher training institutions highlights the necessity for a more comprehensive understanding of how national values are imparted to future educators.

In Kenya, there is no specific pedagogy solely focused on value-based teacher education. Instead, the integration of values is incorporated across teacher education programs, as evident in the curriculum, teaching methods, and practical experiences. The aim is to prepare teachers with the knowledge, skills, and attitudes required to foster national values within their classrooms. The Kenyan government acknowledges that subjects like Christian Religious Education (CRE) are well-suited to promote values education (VE), given their emphasis on ethical and moral content that aligns with the objectives of character development and holistic education (Musungu & Chang'ach, 2018).

The integration of national values into teacher education programs necessitates the use of effective pedagogical approaches. Alstete (2023) emphasizes the importance of interactive teaching methods—such as role-playing, simulations, and case studies—in fostering student engagement and promoting critical reflection on national values. Additionally, experiential

learning opportunities, including community service projects or internships, provide teacher candidates with practical experiences, thereby enabling them to apply national values in real-world contexts (Williams & Sembante, 2022). Adu and Olowu (2022) further advocate for transformative pedagogy, which incorporates critical reflection, dialogue, and experiential learning. This approach encourages student teachers to critically evaluate their values and explore their societal implications, ensuring that national values are not only taught but also internalized and examined on a personal level.

Djonko-Moore and Joseph (2016) similarly advocate for experiential learning strategies, such as community service, field trips, and role-playing, which enhance the understanding and internalization of national values among student teachers. Collaborative learning fosters an inclusive and participatory environment, where student teachers can exchange perspectives, learn from one another, and explore the practical implications of national values in their future classrooms (Gan et al., 2023). Reflective practices, such as journaling, self-assessment, and critical discussions, provide student teachers with opportunities to critically analyze their beliefs, values, and actions (Cirocki & Widodo, 2019). Dialogue-based approaches, such as Socratic dialogue or structured discussions, facilitate thoughtful conversations, prompting student teachers to question assumptions, consider alternative perspectives, and deepen their understanding of national values.

Furthermore, problem-based learning (PBL) encourages student teachers to engage with real-world problems that require ethical decision-making and value-based reasoning. PBL promotes critical thinking, problem-solving skills, and the application of national values in authentic scenarios (Singh, 2020). The incorporation of Information and Communication Technology (ICT) and multimedia resources is increasingly becoming significant in teacher education. Muydinovich (2022) emphasizes the potential of digital technologies, educational software, and multimedia tools across various fields of study. Within the framework of value-based primary teacher education, interactive multimedia resources provide immersive experiences that promote the exploration and reflection of national values.

Additionally, competency-based teacher education has emerged as a model that integrates values into the training and development of teachers. This approach includes a range of principles and practices that guide the design and delivery of educational experiences. Through interactive teaching methods, transformative pedagogy, experiential learning, collaborative learning,

reflective practices, problem-based learning, and the integration of ICT and multimedia resources, teacher educators can equip trainees with the knowledge, skills, and attitudes necessary to foster national values in their classrooms.

In conclusion, the literature demonstrates a clear need for teacher educators to apply appropriate pedagogical approaches, such as collaborative techniques and reflective pedagogy, to effectively mold trainee teachers in acquiring national values (UNESCO, 2011). Muthigani (2019) further asserts that possessing an appropriate pedagogy must be accompanied by an appreciation of the values themselves, as values are best acquired through teaching and modeling. This study aims to address the existing gap by exploring the specific approaches utilized by primary teacher educators in imparting national values to teacher trainees.

2.5.3 Assessment Methods for Acquisition of Values

At any moment during the teaching and learning process, a conscious effort should be made to provide both quantitative and qualitative feedback on the learner's progress. Assessment is an essential component of the educational process that strives to promote learning, improve instruction, and provide information about what has been done or accomplished (Malik et al., 2022). It gives valuable input to students and teachers, as well as information on the educational system and society as a whole. Assessment of learning is extremely important since effective teaching decisions are founded on teachers' capacity to comprehend their pupils and connect activities with correct assessments (Musamas and Kerich, 2023). Despite its importance, research on the specific assessment strategies used to evaluate the acquisition of national values in primary teacher training colleges remains sparse. This section will review literature on the various assessment techniques employed in values education, with a particular focus on how teacher educators measure the development of key national values among their trainees.

Musamas and Kerich (2023), conducted a study in Kenyan national secondary schools to determine the evaluation methodologies used by CRE instructors to measure learner value acquisition and the problems they confront during the process. The study found that CRE teachers used a variety of ways to assess learner value acquisition, including project work, attitude and value assessments, observation, comprehension exercises, check lists, and formal classroom tests. The data also found that assessing student value acquisition was difficult in schools due to an

overemphasis on the cognitive domain, insufficient in-service training, and an overloaded curriculum.

CBTE emphasizes authentic assessment methods that measure the attainment of specific competencies. Assessment methods may include performance-based tasks, portfolios, projects, and teaching demonstrations. The goal is to measure how successfully pre-service teachers can apply their knowledge and abilities in real-world teaching scenarios. CBTE programs in Kenya recognize the importance of practical experiences in developing teaching competencies. Therefore, field experiences, such as teaching practicums or internships, are integrated into the curriculum. These experiences provide pre-service teachers with opportunities to apply their knowledge and skills in actual classroom settings under the guidance of experienced mentors.

Research by Tarmo and Kimaro (2021), identifies key features of CBTE, including learner-centeredness, authentic assessments, standards-based instruction, and the integration of theory and practice. These features provide a foundation for the integration of national values within the competency framework. Another study by Allen et al. (2020) emphasizes the use of authentic and performance-based assessments to evaluate the acquisition and application of national values by pre-service teachers. Assessment of learning is crucial because effective teaching decisions rely on teachers' abilities to comprehend their students and connect actions to accurate assessments. This study aims to establish the assessment methods that teacher educators in primary teacher training colleges use to assess value acquisition among teacher trainees.

2.6 Conceptual Framework

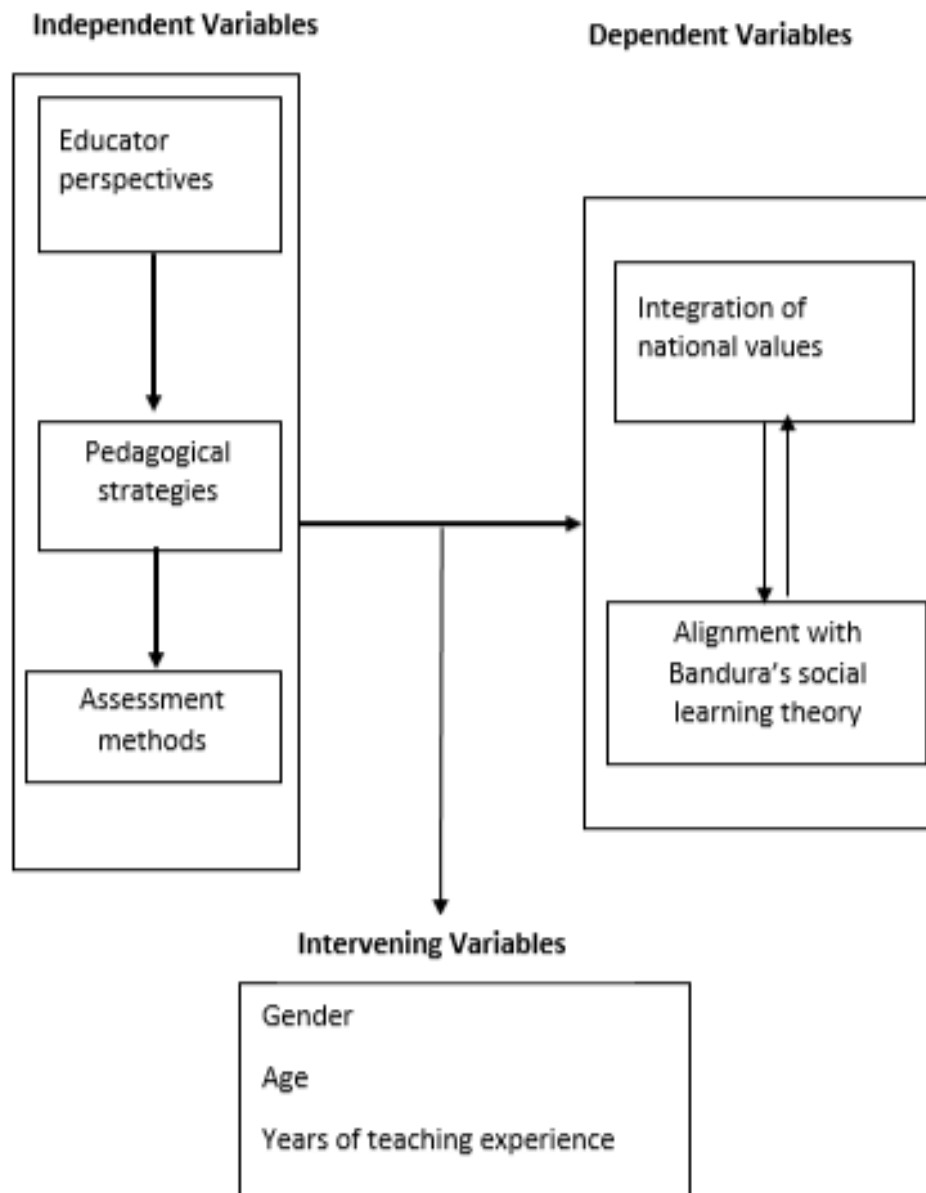


Figure 2.1: Conceptual Framework

Explanation of the Conceptual Framework

The conceptual framework for this study is built upon three interrelated components: Educator Perspectives, Pedagogical Strategies and Assessment Methods, and Bandura's Social Learning Theory. Together, these components provide a structured lens through which to examine the integration of national values within Kenyan primary teacher training colleges. This framework not only clarifies the key concepts of the study but also illustrates the presumed relationships among them, offering a coherent pathway to understand how values are taught, learned, and assessed in teacher education contexts.

At the core of this framework is the understanding that teacher educators play a pivotal role in shaping the moral and civic character of teacher trainees. Their perspectives, encompassing their beliefs, attitudes, and experiences regarding national values, form the foundation upon which pedagogical and assessment practices are constructed. These educator perspectives influence how national values such as integrity, patriotism, and social responsibility are conceptualized and embedded within the curriculum. More specifically, they determine the perceived importance of national values, the degree of institutional support available for values integration, and the challenges or opportunities that educators encounter when implementing values-based education.

The second element of the framework i.e. pedagogical strategies and assessment methods captures the operational aspects of values education. This includes the teaching methods employed by educators to foster value acquisition, such as direct instruction, experiential learning, collaborative group work, and, importantly, role modeling. These strategies provide the day-to-day mechanisms through which abstract values are made tangible for trainees. Simultaneously, assessment methods such as reflective journals, performance tasks, peer evaluations, and educator observations are used to gauge whether and how national values are being internalized. These tools offer a means to monitor not just knowledge acquisition but also behavioral and attitudinal changes aligned with national value systems.

The third component of the conceptual framework is grounded in Albert Bandura's Social Learning Theory, which provides the theoretical underpinning for analyzing the effectiveness of pedagogical and assessment methods in values education. According to Bandura, individuals acquire new behaviors, skills, and values through observational learning, where they watch others and internalize modeled behaviors. This learning process is governed by four key principles:

attention, retention, reproduction, and motivation. Within teacher training environments, these principles manifest when teacher trainees pay attention to educators' behaviors, retain value-laden lessons through interaction and repetition, reproduce the desired behaviors in real-world teaching scenarios, and are motivated to continue such behaviors through reinforcement mechanisms such as praise or recognition.

This framework posits that the integration of national values is significantly influenced by the interplay between educator perspectives, instructional practices, and assessment mechanisms. If teacher educators hold strong, positive attitudes towards national values and if pedagogical strategies are thoughtfully aligned with Bandura's social learning processes, the integration of national values is more likely to be meaningful and effective. Furthermore, the alignment of teaching and assessment methods with Bandura's theory serves as a second dependent variable, capturing the theoretical soundness of the approaches used. The more closely these methods reflect social learning mechanisms the stronger the alignment, and presumably, the more successful the values education process.

In summary, this conceptual framework views the teaching of national values as a dynamic and socially embedded process. It begins with the perceptions of teacher educators, extends through their instructional and evaluative practices, and is ultimately evaluated against the principles of Bandura's theory. The relationships among these elements are illustrated by the following assumptions: educator perspectives influence the choice and application of pedagogical and assessment strategies; these strategies, in turn, affect the extent to which national values are internalized by teacher trainees; and the effectiveness of these strategies is contingent upon their alignment with the processes outlined in Social Learning Theory. By articulating these relationships, the conceptual framework provides a coherent structure for investigating how future teachers in Kenya are prepared to embody and promote national values in their professional practice.

Chapter 3: Methodology

3.1 Introduction

This chapter presents the research methodology adopted to investigate the extent to which national values are integrated into primary teacher education programs. It outlines the philosophical assumptions, research design, location of the study, target population and sample size and sampling techniques, data collection methods, quality assurance, data analysis techniques, ensuring the validity and reliability of the research findings and ethical considerations for the study.

3.2 Philosophical Assumptions

Based on the objectives provided, the study is grounded in several philosophical assumptions. Epistemologically, it presupposes that knowledge about the integration of national values in primary Teacher Training colleges in Kenya, as well as instructional and assessment methods for values education, is accessible and can be understood through exploration and inquiry, relying on the insights and perspectives of teacher educators. Ontologically, it assumes the existence of national values as meaningful concepts within the educational context and acknowledges the influence of instructional and assessment methods on their acquisition and expression. Axiological, implicit values underpinning the study include the importance of promoting national values within the Kenyan education system, the value of effective instructional methods for values education, and the significance of fair and valid assessment practices. Methodologically, the study likely assumes the suitability of qualitative research methods for exploring views, establishing methods, and exploring assessment practices, along with thematic analysis for examining relationships between existing pedagogical approaches and Bandura's Social Learning Theory. Ethically, it acknowledges the importance of conducting research with integrity, respecting participants' autonomy, and accurately representing their views and experiences without bias. These assumptions collectively provided a philosophical foundation guiding the research questions, methodologies, interpretations, and ethical considerations of the study.

3.2.1 Influence of Philosophical Assumptions on Research Methodology

The philosophical assumptions of this study directly informed the selection of a convergent parallel mixed methods design. Ontologically, the belief in the real and meaningful existence of national values within the educational system justified the study's focus on both observable practices and subjective experiences. Epistemologically, the assumption that knowledge about value integration is constructed through social interaction and can be accessed through dialogue and observation supported the inclusion of qualitative methods such as interviews and observations. At the same time, the belief that aspects of this reality can be measured and compared warranted the use of quantitative instruments like questionnaires. Axiologically, the recognition of the inherent value in promoting national values and in respecting participants' lived experiences reinforced the need for ethical, respectful, and participant-centered approaches to data collection. Finally, the methodological assumption that a comprehensive understanding of a complex issue such as value integration requires both narrative depth and statistical insight led to the adoption of a mixed methods approach, where qualitative and quantitative data are gathered and interpreted concurrently. Together, these assumptions ensured coherence between the study's philosophical foundation and its methodological choices

3.3 Research Design

The research design is the blueprint or strategy that governs the whole research process, from method selection to data collecting and analysis procedures. It provides a framework for answering research questions and ensures that the study is conducted in a systematic, objective, and reliable manner. A well-chosen research design ensures that the study is aligned with its overall purpose. In this case, the primary aim is to gather a comprehensive picture of how national values are embedded within primary teacher education in Kenya. To do this, a mixed methods approach is used, combining both quantitative and qualitative research methods. This approach allows for the exploration of both measurable data (e.g., the extent to which national values are incorporated in the curriculum or practices) and richer, more detailed perspectives from participants (e.g., teacher educators' attitudes, experiences, and instructional strategies). The convergent parallel mixed methods approach, which will be discussed in more detail in the following section, is particularly suited to this study.

3.3.1 Convergent Parallel Mixed Methods Approach

The study used a convergent parallel mixed techniques approach. Henderson Jr (2022) defines convergent parallel mixed methods approach as simultaneously gathering qualitative and quantitative data, weighing both data equally, analyzing the two forms of data separately, and interpreting the results together. The convergent approach aims to collect separate but complementary data on the extent to which national values are infused into primary teacher training colleges. The convergent parallel mixed methods design is appropriate for confirming and validating results. This design combines the unique strengths and non-overlapping weaknesses of quantitative and qualitative methods. This design is used to triangulate the approaches by directly comparing and contrasting quantitative and qualitative outcomes for corroboration and validation.

3.3.2 The Convergent Design Procedures

The procedures for implementing the convergent design involve collecting both quantitative and qualitative data simultaneously, yet separately. This dual data collection process utilized semi-structured interviews, observations, and questionnaires to gather relevant information. Following data collection, the two types of data were analyzed independently using established techniques for quantitative and qualitative analysis. Once both sets of data were analyzed, the next step was to combine the findings. This integration may involve a direct comparison of results or an adjustment of findings to better facilitate the relationship between the data types for deeper analysis. The final stage of the procedure involves interpreting how the two data sets either converge or diverge, and determining how they relate to each other to provide a more comprehensive understanding of the study's objectives. This approach ensures that the research benefits from the unique strengths of both data types, allowing for a robust interpretation of the results. The convergent design was used in this investigation, as illustrated in the figure below:

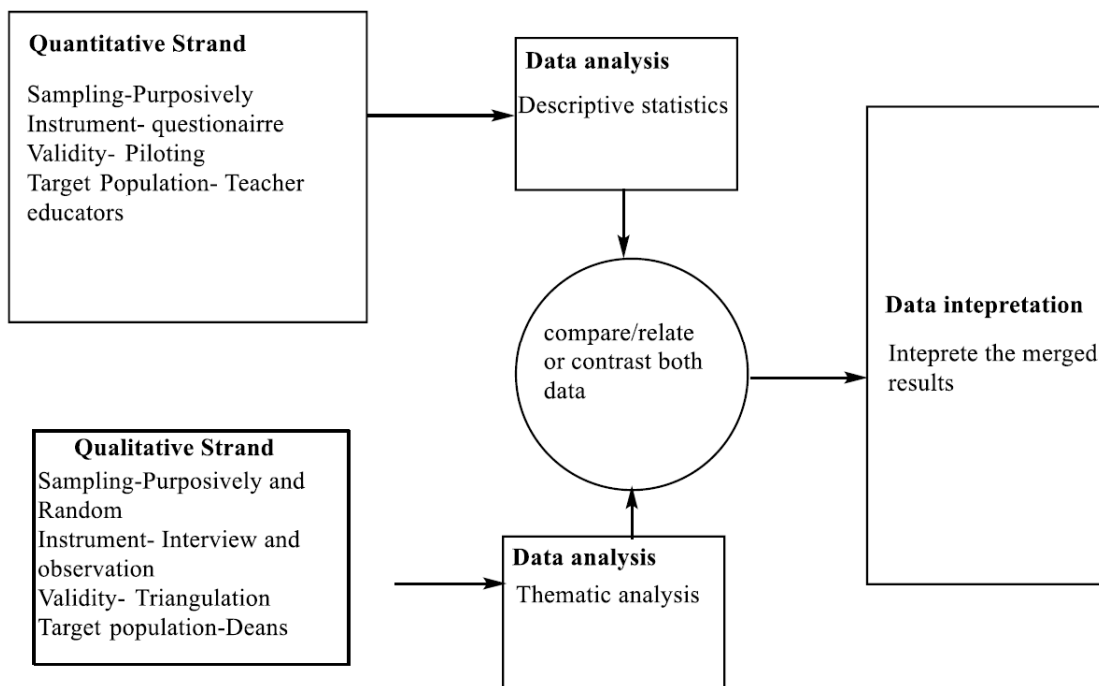


Figure3.1: A Summary of Research Procedure

3.4 Location of the Study

The study was conducted at Murang’a and Aberdare Teacher Training Colleges, situated in Murang’a and Nyandarua counties, respectively. These institutions were purposively selected based on both academic relevance and logistical feasibility, in alignment with the overall objectives of the research. Both colleges implement the standardized teacher education curriculum developed by the Kenya Institute of Curriculum Development (KICD), thereby ensuring uniformity in curriculum delivery and facilitating a consistent basis for evaluating pedagogical practices. The presence of qualified and experienced teacher educators in these institutions was also a critical consideration, as their professional expertise was expected to yield in-depth insights into the integration of national values within the training process. Additionally, geographical location and accessibility played a significant role in the selection. The colleges were located in regions that were logistically accessible to the researcher, enabling the efficient organization of field visits and minimizing travel-related challenges. Their placement within Central Kenya also

enhanced the contextual relevance of the findings, offering a regionally grounded perspective on the research problem.

Therefore, the selection of Murang’a and Aberdare TTCs was informed by curricular alignment, availability of qualified personnel, practical accessibility, and geographical representation—all of which were essential for the successful execution of the study.

3.5 Target Population

The study focused on two primary teacher training colleges, as outlined in the study's location section, targeting 24 tutors and 4 Deans of Curriculum from these institutions. Mutisya (2021) highlights that research participants should be able to clearly and reflectively express their experiences and viewpoints. Teacher educators were chosen for their responsibility in curriculum implementation and their ability to offer insights based on practical experience in integrating national values into the Competency-Based Teacher Education (CBTE) curriculum. They were selected due to their expertise in both theoretical knowledge and practical application. The Deans of Curriculum were also included, as they hold key roles in shaping the curriculum and are expected to provide detailed information regarding the integration of national values into primary teacher education. Namai (2022) suggests that a 30% sample size is suitable for this type of study. The detailed breakdown of the tutors is presented in Table 3.1.

Name of TTC	Aberdare	Murang’a	Total
Population			
Number of teacher educators	21	55	76
Sample size	7	17	24
Number of Deans	2	2	4
Sample size	2	2	4

Figure 1.2: Distribution of Target Population as Per College

Kenya has 31 public primary teacher training colleges, distributed across seven regions: Central, Nairobi, Rift Valley, Western, Nyanza, Coast, and Eastern. For the purposes of this study, the Central Region was chosen as the focus. This region includes notable colleges such as

Murang'a, Thogoto, Kilimambogo, Kamwenja, and Aberdare. Two of these colleges were purposively selected for the study. The Central Region was selected not only due to its prominence in shaping the country's education system but also because of its geographical accessibility. Purposive sampling was employed, as outlined by Mutisya (2021), which is a technique used to select individuals who possess specific knowledge or experience relevant to the research. In this case, all the Deans of the selected primary teacher training colleges were included as participants. Asiamah et al. (2017) further advocate for this method, suggesting that it is appropriate when the target population is manageable, homogeneous, and the resources available are limited. Given the homogeneity and manageable size of the Deans' population, all were included in the study.

3.7 Data Collection Instruments and Procedures

A mixed-methods design was employed in the study, incorporating both quantitative and qualitative data collection approaches to facilitate a comprehensive examination of the integration of national values in Kenyan primary teacher training colleges. Three key instruments were used: questionnaires, semi-structured interviews, and an observation schedule. Each instrument was carefully developed and implemented to address the study's specific objectives, and to allow for data triangulation that would enhance the validity and reliability of the findings.

Structured questionnaires were administered to teacher educators to collect data related to the first three Objectives. The instrument comprised both open and closed ended questions. Open-ended items were included to allow respondents to express their individual perspectives and experiences regarding the integration of national values. In addition, closed-ended questions enabled the collection of standardized data on the instructional methods employed (Objective ii) and the assessment strategies used to evaluate the acquisition of national values (Objective iii). The dual format of the questionnaire allowed for both qualitative depth and quantitative precision. As highlighted by Taherdoost (2019), the use of closed-ended items facilitates statistical analysis and enhances response consistency, while open-ended items offer deeper contextual insights (Speer et al., 2023).

Semi-structured interviews were conducted with the Deans of Curriculum from the selected teacher training colleges. These interviews were designed to supplement data collected through the questionnaires by providing deeper insights into Objectives (i), (ii), and (iii). The interview

guide consisted of open-ended questions that addressed institutional policies, curriculum implementation, instructional strategies, and assessment practices concerning the integration of national values. The semi-structured nature of the interviews allowed for flexibility, enabling participants to elaborate on their responses and offer context-specific examples and experiences.

Classroom observations were conducted using a structured observation schedule and were particularly relevant to Objectives (ii), (iii), and (iv). Observations focused on real-time teaching practices, including how national values were embedded within lesson delivery, classroom interactions, and student engagement. The data collected provided empirical evidence of instructional strategies and informal assessment techniques used by educators. Moreover, the observation process was guided by the theoretical lens of Albert Bandura's Social Learning Theory, thereby facilitating analysis related to Objective (iv)—the extent to which observed instructional approaches aligned with the principles of modeling, reinforcement, and observational learning.

The integration of these instruments allowed for a robust and multidimensional understanding of the phenomena under investigation. By drawing on diverse sources and types of data, the study was able to capture both the expressed perspectives of educators and the observable practices within teacher training institutions, thereby ensuring methodological rigor and depth in addressing the research objectives.

3.8 Quality Assurance

To enhance the reliability and validity of the study's findings, rigorous quality assurance measures were implemented throughout the research process. These measures included strict adherence to standardized interview protocols, systematic observation procedures, a thorough questionnaire design, and comprehensive data analysis techniques. To further ensure the accuracy and credibility of the conclusions, regular assessments of inter-rater reliability were conducted, and data triangulation from multiple sources was employed. Additionally, ethical guidelines were diligently followed to uphold the integrity of the research and ensure the trustworthiness of the study's results

3.9 Validity and Reliability of the Research Instruments

Several strategies were employed to ensure the validity of the data collected in this study. Content validity was established by developing interview questions, observation protocols, and questionnaire items based on an extensive review of relevant literature and consultations with experts in education and values integration. This process ensured that the instruments effectively addressed the research objectives and captured the essential constructs. Additionally, a mixed-methods approach was utilized to enhance construct validity, facilitating data triangulation from multiple sources, including interviews, observations, and questionnaires. By employing various methods to examine the same constructs, the study aimed to corroborate findings and enhance overall validity.

Furthermore, to ensure face validity, pilot testing was conducted with a small group of teacher educators prior to data collection. This allowed for the assessment of the clarity and relevance of the interview questions, observation techniques, and questionnaire items. To establish inter-rater reliability, the researcher independently recorded teaching practices at different times, ensuring consistency in data collection across observations. The internal consistency of the questionnaire items was evaluated using reliability indices such as Cronbach's alpha, with items demonstrating low internal consistency being revised or removed to improve the instrument's reliability. Finally, test-retest reliability was assessed by administering the questionnaire to a subset of participants on two separate occasions. Consistent results over time indicated the stability and reliability of the instrument.

3.10 Data Analysis

The quantitative data collected through the survey were analyzed using descriptive statistical methods with the aid of Statistical Package for the Social Sciences (SPSS). Descriptive statistics, such as frequency distributions and mean comparisons, were employed to summarize the responses and identify patterns among the teacher educators.

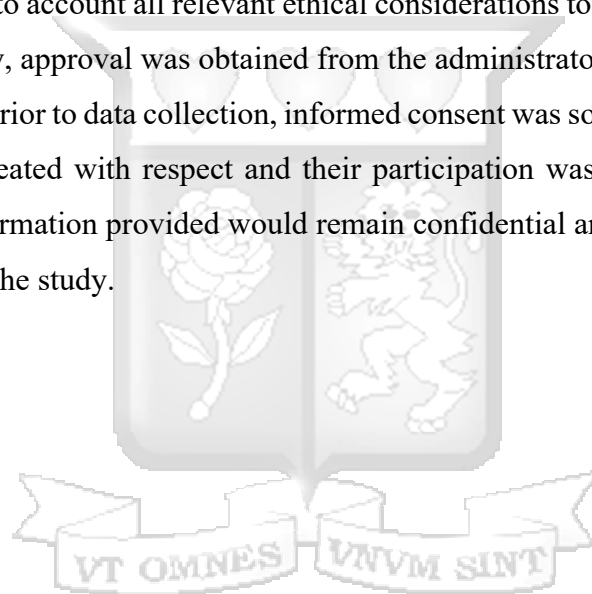
The qualitative data gathered from semi-structured interviews and observations were transcribed and analyzed thematically to uncover patterns, themes, and insights related to the integration of national values. The transcribed interviews underwent a coding process, where both inductive and deductive approaches were utilized. Initial codes were derived from the data itself, followed by the application of additional codes based on existing literature and the research

objectives. The identified themes were organized and interpreted to provide a comprehensive understanding of teacher educators' perspectives and experiences regarding the integration of national values in primary teacher training colleges.

To provide a holistic understanding of the research topic, the findings from both the qualitative and quantitative analyses were integrated. Triangulation was employed to cross-check and validate the results, offering a deeper insight into the integration of national values in primary teacher training colleges.

3.11 Ethical Considerations

The study took into account all relevant ethical considerations to ensure the integrity of the research process. Initially, approval was obtained from the administrators of the selected colleges to conduct the research. Prior to data collection, informed consent was sought from all participants. The respondents were treated with respect and their participation was entirely voluntary. They were assured that all information provided would remain confidential and would only be used for the purposes outlined in the study.



Chapter 4: Presentation of Findings and Discussion

4.1 Introduction

This chapter presents findings and discussion of data on Educators perspectives on integration National values in primary teacher training colleges in Kenya. The specific objectives that guided the study were to:

- i. To explore teacher educators' perspectives on the integration of national values in Kenyan primary teacher training colleges.
- ii. To analyze the pedagogical strategies used by teacher educators to teach national values in Kenyan primary teacher training colleges.
- iii. To examine the assessment methods used to evaluate the acquisition of national values in Kenyan primary teacher training colleges.
- iv. To assess how the pedagogical strategies used to impart national values in Kenyan primary teacher training colleges align with Bandura's Social Learning Theory.

The presentation is subdivided into five major parts. The first section of the chapter provides results on the rate of response while the second section presents the demographics of tutors such as age, gender, teaching experience and education level. The third section covers result and discussion on the perspectives of teacher educators on the integration of national values in Kenyan primary teacher training colleges. section four covers result and discussions on instructional methods used for the integration of national values in Kenyan primary teacher training colleges. section five has covered the assessment methods used to evaluate the acquisition of national values among teacher trainees at Kenyan primary teacher training colleges. Lastly there is a section on alignment between existing instructional strategies and those proposed by Albert Bandura's social learning theory

4.2 Study Response Rate

In this study, 28 respondents were initially targeted from a population of 76 teachers. However, data were successfully collected from 25 respondents, resulting in a response rate of 89.3% from the teachers in the selected primary teacher training colleges. According to Best and Kahn (2011), a response rate of at least 70% is deemed acceptable in cases where participants are

scarce or geographically dispersed. Hence, the response rate in this study is considered sufficient for further analysis.

4.3 Demographic Characteristics of Respondents

This section presents tutors and HODs demographic information. The information is about tutors and HODs' gender, age, years of teaching experience and distribution of tutors' teaching subjects.

4.3.1 Analysis of Tutors and Heads of Departments (HODs) by Gender

The gender distribution of tutors and Heads of Departments (HODs) was examined to assess the representation of both male and female teacher educators in public primary teacher training colleges across two institutions. The data regarding the gender of tutors and HODs are presented in Figure 4.1.

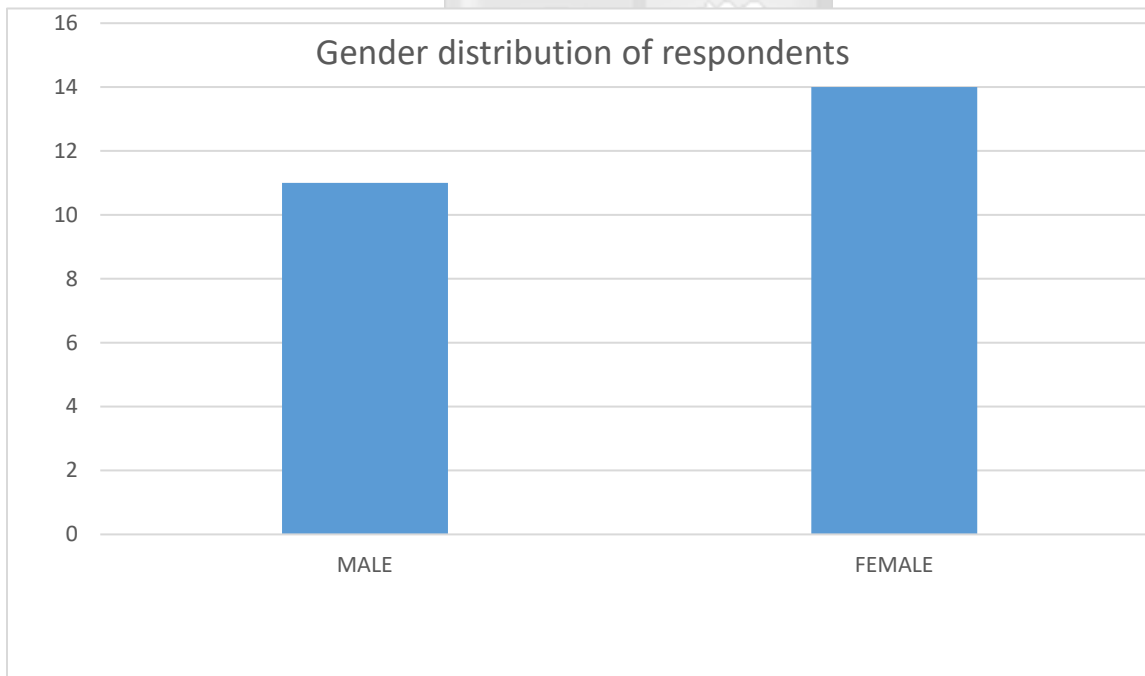


Figure 2.1. Gender Distribution of Tutors Heads of Departments (HODs) (Source: Researcher, 2025)

As shown in Figure 4.1, the gender distribution of tutors and Heads of Departments (HODs) was relatively balanced, with 56% of respondents being female and 44% male. This

distribution ensures the inclusion of diverse perspectives in relation to the integration of national values within teacher education. Gender may influence pedagogical approaches, classroom interactions, and perceptions of value-laden content, making this balance significant for capturing varied insights. Furthermore, within the context of Bandura’s Social Learning Theory, the presence of both male and female educators provides a broader range of role models for student-teachers, thereby enhancing opportunities for observational learning

4.3.2 Distribution of Tutors and HODs by Age

Tutors and Heads of Departments (HODs) were requested to provide their age information. The data displayed in Figure 4.2 illustrates the age distribution of tutors and HODs at two selected primary teacher training colleges in Kenya.

Age	Frequency	Percent	Valid Percent	Cumulative Percent
36-44	6	24.0	24.0	24.0
45-54	10	40.0	40.0	64.0
55 and above	7	28.0	28.0	92.0
44	2	8.0	8.0	100.0
Total	25	100.0	100.0	

Figure 4.2: Tutors and HODs Age (Source: Researcher, 2025)

Figure 4.2 indicates that the majority of respondents (92%) were aged 36 years and above, with the highest proportion (40%) falling within the 45–54 age category. The age distribution of tutors and Heads of Departments (HODs) is significant to the study as it provides insight into the level of professional experience and maturity among the participants, which has direct implications for all four research objectives. A predominantly mature workforce, with 92% of respondents aged 36 and above, suggests that most educators have accumulated substantial teaching experience and institutional knowledge. Older educators may have well-established pedagogical strategies and assessment methods shaped by years of practice and exposure to various educational reforms. Their approaches to teaching and evaluating national values are thus likely to be informed by both theoretical understanding and practical experience. Furthermore, mature educators serve as consistent role models for student-teachers. Their professional conduct, teaching approaches, and classroom behavior provide observable behaviors that student-teachers are likely to emulate, reinforcing the core principles of social learning

4.3.3. Teaching Experience of Tutors

The teaching experience of both tutors and HODs was sought. Data obtained was summarized as shown in Figure 4.3.

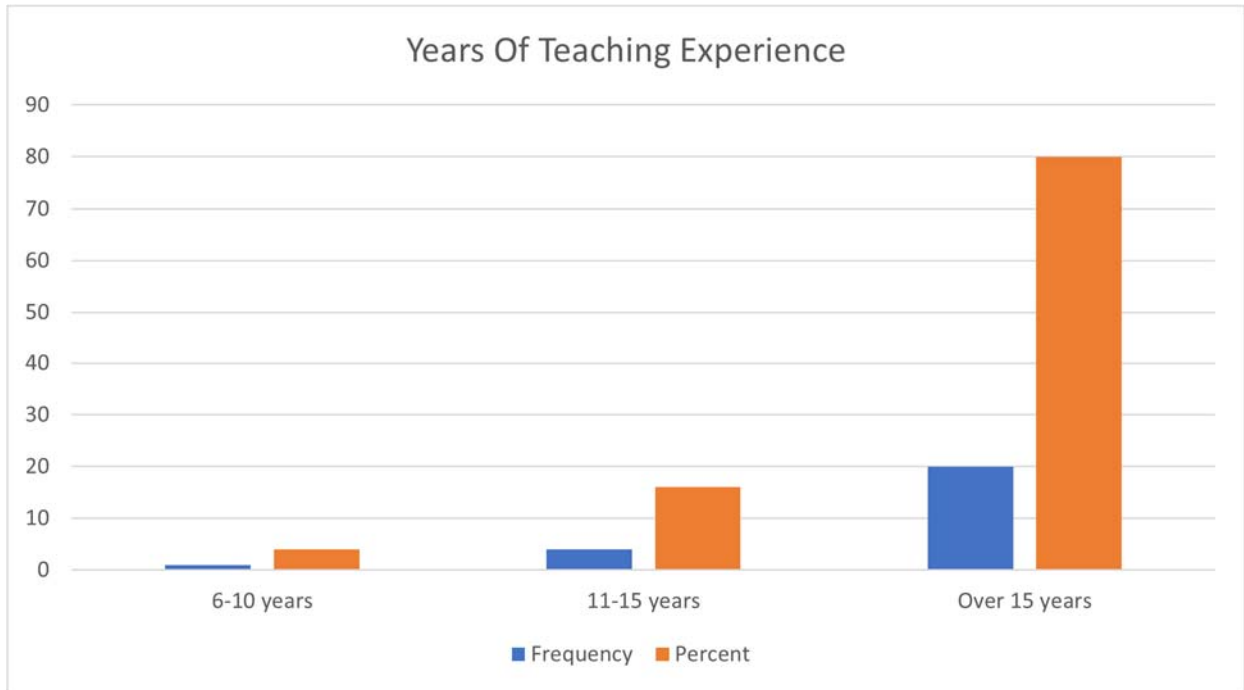


Figure 4.3: Years of Teaching Experience (Source: Researcher, 2025)

As presented in Figure 4.3, a substantial majority of the respondents reported having more than 15 years of teaching experience, with only a few falling below that threshold. This is significant to the study as it highlights the depth of professional expertise among the respondents, with 80% having over 15 years of experience. Such extensive experience suggests that the participants are well-versed in the teacher training curriculum and are likely to have developed, refined, and applied various pedagogical and assessment strategies over time. This directly strengthens the study's exploration of how national values are integrated, taught, and assessed in primary teacher training colleges. Moreover, their longstanding engagement in the profession enhances the credibility of their perspectives and aligns with Bandura's Social Learning Theory, as experienced educators are more likely to model consistent behaviors and teaching practices that influence student-teachers through observation

4.3.4 Distribution of Subjects Taught

Teachers were asked to specify the subjects they taught at the teacher training college. The data collected is summarized in Figure 4.4.

Subject Taught		Frequency	Percent	Valid Percent	Cumulative Percent
	Mathematics	3	12.0	21.4	21.4
	Integrated science	2	8.0	14.3	35.7
	Home science	1	4.0	7.1	42.9
	Education Assessment and Resources	1	4.0	7.1	50.0
	Agriculture	1	4.0	7.1	57.1
	Languages	2	8.0	14.3	71.4
	French	1	4.0	7.1	78.6
	CRE	2	8.0	14.3	92.9
	Curriculum/Research studies	1	4.0	7.1	100.0
	Total	14	56.0	100.0	
Missing	System	11	44.0		
Total		25	100.0		

Figure 4.4: Distribution of Subjects Taught by the Respondents (Source: Researcher, 2025)

As illustrated in Figure 4.4, respondents reported teaching a variety of subjects, with Mathematics (21.4%), Integrated Science (14.3%), and Languages (14.3%) being the most frequently taught. Other subjects included CRE, Home Science, Agriculture, French, and Curriculum or Assessment-related courses. This disciplinary diversity underscores the cross-curricular potential for integrating national values within the teacher training programme. Different subjects may offer unique opportunities or challenges in embedding value-based content, which is central to understanding the pedagogical strategies used by tutors. The subject distribution also supports the fourth objective by showing how various pedagogical strategies across disciplines may align with Bandura's Social Learning Theory, depending on the opportunities for modeling, observation, and interaction within each subject area.

4.4 Perspectives of Teacher Educators on Integration of National Values

This section provides data on the perceptions of teacher educators regarding the integration of national values. Their perceptions were analyzed under the following subheadings: identification of the national values that they thought should be emphasized in teacher training programs, importance of integrating these Values in primary teacher education, Institutional support for integration of National Values in Primary Teacher Education, type of support given and finally the main challenges faced by primary teacher education institutions in integrating national values into their programmes

4.4.1 Key National Values in Teacher Training Programs

Tutors were asked to give their perceptions of essential national values to be incorporated into teacher training programs in Kenya. The data obtained is summarized as illustrated in the figure 4.5.

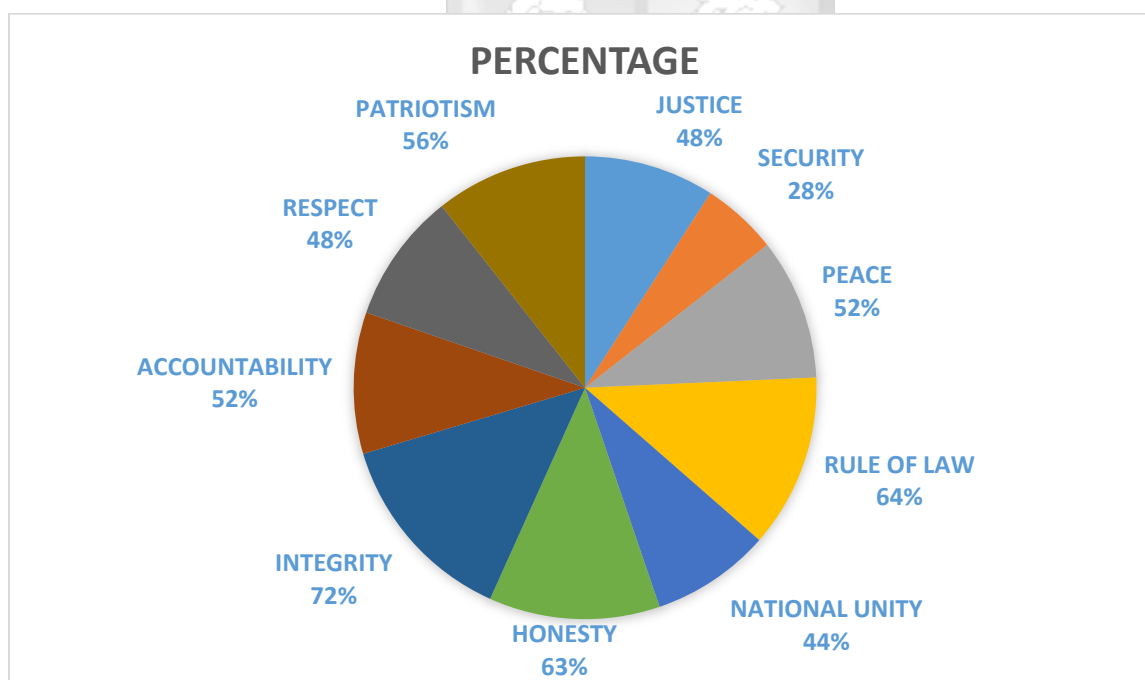


Figure 4.5: Key National Values Emphasized in Teacher Training Programs (Source: Researcher, 2025)

The findings indicate that Integrity stands out as the most emphasized value, noted by 72% of respondents, closely followed by Honesty at 63%. These values are fundamental in fostering

trust and credibility within the educational framework. Additionally, the Rule of Law was highlighted by 64% of participants, underscoring the importance of legal principles in creating a structured educational environment. Values such as Peace and Accountability, both identified by 52% of respondents, are recognized for their pivotal roles in fostering a conducive learning atmosphere and instilling a sense of responsibility among students and educators. Furthermore, Patriotism was acknowledged by 56% of respondents as a vital value for nurturing national pride and identity. Other values like National Unity (44%) and Respect (48%) also emerged as important, reflecting the need for cohesion and appreciation of diversity in Kenya. Interestingly, Security was noted by 28% of participants as the least emphasized value, suggesting it is acknowledged yet not prioritized as highly in the context of teacher training.

In a follow-up question, respondents were asked to identify the guiding values in their respective institutions. This inquiry aimed to determine whether the institution's guiding values align with the national values prioritized in the country. The following values were identified by the respondents: integrity, teamwork, excellence, adaptability, collaboration, hard work, accountability, professionalism, respect, and patriotism. Among these, the values of integrity, respect, patriotism, and national unity were both the most emphasized and the guiding principles within the selected institutions. However, despite being the second most emphasized value, with 64% preference, the value of the rule of law did not emerge as a guiding principle within these institutions.

The study's findings are consistent with the constitutional principles outlined in the Constitution of Kenya (2010). The prominence of values such as integrity (72%) and honesty (63%) among the teacher educators closely aligns with the constitutional emphasis on integrity and transparency. Additionally, values such as accountability (52%), respect (48%), and national unity (44%) correspond with the constitutional goals of promoting good governance and social justice. The results suggest that teacher educators acknowledge the critical role of preparing future educators to not only impart knowledge but also to instill a sense of national identity and belonging in their students. The emphasis on patriotism (56%) and peace (52%) further reflects the constitutional focus on cultivating national pride, unity, and peaceful coexistence in Kenya's diverse society. Teachers are recognized as pivotal agents in promoting these values, aiding students in appreciating their shared identity and contributing to nation-building. Given the ethnic

diversity in Kenya, the ability of teachers to foster understanding and tolerance among different communities is vital for promoting social cohesion. The findings confirm that that values education has been part of Kenya's education system since pre-independence. Challenges such as school indiscipline, violence, and substance abuse (Muthigani, 2019; Namai, 2022) point to a growing need for a renewed focus on moral and ethical education. The study's findings indicate that teacher educators are increasingly aware of the importance of addressing these issues by emphasizing values like integrity, accountability, and patriotism in teacher training programs. This is crucial not only for reversing negative trends but also for ensuring that teachers are equipped to provide students with the tools to navigate the complex societal challenges they will face.

Integrating national values into teacher education is essential for developing teachers who can effectively impart these principles to future generations. As noted by Eshiwani (2017) and Rachmadtullah et al. (2020), teachers must possess not only academic knowledge but also the ability to teach values that contribute to the development of ethical and responsible citizens. The study reflects this by highlighting the importance of values like integrity, honesty, and the rule of law in teacher training programs. These values are essential for fostering a culture of professionalism and ethical conduct within the teaching profession, which in turn influences how teachers interact with students and shape their understanding of societal norms. However, the study also reveals some complexities. For example, the lower frequency of security (28%) as a key value suggests that while security is acknowledged as important, it is not perceived as a primary focus within teacher training. This may reflect the understanding that security concerns are often addressed through broader societal or governmental interventions rather than through direct teaching in the classroom. Nevertheless, ensuring a secure learning environment remains critical, particularly in regions where safety concerns are prevalent and can negatively impact educational outcomes.

4.4.2 Importance of Integrating National Values in Primary Teacher Education

Tutors were asked to rate the following statements on the importance of integrating values in teacher education as well as the role of teacher educators. This information was important so as to understand their views on the subject. The percentages reflect the opinions of participants on a Likert scale ranging from "Strongly Disagree" (SD) to "Strongly Agree" (SA). Data obtained is summarized as illustrated in figure 4.6.

	Percentages and Frequencies					Mean	Std. Dev.
	SD	D	N	A	SA		
Statements on the importance of integrating national values							
Integrating national values in primary teacher education is essential in nurturing responsible citizens	16.0% 4	0.0% 0	0.0% 0	16.0% 4	68.0% 17	4.20	1.472
Teacher educators have a responsibility to model national values in their teaching and interactions with pre-service teachers	16.0% 4	0.0% 0	8.0% 2	20.0% 5	56.0% 14	4.00	1.472
Integrating national values enhances the relevance and meaningfulness of the primary teacher education curriculum	12.0% 3	0.0% 0	8.0% 2	24.0% 6	56.0% 14	4.12	1.333
Teacher educators are adequately trained to effectively integrate national values into their pedagogical practices	8.0 % 2	20.0% 5	12.0% 3	32.0% 8	28.0% 7	3.52	1.327
The integration of national values in teacher education positively impacts pre-service teachers professional development	8.0 % 2	8.0% 2	8.0% 2	26.0% 9	40.0% 10	3.92	1.256

Figure 4.6: Importance of Values Integration in Primary Teacher Education

A majority of participants strongly agreed that the integration of national values in primary teacher education is vital for fostering responsible citizens, with 68% strongly agreeing and a mean score of 4.20. This demonstrates a strong consensus among respondents regarding the importance of national values in shaping responsible future citizens. However, the standard deviation of 1.472 indicates some variation in responses, suggesting that while most participants are in agreement, there are differing opinions among a minority. Additionally, a significant proportion of respondents (56%) strongly agreed that teacher educators are responsible for modeling national values in their teaching and interactions with pre-service teachers. The mean score for this statement is 4.00, signifying general agreement. Despite this, there is some disagreement, with

16% of respondents strongly disagreeing. The standard deviation of 1.472 further suggests moderate variability in opinions concerning the role of teacher educators in modeling these values.

In relation to the integration of national values into the curriculum, the majority of respondents (56%) strongly agreed that it enhances the relevance and significance of the primary teacher education curriculum. The mean score of 4.12 supports this positive perception, although the standard deviation of 1.333 indicates some variation in responses. While most respondents view the integration as beneficial, there is a degree of diversity in opinion on this matter. Regarding the preparation of teacher educators to effectively integrate national values into their teaching, the responses were more mixed. The mean score of 3.52 suggests a neutral to slightly positive stance, with 32% agreeing and 20% disagreeing. This indicates that while some respondents believe teacher educators are adequately trained, others feel there is room for improvement in their ability to incorporate national values into their teaching practices. The standard deviation of 1.327 indicates a moderate level of disagreement and variability in the responses.

Finally, when asked whether the integration of national values positively influences the professional development of pre-service teachers, the responses were generally favorable, with 40% strongly agreeing and 26% agreeing. The mean score of 3.92 reinforces this positive outlook, suggesting that most respondents believe the integration of national values plays a significant role in the professional growth of pre-service teachers. The standard deviation of 1.256, however, reflects a relatively low level of variability, indicating that most respondents share this view. Additional observational data also revealed that teacher educators at the selected colleges emphasized the importance of national values in promoting responsible citizenship and social cohesion. Classroom environments were conducive to the learning of national values, with visible displays promoting these values, such as posters of the Kenyan flag, national anthem, and the Constitution.

The findings from this study on the integration of national values into primary teacher education in Kenya align with key insights from the existing literature regarding the role of teacher educators in fostering values-based education. A majority of respondents strongly agreed on the importance of integrating national values into teacher education, particularly in cultivating responsible citizens. This result echoes the work of Muthigani (2019) and Richter et al. (2021), who underscore the crucial role of teacher educators in values development. Teacher educators

who firmly believe in the values embedded in the curriculum are more likely to effectively impart these values to their students. The study's data supports this view, revealing significant consensus among respondents that teacher educators have a responsibility to model national values. This alignment between educators' beliefs and the values of the curriculum facilitates the more effective and authentic integration of these values, as highlighted in the literature (Banegas, 2020). Additionally, the study underscores that the integration of national values enhances the relevance and meaningfulness of the curriculum, a finding consistent with the perspectives of Singh (2016) and Njeng'ere and Ji (2017). Both authors stress that integrating values not only enhances educational quality but also fosters national cohesion and moral development, which is reflected in the high levels of agreement in the study data.

However, the data also raises concerns about the adequacy of teacher educators' training to effectively support their role in integrating national values into the curriculum. This finding aligns with the challenges outlined by Bamber (2019), who discusses the difficulties faced by teacher educators, such as limited resources, inadequate training, and a lack of sufficient policy support. The responses indicate that, while teacher educators acknowledge the importance of integrating values, they encounter significant obstacles in doing so effectively, particularly with regard to their own preparation. Additionally, the data reveals a generally positive view of the impact of value integration on the professional development of pre-service teachers, with the majority of respondents agreeing that such integration has a beneficial effect. This supports the conclusions of Amollo and Lilian (2017), who argue that value-based education fosters responsible citizenship and national unity. The study respondents reflect this perspective, suggesting that integrating national values not only contributes to the development of character but also prepares future teachers to become responsible, value-driven professionals.

4.4.3 Institutional Support for National Values in Primary Teacher Education

Does the institution provide any institutional support to facilitate the integration of national values?					
	Frequency	Percent	Valid Percent	Cumulative Percent	
yes	25	100.0	100.0	100.0	

Tutors were asked whether their institutions offered any support for integration of national values and the responses are as illustrated below in figure 4.7.

Figure 4.7: Whether Institutions Offer Support to Facilitate Integration of Values (Researcher 2025)

The data collected from selected Primary Teacher Training Colleges in Kenya shows that all respondents (100%) confirmed that their institution provides institutional support or resources to facilitate the integration of national values. This suggests a unanimous agreement among the respondents that their colleges actively contribute to fostering national values through various forms of institutional support. The result highlights the importance placed on incorporating national values into the training of future teachers in Kenya, reflecting a strong commitment to these values within the educational environment.

In a further question tutors were asked to specify type of support received and the findings were as illustrated below in figure 4.8.

Type of Support		Frequency	Percent	Valid Percent	Cumulative Percent
	team work training	7	28.0	31.8	31.8
	activities that foster acquisition of values	10	40.0	45.5	77.3
	peer education	1	4.0	4.5	81.8
	Internet for research	1	4.0	4.5	86.4
	Invitation of external resource persons	1	4.0	4.5	90.9
	school farm	1	4.0	4.5	95.5
	Assignment of responsibilities	1	4.0	4.5	100.0
	Total	22	88.0	100.0	
Missing	System	3	12.0		
Total		25	100.0		

Figure 4.8: Type of Institutional Support Offered for Integration of Values (Source: Researcher, 2025)

As shown in Figure 4.8, the majority of respondents indicated that their institutions provided some form of support to facilitate the integration of national values into teacher education. The most prominent forms of support were activities designed to foster the acquisition of values and teamwork training. These findings suggest that institutions recognize the importance

of active, participatory approaches in promoting national values. The emphasis on teamwork training further implies a shift towards collaborative learning environments, which are conducive to modeling and internalizing core values such as cooperation and responsibility.

However, other potentially impactful strategies—such as peer education, access to internet resources for research, the use of school farms, and the involvement of external resource persons—were mentioned by only a few respondents. This limited adoption may indicate a gap in institutional capacity or pedagogical innovation, which raises concerns about the comprehensiveness of the support provided. Panev and Barakoska (2019) argue that effective value integration requires educators not only to possess strong pedagogical skills but also to understand the nature of values and how to embed them meaningfully into curriculum delivery. The low usage of diverse support methods could thus reflect a need for further professional development among tutors.

Additionally, the infrequent use of external collaborators or resource persons points to limited institutional networking. As Wolff et al. (2017) highlight, sustained collaboration and knowledge sharing are essential in strengthening value-based education systems. The sporadic involvement of such stakeholders, as reported in this study, may reduce opportunities for broader exposure to best practices and innovation. This finding is particularly relevant to Objective iv, which assesses the alignment of existing strategies with Bandura's Social Learning Theory. While some approaches—such as teamwork and experiential activities—support observational learning, the absence of sustained modeling from diverse role models limits the full potential of this theory in practice.

In summary, while there is evidence of institutional support for value integration, it is uneven and concentrated in a few strategies. This suggests the need for broader, more consistent implementation and targeted capacity building to enable teacher educators to apply a wide range of pedagogical and collaborative methods in the teaching of national values.

4.4.4 Challenges in Integrating National Values into Primary Teacher Education

Tutors were asked to identify the challenges they encounter in integrating national values into teacher education programs. The data collected was analyzed and is presented in Figure 4.9.

Response	Frequency	Percent
Limited resources or material	16	64.0
Inadequate training on relevant methodology	14	56.0
Resistance from stakeholders	11	44.0
Financial constraints	1	4.0
Slow adoption of ICT integration	1	4.0
Total	25	100.0

Figure 4.9: Challenges Faced by Primary Teacher Education Institutions in Integrating National Values (Source: Researcher, 2025)

The data reveal several significant impediments to the integration of national values in primary teacher education. The most frequently cited challenge, noted by 64% of respondents, is the limited availability of resources and materials. This scarcity hampers institutions' ability to offer structured, engaging, and meaningful content related to national values, often resulting in superficial or abstract coverage. The second most reported challenge, mentioned by 56% of respondents, was inadequate training on relevant methodology. This suggests that many teacher educators have not received the necessary professional development to apply effective pedagogical strategies for values education. Without clear instructional guidance, values may be introduced inconsistently or ineffectively across different institutions. Resistance from stakeholders was identified by 44% of respondents. This resistance may stem from differing value systems among parents, community members, or even educators themselves, who may question the relevance, interpretation, or prioritization of particular national values. Less frequently mentioned were financial constraints and the slow pace of ICT integration (each reported by 4% of respondents), yet these structural limitations also indicate underlying weaknesses in institutional capacity to support innovation in value-based teaching.

These findings are consistent with the broader literature on the challenges of implementing values education in teacher training. Bamber (2019) identifies a lack of institutional support, limited materials, and inadequate training as common barriers. Similarly, Engelbrecht (2020)

highlights a persistent disconnect between policy intentions and the classroom realities faced by educators. The current findings affirm that these challenges persist within Kenya's primary teacher education institutions.

In-depth interviews with Deans of Curriculum provided further insights into the contextual and institutional challenges that hinder the integration of national values into teacher education programs. Several key themes emerged from the interviews:

One of the most frequently cited challenges was the wide variation in the cultural and educational backgrounds of teacher trainees. This diversity complicates the implementation of a standard approach to teaching national values. As one Dean of Curriculum observed:

“Our trainees come from a wide range of cultural and educational backgrounds. This diversity, while enriching, makes it difficult to adopt a universal approach to teaching values. Each trainee brings different perspectives and personal beliefs, which means we have to tailor our methods to accommodate these differences.”

This reflects Bamber's (2019) observation that values such as freedom, justice, and equality are often interpreted differently depending on context, making it difficult to present them in a universally accepted manner.

Deans also expressed concern about the heavy content demands of the current curriculum. Values education, they noted, is often deprioritized due to time constraints and competing academic requirements. One Dean stated:

“The curriculum is packed with essential content that must be covered, leaving little room for in-depth focus on values education. There's just not enough time to integrate values as thoroughly as we would like, and it often ends up being treated as an add-on rather than a core part of teacher training.”

This supports findings by Engelbrecht (2020), who emphasized that when values education is not deliberately embedded into the curriculum, it tends to be sidelined.

3. Lack of Resources Echoing the survey findings, several Deans reported that institutions often lack sufficient teaching materials for values education. One Dean shared:

“We often lack the necessary materials and tools to teach values effectively. It is challenging to create engaging, practical experiences without sufficient resources. This shortage impacts the depth of learning that can be achieved.”

Without appropriate tools and support, educators struggle to make values education experiential and impactful, reducing its effectiveness in shaping learner behavior and attitudes.

Another challenge relates to institutional inertia and resistance to pedagogical change. One Dean remarked:

“Integrating values requires a shift not only in teaching methods but also in the culture of the institution. This change process is slow, and there’s often resistance from both educators and trainees who are accustomed to traditional teaching methods.”

This observation highlights the challenge of changing institutional culture and mindset, which is often overlooked in education policy reform.

A final concern raised by several Deans was the difficulty of assessing values education. Unlike academic subjects with objective criteria, values are inherently personal and subjective. As one Dean put it:

“Assessing the integration of values is incredibly difficult. Unlike academic subjects, where there are clear right and wrong answers, values are subjective and depend on the individual’s personal development. This makes it challenging to establish fair and consistent assessment criteria.”

This underscores a persistent issue in values education: the lack of reliable and valid assessment tools to measure students’ value acquisition and internalization.

The integration of national values into primary teacher education in Kenya is constrained by a complex combination of systemic, pedagogical, and cultural challenges. While survey data pointed to material and training deficiencies, interviews with Deans of Curriculum revealed deeper structural and conceptual issues, including curriculum overload, diversity of learner backgrounds, institutional resistance, and challenges in values assessment.

These findings are consistent with previous research (Bamber, 2019; Engelbrecht, 2020; Sindabi, 2017), which emphasizes the critical need for holistic reforms that address not just the

content of values education, but also its delivery, support structures, and institutional buy-in. Furthermore, the historical lack of structured value education in Kenya’s teacher training programs has contributed to ongoing challenges in student discipline and civic responsibility (Sindabi, 2017). Addressing these challenges will require deliberate investment in educator training, development of assessment frameworks, stakeholder engagement, and curriculum realignment to ensure that national values are not just policy directives, but lived realities in educational practice.

4.5 Pedagogical Strategies for Imparting National Values

This section examines how national values are taught to trainee teachers at Kenyan Teachers Training Colleges. It addresses three key questions: Can national values be taught within the formal education system? What instructional methods do tutors use to impart these values? And, how do tutors rate the effectiveness of these methods in fostering national values

4.5.1 Can National Values Be Taught

Tutors were asked whether national values can be taught within the formal education system and their responses were as shown in the table below in figure 4.10.

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	17	68.0	68.0	68.0
No	1	4.0	4.0	72.0
it depends on the value	7	28.0	28.0	100.0
Total	25	100.0	100.0	

Figure 4.10: Whether National Values Can Be Taught Within the Formal Education System

(Source: Researcher, 2025)

The study sought to determine whether tutors believed national values could be taught within the formal education system. As illustrated in Figure 4.10, a majority (68%) affirmed that national values could indeed be taught, while 28% indicated that it depended on the specific value in question. A minority (4%) expressed skepticism about the ability of formal education to effectively teach values.

These findings suggested that most educators viewed the formal education system as a viable platform for transmitting national values. The recognition that some values might require

different approaches reflected a nuanced understanding of the challenges inherent in values education. This was consistent with the argument by Musungu and Chang'ach (2018), who maintained that teachers were well-positioned to teach ethical and moral content. Thus, the data supported the proposition that values could be systematically taught, although the method of delivery might vary depending on the nature of the value.

Qualitative data from interviews with Deans of Curriculum provided deeper insight into how values were imparted within primary teacher training colleges. Several pedagogical strategies emerged, illustrating a strong institutional commitment to integrating national values into teacher education.

One key approach was curricular integration, where values were embedded across subject areas. As one Dean emphasized, *"It is not enough to simply teach academic content. We ensure that values like respect, responsibility, and fairness are integrated into every subject, making them part of the learning experience."* This reflected Bandura's Social Learning Theory, which emphasizes that learning occurs not only through direct instruction but also through exposure to values within meaningful social contexts.

Role modelling was another widely acknowledged method. Educators were expected to exemplify the very values they sought to instill. One Dean stated, *"We know our actions speak louder than words. By demonstrating the values, we want to instill, we set a powerful example for our trainees."* This illustrated the principle of observational learning, central to Social Learning Theory, whereby students adopt behaviors demonstrated by influential figures.

The importance of guidance and counselling also emerged strongly. One Dean explained, *"We provide personal support, helping trainees navigate both their academic and personal challenges. This promotes empathy and emphasize the significance of understanding and caring for others."* These supportive relationships created a platform for value formation beyond the formal curriculum.

In addition, Deans mentioned the practice of prompt issue resolution as a means of instilling responsibility and accountability. As one observed, *"We do not let issues whether*

academic or personal go unresolved. Addressing concerns quickly shows the value of responsibility and problem-solving.”

Finally, creating a supportive and positive learning environment was highlighted as foundational for effective values education. A Dean noted, *“We ensure a supportive atmosphere where trainees feel safe and encouraged to grow. A positive environment is essential for the development of good values.”*

In summary, the findings indicated a strong belief among educators that national values could be taught within formal education, albeit with varied approaches depending on the type of value. The use of integrated instruction, role modelling, counselling, issue resolution, and a positive institutional climate reflected a holistic and values-driven approach to teacher training. These strategies closely aligned with Bandura’s Social Learning Theory, reinforcing the theoretical framework of the study and underscoring the essential role of educators not only as instructors but as role models and mentors in the value formation of future teachers.

4.5.2 Instructional Methods Used in Imparting National Values

Tutors were asked to identify the instructional methods they employ to teach values to teacher trainees. The data collected was analyzed and is presented in Figure 4.11.

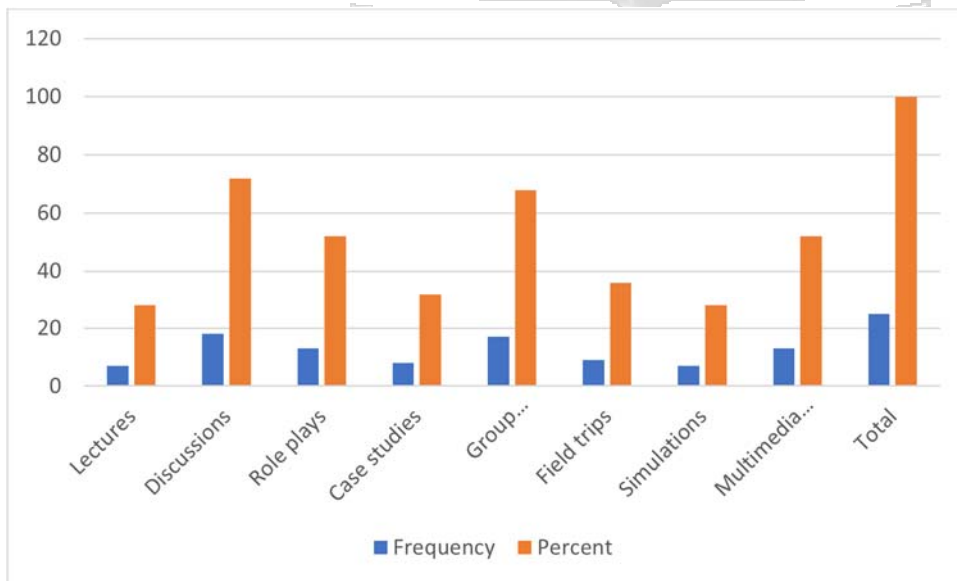


Figure 4.11: Instructional Methods Used by Teacher Educators to Impart National Values
(Source: Researcher, 2025)

The study explored the pedagogical strategies used by teacher educators to impart national values in selected primary teacher training colleges in Kenya. The results revealed several key instructional strategies.

Among the 25 respondents, a majority (72%) reported using discussions as a primary method for imparting values. This was followed closely by group activities and collaborative learning (68%), indicating a strong emphasis on peer-to-peer interaction and shared learning experiences. Role plays and multimedia presentations were also frequently employed, with 52% of tutors indicating their use. Field trips (36%) and case studies (32%) were less commonly used but still notable as part of the instructional repertoire. The least utilized methods were lectures and simulations, each reported by only 28% of respondents.

The findings indicate a clear preference for interactive and experiential methods in the teaching of national values. The widespread use of discussions, group activities, and role plays suggests a shift toward learner-centered approaches that encourage critical thinking, collaboration, and engagement. These findings align with Bandura's Social Learning Theory, which posits that learning occurs through observation, imitation, and modeling. Role plays, for example, allow trainees to enact value-laden scenarios, thereby internalizing desired behaviors. Similarly, multimedia presentations offer visual and auditory models that reinforce value-based content, enhancing the learning experience through multi-sensory engagement. The use of field trips and case studies, though less frequent, underscores an effort to contextualize learning in real-world environments. Field trips expose trainees to situations where values are practiced, supporting Bandura's concept of vicarious reinforcement, where learners witness the outcomes of others' actions and adjust their own behavior accordingly. These methods also promote self-regulation, as trainees are encouraged to reflect on and adapt their own actions based on observed behaviors. The limited use of lectures and simulations may reflect a broader pedagogical shift away from passive forms of instruction. Traditional lectures often emphasize content delivery over learner interaction, which may be less effective in cultivating the internalization of values. This trend supports literature advocating for transformative pedagogy, where learners actively engage in dialogue,

reflection, and real-life application. Recent studies reinforce this direction. Alstete (2023) and Gan et al. (2023) emphasize the importance of discussions and collaborative learning in promoting critical thinking and ethical reasoning. Djonko-Moore and Joseph (2016) highlight the role of role plays in simulating real-life challenges that require value-based decisions. Muydinovich (2022) supports the use of multimedia tools for immersive learning, while Singh (2020) advocates for simulations and case studies as effective tools for ethical problem-solving. Additionally, Muthigani (2019) and UNESCO (2011) underscore the importance of modeling and active participation in value-based education. Overall, the findings support the integration of diverse pedagogical strategies particularly those that are interactive, reflective, and experiential. These approaches are consistent with the principles of transformative pedagogy (Ado & Olowu, 2022), which emphasizes critical reflection, participatory learning, and real-world relevance in shaping the values of future educators.

4.5.3 Effectiveness of the Pedagogical Practices Used in Imparting National Values

Teachers were asked to evaluate the effectiveness of the aforementioned pedagogical strategies in imparting national values to trainee teachers, with 1-not effective, 2 least effective, 3. not sure. 4. effective 5 most effective and 5 being the least effective. Data obtained was analyzed and presented as in figure 4:12.

	Percentages and Frequencies					Mean	Std. Dev.
	NE	LE	NS	E	ME		
Lectures	24.0% 6	40.0% 10	16.0% 4	16.0% 4	4.0% 1	2.36	1.150
Discussions	0.0% 0	8.0% 2	8.0% 2	52.0% 13	32.0% 8	4.08	0.862
Role plays	0.0% 0	4.0% 1	16.0% 4	28.0% 7	52.0% 13	4.28	0.891
Case studies	8.0 % 2	12.0% 3	12.0% 3	48.0% 12	20.0% 5	3.60	1.190
Group activities/Collaborative learning	0.0 % 0	8.0% 2	0.0% 0	20.0% 5	60.0% 15	4.32	0.988
Field trips	0.0 % 0	16.0% 4	16.0% 4	44.0% 11	24.0% 6	3.76	1.012
Simulations	4.0 %	16.0%	32.0%	28.0%	20.0%	3.44	1.121

	1	4	8	7	5		
Multimedia presentation/Videos	0.0 % 0	12.0% 3	28.0% 7	32.0% 8	28.0% 7	3.76	1.012

Figure 4.12: Effectiveness of Pedagogical Strategies (Source: Researcher, 2025)

The study revealed varying perceptions among respondents regarding the effectiveness of different instructional methods used to teach national values. The data, as presented in figure 4.12, indicate that learner-centered, participatory approaches were generally rated more favorably than traditional, lecture-based methods.

Among the methods evaluated, group activities and role plays received the highest mean scores, suggesting strong endorsement of interactive and experiential strategies. Discussions were also rated positively, while case studies, field trips, and multimedia presentations fell in the middle range. Lectures were rated the least effective, with the lowest mean score among all methods. Simulations showed mixed responses, with a substantial number of participants selecting “Not Sure,” indicating possible inconsistency in their use or understanding.

These findings point to a general trend favoring active, engaging instructional methods in the promotion of national values among teacher trainees. The data clearly support the assertion that interactive and learner-centered teaching strategies are more effective for instilling national values than passive, didactic approaches. This is consistent with contemporary educational theories that emphasize engagement, reflection, and real-world application as key components of value-based learning.

Role plays and group activities, the highest-rated methods, embody the principles of experiential learning, where learners simulate real-life situations, promoting deeper internalization of values. This aligns with Alstete (2023) and Djonko-Moore and Joseph (2016), who highlight the role of role-playing in enhancing moral reasoning and ethical decision-making in educational settings. Similarly, the strong performance of collaborative learning echoes findings by Gan et al. (2023), who emphasize its effectiveness in promoting empathy, mutual respect, and teamwork—core dimensions of national values education. These methods also foster peer-to-peer learning, which reinforces shared responsibility and collective identity. Discussions, while slightly lower in ranking, still received high ratings, affirming the role of transformative pedagogy in encouraging

critical thinking and reflective dialogue. According to Adu and Olowu (2022), such methods enable learners to challenge assumptions, articulate perspectives, and engage in meaningful moral inquiry.

In contrast, lectures were consistently rated as the least effective. This reinforces long-standing critiques of traditional, teacher-centered models in value education. As Musungu and Chang'ach (2018) argue, lectures often fail to foster engagement or provide opportunities for the application of ethical principles, resulting in limited affective impact on learners.

The moderate ratings of case studies, field trips, and multimedia tools suggest that these methods can support value learning when implemented effectively. Their potential lies in contextualization and visual reinforcement (Muydinovich, 2022), though their impact diminishes when learners are not actively involved or when opportunities for reflection are lacking.

Simulations showed mixed results, indicating that while they can be powerful experiential tools, their effectiveness depends on how well they are integrated into the instructional design. The high number of “Not Sure” responses points to possible gaps in implementation or inconsistent exposure across institutions.

In sum, the findings reinforce the need for pedagogical reform in teacher training programs, advocating for greater integration of participatory, reflective, and experience-based strategies to effectively nurture national values. These results align with broader educational literature calling for active learning environments that prioritize ethical engagement, collaboration, and real-world application.

4.6 Assessment Methods for Integration of National Values

This section examines the assessment methods currently used to evaluate the acquisition of national values in primary teacher education. It addresses three key questions: Can acquisition of national values be assessed within the formal education system? What assessment methods do tutors use? And, how do tutors rate the effectiveness of these methods in evaluating acquisition of national values among the teacher trainees.

4.6.1 Is It Possible to Assess Acquisition of National Values

Based on their experience as teacher educators, tutors were asked whether they believed it was possible to assess the acquisition of values among teacher trainees. Data obtained was analyzed and presented as in figure 4.13.

Responses		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	20	80.0	80.0	80.0
	it depends on the value	2	8.0	8.0	88.0
	not possible	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Figure 4.13: Whether it is Possible to Assess the Acquisition of National Values (Source: Researcher, 2025)

The findings on whether it is possible to assess the acquisition of values among teacher trainees reveal varied perspectives from the respondents. Majority agreed that it is possible to assess the acquisition of values among teacher trainees. This indicates that most teacher educators believe there are methods or tools available to evaluate acquisition of values. This suggests confidence in the ability of educational systems to measure value-based learning, perhaps through reflective practices, assessments, and behavior observation in real-world or classroom contexts.

A smaller portion, indicated that it depends on the value being assessed. This suggests that while the assessment of some values may be feasible, others may be more difficult to measure perhaps due to their abstract or subjective nature. For instance, values such as respect or integrity may be more observable and measurable through actions, whereas values like freedom or justice may require more context-specific assessment methods.

Finally, few respondents felt that it is not possible to assess the acquisition of values. This minority viewpoint suggests that, from their experience, there are challenges in measuring values effectively. This could be due to the difficulty in defining clear, objective criteria for assessing values, or it may reflect concerns about the subjective and diverse nature of values, which might not be easily quantifiable through traditional assessment methods.

In summary, the majority of respondents (80%) believe that assessing the acquisition of values is possible, while a smaller group sees this as dependent on the specific value being assessed, and a few believe it is not possible at all. This highlights the complexity of assessing values, but also suggests a general optimism that effective methods can be employed to evaluate how teacher trainees internalize and demonstrate national values.

4.6.2. Methods for Assessing National Values in Teacher Training

Teachers were asked to identify assessment methods they use to evaluate acquisition of national values. Data obtained is as presented in figure 4.14

Response	Frequency	Percent
Written Exams	7	28.0
Essays/Reflection papers	8	32.0
Case studies /scenario based assessments	6	24.0
Presentations	15	60.0
Portfolios	11	44.0
Observations(classroom teaching practice)	17	68.0
Role plays/Simulations	15	60.0
Group projects	14	56.0
Total	25	100.0

Figure 4.14: Assessment Methods for Evaluating Acquisition of National Values (Source: Researcher, 2025)

The data reveals a clear preference for practical and interactive assessment methods in evaluating national values in primary teacher training education. The most frequently used method is classroom observations, employed by 68% of respondents, which allows for direct evaluation of how teacher trainees implement national values in real teaching contexts. This is followed by presentations and role plays/simulations, each used by 60%, indicating an emphasis on dynamic, real-world demonstrations of trainees' understanding. Group projects (56%) also reflect the importance of collaboration in applying these values, while portfolios (44%) and essays/reflection papers (32%) provide more reflective assessments over time. In contrast, traditional methods such as written exams (28%) and case studies (24%) are used less frequently, suggesting that practical, hands-on approaches are favored over theoretical ones. Overall, the data highlights a pedagogical

shift toward experiential and interactive assessments that better align with the goals of instilling national values in future educators.

The data from the study shows that observations (68%) of classroom teaching practice are the most frequently used assessment method. As Musamas and Kerich (2023) note, assessing students' value acquisition requires not just theoretical understanding, but also practical application. The high frequency of classroom observations aligns with this view. The ability to observe how trainee teachers engage with students, manage classroom dynamics, and model values in their teaching aligns with the competency-based teacher education (CBTE) framework, which stresses the need for performance-based tasks and field experiences as key components of teacher assessment (Tarmo & Kimaro, 2021). Similarly, presentations (60%) and role plays/simulations (60%) also reflect the trend towards authentic assessments, where trainees can demonstrate their ability to apply national values in interactive and dynamic settings. These assessment methods go beyond traditional written exams, providing performance-based opportunities to assess how effectively trainees can embody and communicate values in teaching scenarios. This resonates with Allen et al. (2020), who emphasize that authentic assessments are crucial for evaluating the practical application of values, particularly in pre-service teacher training contexts.

The use of group projects (56%) and portfolios (44%) also reflects the emphasis on collaborative and reflective learning, both of which are seen as central to value-based education in teacher training. These methods are aligned with the learner-centered approach in CBTE, where the focus is on the learner's ongoing development rather than just final outcomes (Tarmo & Kimaro, 2021).

Written exams (28%) were the least used method, this is consistent with the shift away from purely cognitive assessments towards more holistic evaluations. This trend reflects the literature's critique of traditional exams, which often focus too heavily on the cognitive domain at the expense of assessing values acquisition and the affective domain (Musamas & Kerich, 2023). As the literature suggests, effective teaching decisions should be based on a comprehensive understanding of students' values and abilities, which cannot be fully captured through exams alone. The lower frequency of written assessments highlights a shift in Kenyan teacher education towards assessment methods that provide a more comprehensive view of a trainee's ability to apply national values in real-life teaching contexts.

The findings also underscore the challenge noted by Musamas and Kerich (2023), who highlight the difficulties in assessing value acquisition, particularly due to the overemphasis on cognitive assessments and the overloaded curriculum. However, the use of practical and performance-based assessments in this study indicates a conscious effort to move beyond this limitation and embrace more authentic methods of evaluation, as advocated in CBTE.

Integrating Bandura's Social Learning Theory into the analysis, the study shows that these assessment methods align with key elements of the theory, such as observational learning, modeling, vicarious reinforcement, and self-regulation. For instance, classroom observations and role plays provide trainees with opportunities to observe and practice behaviors while receiving feedback on their application of values. Group projects encourage social learning and vicarious reinforcement through collaboration and peer interactions. Reflective assessments support self-regulation by allowing trainees to evaluate and regulate their progress in applying national values. The shift away from traditional, cognitive assessments like written exams reflects a broader trend toward more holistic evaluations, better suited for assessing practical application. Overall, the study suggests that assessment methods grounded in experiential learning and social interaction are more effective for evaluating how well trainees integrate national values, in line with Bandura's theory of learning through observation and social context.

4.6.3. Effectiveness of Assessment Methods in National Values Education

Tutors were asked to rate the assessment methods used based on their effectiveness in evaluating national values, with 1-not effective, 2 least effective, 3 not sure, 4 effective 5 most effective and 5 being the least effective. Data collected was analyzed and presented in figure 4.15.

	Percentages and Frequencies					Mean	Std. Dev.
	NE	LE	NS	E	ME		
Essays/Reflection papers	12.0% 3	8.0% 2	28.0% 7	40.0% 10	12.0% 3	4.65	0.731
Case studies/scenario based assessments	0.0% 0	8.0% 2	24.0% 6	52.0% 13	16.0% 4	4.65	0.618
Presentations	0.0% 0	4.0% 2	16.0% 4	44.0% 11	32.0% 8	3.77	1.067
Case studies	8.0 % 2	12.0% 3	12.0% 3	48.0% 12	20.0% 5	3.89	1.180
Portfolios	0.0 % 0	8.0% 0	36.0% 9	48.0% 12	16.0% 4	4.08	1.123
Observation(classroom, teaching practice)	0.0 % 0	4.0% 1	12.0% 3	32.0% 8	52.0% 13	4.08	1.123
Role plays/Simulations	0.0 % 0	4.0% 1	12.0% 3	32.0% 8	52.0% 13	4.08	1.123
Group projects	0.0 % 0	4.0% 1	4.0% 1	44.0% 11	48.0% 12	4.08	1.123

Figure 4.15: Effectiveness of Assessment Methods for Acquisition of National Values (Source: Researcher, 2025)

The findings reveal a strong preference for assessment methods that promote deep reflection, contextual problem-solving, and practical demonstration of values. Among these, essays/reflection papers and scenario-based case studies emerged as particularly effective, reflecting their ability to encourage introspection and critical engagement with value-laden situations. These methods allow trainees to articulate how national values influence decision-making and personal conduct, aligning with Musamas and Kerich’s (2023) argument that internalization of values is best assessed through reflective, learner-centered approaches.

The consistent recognition of portfolios, observations, role plays, and group projects as effective further underscores the shift toward performance-based and experiential assessments. These methods offer opportunities for trainees to model national values through behavior, collaboration, and classroom practice—essential in a competency-based framework. As Tarmo

and Kimaro (2021) note, such approaches are foundational to Competency-Based Teacher Education (CBTE), which prioritizes observable application over theoretical knowledge.

Interestingly, while presentations were generally seen as useful, they were not rated as highly as other experiential tools. This suggests that although public speaking and structured delivery are valued, they may not fully capture the nuanced or evolving nature of value acquisition. Similarly, the separate rating of case studies (apart from scenario-based ones) indicates that context and realism significantly influence perceived effectiveness; structured decision-making is valued more when situated in authentic, complex situations.

The relatively lower variation in ratings for most methods, with a few exceptions, reflects broad agreement among respondents about what constitutes effective assessment in values education. However, the higher standard deviation in some areas—such as portfolios and classroom observations—points to inconsistent implementation or varying interpretations of what these methods should look like in practice. This supports Musamas and Kerich’s (2023) observation that challenges in assessing values often stem not from disagreement about importance, but from lack of clarity in assessment criteria and tool design.

Overall, the data suggest that teacher educators favor holistic, context-driven, and socially grounded assessment approaches. These align well with Bandura’s Social Learning Theory, which emphasizes the importance of modeling, peer influence, and environmental context in shaping behavior. By using collaborative and reflective assessments, educators are not only evaluating values but also reinforcing them through the learning process itself.

In conclusion, the findings affirm a growing pedagogical commitment to authentic assessment methods that reflect the complex, applied nature of national values. While written reflection and real-life simulation remain central, their effectiveness depends on thoughtful implementation and alignment with clear learning outcomes. Continued refinement of these tools—especially in training and policy—will be essential to ensure they meaningfully support the goals of value-based teacher education.

4.7 Comparing Instructional Strategies with Bandura’s Social Learning Theory

Data on instructional methods were collected from 25 teacher tutors, as summarized in Figure 4.16. Their responses highlighted a range of instructional approaches used in teacher training, including lectures, discussions, role plays, and group activities. The researcher reviewed the frequency of these methods and examined tutors' perspectives on their effectiveness in promoting national values. An initial coding process was conducted by labeling segments of the data that described specific aspects of each method, with codes derived from key strategies identified by the tutors. These were then organized into broader themes that captured the main characteristics of each instructional approach. The themes were further refined into sub-themes aligned with Bandura’s Social Learning Theory. To enhance the credibility and depth of the analysis, representative quotes from tutors were incorporated to illustrate their experiences and perceptions. These quotes helped to demonstrate how the instructional methods aligned with the four core components of Bandura’s theory: Attention, Retention, Reproduction and Motivation. A summary of the analyzed data is provided in Figure 4.16.

Instructional Method	Theme	Alignment with Bandura’s Theory
Lectures	Low engagement and passive learning	Low alignment
Discussions	Active engagement and peer modeling	Strong alignment
Role Plays	Behavior reproduction and practice	Strong alignment
Case Studies	Cognitive learning and reflection	Moderate alignment
Group Activities/Collaborative Learning	Social interaction and peer learning	Strong alignment
Field Trips	Observational learning in real-world contexts	Moderate alignment
Simulations	Active practice and behavior modeling	Strong alignment

Figure 4.16: Summary of Themes and Alignment

The researcher conducted a thematic analysis to explore how the instructional methods reported by tutors aligned with Albert Bandura's Social Learning Theory. This involved a multi-step process of data analysis, starting from the initial coding of responses to the identification of overarching themes and their alignment with the key components of Bandura's theory: attention, retention, reproduction, and motivation.

Following the coding and theme development, the researcher compared each instructional method to the four components of Bandura's Social Learning Theory:

Lectures: As noted, lectures tend to be passive and one-directional, which aligns poorly with Bandura's theory. They do not offer sufficient opportunities for behavior reproduction, peer modeling, or active engagement, leading to low alignment.

Discussions: Discussions provide strong alignment, as they engage students in active participation, allow for peer modeling, and create an environment that supports attention, retention, and motivation. The dynamic nature of discussions facilitates the key components of Bandura's theory.

Role Plays: These strongly align with Bandura's theory, as they provide opportunities for learners to practice and reproduce behaviors, while also motivating them through active, real-life application.

Case Studies: While valuable for cognitive learning, case studies alone may not fully support behavior reproduction or motivation unless they involve more interactive elements. This results in moderate alignment with Bandura's theory.

Group Activities/Collaborative Learning: These methods support all four components of the theory by encouraging social interaction, collaboration, and peer learning. They strongly align with Bandura's concept of learning through observation and practice.

Field Trips: These are valuable for observational learning and attention but may need more structure to fully align with Bandura's theory by incorporating active practice or reflection to support behavior reproduction and motivation.

Simulations: Like role plays, simulations provide an opportunity for active practice and behavior modeling, aligning well with Bandura's theory, though their lower frequency of use limits their overall impact.

The thematic analysis of instructional methods based on Bandura's Social Learning Theory revealed that methods promoting active participation, peer modeling, and behavior reproduction (such as discussions, role plays, and group activities) were most aligned with the theory. In contrast, more passive methods (lectures and case studies) had limited alignment, as they did not provide sufficient opportunities for learners to actively engage, reproduce, or apply values in real-life contexts.



Chapter 5: Summary, Conclusion and Recommendations

5.1 Introduction

The aim of this study was to examine the integration of national values in selected primary teacher training colleges in Kenya. The study addressed several objectives by gathering data from tutors and Deans of Curriculum. A mixed-methods approach was employed, incorporating both qualitative and quantitative data from the respondents. This chapter will provide a summary, conclusion, and recommendations based on the findings presented in Chapter Four.

5.2 Summary of the Findings

This sub section presents a summary of the research findings derived from the data analysis. It is organized according to the objectives which were:

- i. To explore teacher educators' perspectives on the integration of national values in Kenyan primary teacher training colleges.
- ii. To analyze the pedagogical strategies used by teacher educators to teach national values in Kenyan primary teacher training colleges.
- iii. To examine the assessment methods used to evaluate the acquisition of national values in Kenyan primary teacher training colleges.
- iv. To assess how the pedagogical strategies used to impart national values in Kenyan primary teacher training colleges align with Bandura's Social Learning Theory.

The study adopted a convergent parallel mixed method approach which involved concurrently collecting both quantitative and qualitative data. Purposive sampling technique was used to sample respondents to the study. A total of 21 tutors and 4 HODs participated in the study. Data was gathered using the questionnaire, interview and observation.

5.2.1 Perspectives of Teacher Educators on the Integration of National Values

The primary objective of this study was to gather perspectives from teacher educators regarding the integration of national values in Kenyan primary teacher training colleges. This inquiry emphasized the significance of these values, the values that are most prominently highlighted, institutional support mechanisms, and the challenges encountered. The findings indicated a strong commitment among Kenyan teacher educators to incorporate national values

into teacher training programs, with integrity, honesty, patriotism, and peace being the most prominently emphasized. However, the study also revealed that security was the least emphasized value, with only 28% of respondents identifying it as a priority. This suggests that while security is acknowledged as important, it is perceived more as a broader societal concern rather than a primary focus within teacher training programs.

Regarding institutional support, the study found unanimous agreement (100%) among respondents that their institutions provided resources and support for the integration of national values. The most common forms of institutional support included teamwork training and activities that promote the acquisition of values. Although less frequently utilized strategies, such as peer education, external resource persons, and school farms, were reported, these methods possess untapped potential. The study posited that the limited adoption of certain support strategies may arise from insufficient pedagogical competence among teacher educators, as well as a lack of sustained collaboration and networking to share resources and best practices.

In terms of challenges, the study identified several significant obstacles. The primary challenges faced by institutions included limited resources and inadequate training on relevant methodologies, which impede the effective teaching of national values. Additionally, resistance from stakeholders emerged as a challenge, with opposition from parents, communities, or educators impacting the integration of these values. Other challenges identified included financial constraints and the slow adoption of information and communication technology (ICT).

5.2.2 Pedagogical Strategies for Imparting Values

The study investigated the instructional methods used to impart national values to trainee teachers at selected Primary Teacher Training Colleges in Kenya. Majority of respondents (68%) agreed that national values can be taught within the formal education system, although 28% noted that the ability to teach certain values may depend on their nature. A small minority (4%) disagreed with this perspective.

Teacher educators employed various instructional methods to impart national values, with discussions, group activities/collaborative learning, and role plays being the most commonly used. Other methods, such as multimedia presentations, case studies, and field trips, were also utilized,

though less frequently. Lectures and simulations were less emphasized, with only 28% of respondents using them, reflecting a shift away from traditional, lecture-based methods in favor of more interactive and participatory approaches.

When rated for effectiveness, role plays and group activities were seen as the most effective methods for teaching national values, followed by discussions. Case studies, field trips, multimedia presentations, and simulations received moderate ratings, while lectures were considered the least effective.

In addition to formal instructional methods, extracurricular activities such as sports, music festivals, clubs/societies, and community service were utilized to reinforce national values. Overall, the study underscored the effectiveness of interactive, reflective, and experiential teaching methods in imparting national values, highlighting the importance of adopting a more participatory approach to values education in Kenya's teacher training colleges.

5.2.3 Assessment Methods for Evaluating the Acquisition of National Values.

The majority of respondents consider the assessment of national values acquisition among teacher trainees at Kenyan Primary Teacher Training Colleges to be largely feasible. A significant number of teacher educators believe it is possible to evaluate how well trainees internalize and apply national values, with many suggesting methods such as behavioral observation and reflective practices. However, a minority of respondents felt that the feasibility of assessment is contingent upon the specific value being measured, while a smaller percentage contended that it is not possible to assess values, likely due to their subjective and abstract nature.

Regarding the assessment methods employed, practical and interactive approaches were preferred. Classroom observations emerged as the most frequently utilized method. Other commonly used approaches included presentations and role plays/simulations, group projects, and portfolios. Traditional methods, such as written examinations and case studies, were employed less frequently, reflecting a shift towards experiential assessments that more closely align with the objectives of instilling national values.

In terms of effectiveness, methods such as essays/reflection papers and case studies/scenario-based assessments received the highest ratings, both with a mean score of 4.65,

indicating that they were perceived as highly effective for assessing the acquisition of national values. These methods were valued for their capacity to capture a trainee's deeper understanding and application of values. Other methods, including presentations, case studies, portfolios, role plays, and group projects, were also regarded as effective. However, traditional assessments, such as written examinations, were rated as the least effective.

5.2.4 Comparing Instructional Strategies with Bandura's Social Learning Theory

The analysis of instructional strategies employed by teacher educators revealed varying degrees of alignment with Bandura's Social Learning Theory, which emphasizes four key components of learning: attention, retention, reproduction, and motivation. The findings showed that instructional methods promoting active engagement and peer interaction—such as discussions, role plays, group activities, and simulations—demonstrated strong alignment with the theory. These strategies effectively captured learners' attention, supported memory retention, facilitated behavioral modeling, and enhanced motivation through participatory and experiential learning.

Conversely, traditional lecture methods exhibited low alignment, being largely passive and offering minimal opportunities for learner participation or behavioral reproduction. Case studies and field trips showed moderate alignment, supporting cognitive and observational learning but requiring additional interactive components to fully engage all elements of Bandura's framework.

The thematic analysis, supported by tutor responses and representative quotes, reinforced that instructional strategies grounded in interaction, modeling, and practice are more effective for imparting national values in teacher training contexts. These findings underscore the importance of aligning pedagogical approaches with theoretical models that prioritize social and experiential learning processes.

5.3 Conclusions of the Study

This study sought to explore how national values are integrated into the curriculum and instructional practice of Kenyan primary teacher training colleges. It was guided by four objectives: to examine teacher educators' perspectives on the integration of national values, analyze pedagogical strategies used to teach these values, assess the methods used to evaluate their

acquisition, and determine the alignment of these strategies with Bandura’s Social Learning Theory. The conclusions presented here synthesize the key findings and interpret their implications in light of the study’s aims.

Firstly, the study established that teacher educators strongly support the integration of national values in primary teacher education. Values such as integrity, honesty, patriotism, and peace were most emphasized. Institutional support for this integration was evident, particularly through teamwork activities and structured value-based programs. However, the underutilization of alternative strategies—such as peer education and use of external resource persons—suggests limited pedagogical range. Challenges such as inadequate training, resistance from stakeholders, financial constraints, and limited ICT adoption undermine deeper implementation. These findings reveal that while philosophical and institutional commitment exists, effective integration remains hindered by systemic and capacity-related barriers.

Secondly, the study showed that teacher educators prefer participatory and experiential methods—such as discussions, role plays, and group activities—for teaching national values. These methods were consistently rated as most effective, supporting the idea that values are best learned through interactive and reflective experiences. Traditional, didactic methods like lectures were used infrequently and rated as least effective. This reflects a broader pedagogical shift toward learner-centered practices in value education. However, the inconsistent use of some experiential strategies points to the need for enhanced training and instructional support to expand educators’ methodological repertoire.

Thirdly, with regard to assessment, most teacher educators believed that it is both possible and necessary to evaluate the acquisition of national values. Effective assessment methods included essays, reflective papers, simulations, and portfolios—strategies that encourage deep engagement and personal interpretation. Traditional examinations were deemed ineffective for values assessment. These findings highlight the importance of aligning assessment tools with the affective and behavioral nature of values education. However, the variability in methods used suggests a lack of standardization and potential uncertainty among educators on how best to measure value internalization.

Lastly, the comparison of instructional practices with Bandura’s Social Learning Theory revealed that highly interactive methods—such as role plays, group work, and discussions—

aligned strongly with the theory's components: attention, retention, reproduction, and motivation. Passive approaches, such as lectures, lacked the key elements necessary for social learning. The implication is that effective values education in teacher training must deliberately incorporate strategies that facilitate modeling, observation, and reinforcement of desirable behaviors in authentic contexts. This alignment further validates the use of experiential, participatory pedagogy in shaping value-oriented educators.

In conclusion, the findings reveal a generally positive attitude among teacher educators toward the integration of national values, along with a clear preference for interactive teaching and assessment methods. However, systemic challenges and pedagogical gaps persist, limiting the full realization of value-based education. The study underscores the need for targeted capacity building, curriculum reform, and resource mobilization to strengthen the teaching and assessment of national values in teacher training colleges. Furthermore, deliberate alignment of pedagogical practices with robust learning theories such as Bandura's can enhance the transformative potential of teacher education in nurturing ethically grounded, socially responsible educators.

5.4 Implications of the Study

The findings of this study offer valuable insights into how national values are integrated, taught, and assessed within Kenyan primary teacher training colleges. By examining the perspectives of teacher educators, the pedagogical strategies they employ, and the alignment of these approaches with Bandura's Social Learning Theory, the research provides a multidimensional understanding of values education in teacher training. These insights have far-reaching implications for educational theory, policy formulation, classroom practice, and scholarly knowledge. The sections that follow outline these implications in detail, highlighting how the study's outcomes can inform future improvements and innovations in teacher education and contribute to a more value-driven education system.

5.4.1 Implications for Theory

The findings of this study reaffirm and extend the relevance of Albert Bandura's Social Learning Theory in the field of teacher education, particularly in the context of values transmission. The alignment observed between interactive pedagogical approaches—such as discussions, role plays, and collaborative learning—and the key components of the theory

(attention, retention, reproduction, and motivation) validates the theoretical proposition that learning is deeply rooted in social context and observation. This suggests that the acquisition of national values is most effectively achieved when learners are not passive recipients but active participants in modeling and practicing desirable behaviors. The study thus offers empirical reinforcement for the application of Social Learning Theory in moral and values education and contributes to its ongoing refinement by highlighting its applicability in formal teacher training environments in Kenya.

5.4.2 Implications for Policy

The study's outcomes underscore the need for stronger policy directives that prioritize the systematic integration of national values into the teacher education curriculum. While current policies may advocate for value-based education in principle, the inconsistency in implementation revealed by the study points to the necessity of clearer guidelines, standardized outcomes, and monitored enforcement mechanisms. In particular, educational policies should mandate the inclusion of participatory and experiential learning methods in curriculum delivery, backed by investment in teacher capacity-building.

Additionally, the underutilization of strategies such as peer education, ICT integration, and the use of community resource persons reveals policy gaps in resource provision and institutional collaboration. To address this, policies must provide for enhanced funding, resource sharing frameworks, and inter-institutional networks for exchanging best practices. Stakeholder resistance also emerged as a concern, highlighting the need for policy to extend its focus beyond institutions and engage parents, communities, and religious or cultural leaders in national values education, promoting inclusive curriculum design and sensitization efforts.

5.4.3 Implications for Practice

Practically, the study calls for a pedagogical shift among teacher educators toward the consistent use of interactive, reflective, and experiential teaching strategies. The demonstrated effectiveness of methods such as role plays, group activities, and discussions signals a move away from traditional lecture-based teaching towards practices that are more engaging and behaviorally impactful. Teacher educators must not only teach values but also model them, becoming living examples of the principles they aim to instill in their trainees.

Moreover, educators need targeted professional development to build competence in values-based pedagogy. Training should include instructional design for social learning, use of ICT in value education, and methods for assessing affective learning outcomes. The study also highlighted the importance of extracurricular engagements—such as sports, music, clubs, and community service—as vehicles for reinforcing values. Practitioners should harness these non-classroom settings to provide learners with real-world contexts for values application.

Finally, reflective teaching practices and collaborative learning among educators should be institutionalized. Encouraging peer feedback, lesson study groups, and values-focused professional learning communities can support continuous improvement and innovation in values education practices.

5.4.4 Implications for Knowledge

This study contributes significantly to the body of knowledge on national values education within teacher training institutions, particularly in the Sub-Saharan African context. While there has been considerable discourse on the importance of values education, empirical studies examining how values are taught, assessed, and aligned with theoretical frameworks like Bandura's have been limited in Kenyan teacher training colleges. This research fills that gap by providing a grounded analysis of current practices and offering a theoretical lens through which to interpret them.

Additionally, the study provides deeper insights into the feasibility of assessing values acquisition—an area often deemed abstract and immeasurable. By identifying methods such as reflective essays, observations, and role plays as effective assessment tools, it expands the discourse on how intangible qualities like integrity, patriotism, and empathy can be meaningfully evaluated in educational settings. The research also opens up new avenues for further study, particularly in exploring the longitudinal impact of values education on professional behavior, and how institutional culture influences values transmission

5.5 Recommendations of the Study

Drawing from the findings and conclusions of this study, several actionable recommendations are proposed to enhance the integration, teaching, and assessment of national values in Kenyan primary teacher training colleges. These recommendations are directed toward

policymakers, practitioners, and future researchers, with the aim of addressing the challenges identified in the study, strengthening pedagogical practices, and deepening the understanding of values education in teacher training.

5.5.1 Recommendations for Policy

In light of the strong institutional and philosophical support for integrating national values in teacher education, policy makers within the Ministry of Education and the Teachers Service Commission (TSC) should formalize the inclusion of national values as a core competency in both pre-service and in-service teacher training programs. This could be achieved by developing a dedicated values education framework that outlines key content, instructional strategies, and expected outcomes.

Furthermore, policies should be formulated to standardize assessment practices for national values across teacher training colleges. This includes incorporating reflective assessments, portfolios, and performance-based tasks into national teacher education guidelines to ensure consistency and rigor in evaluating values acquisition.

Investment in teacher capacity building must also become a policy priority. Targeted funding should be allocated for continuous professional development (CPD) programs focusing on participatory methodologies, ICT integration, and values-based pedagogy to bridge the competence gaps among educators. Additionally, to address resource disparities and enhance implementation, policies should encourage partnerships with community organizations, civil society, and value-based institutions.

5.5.2 Recommendations for Practice

Teacher training colleges should enhance pedagogical diversity by increasing the use of interactive and experiential methods such as role plays, group activities, and peer teaching. These methods have been shown to align well with Bandura's Social Learning Theory and are effective in fostering values acquisition. Lectures, while still useful for conceptual clarity, should be complemented with participatory strategies that allow for modeling and behavioral practice.

Teacher educators should also be encouraged to utilize underexploited resources such as school farms, guest speakers, and community service projects. These tools can provide real-life contexts for students to observe, model, and internalize national values. Facilitating collaboration

across institutions can help share best practices and resource materials to support this effort. Teacher educators should also consciously model the national values they teach, such as integrity, honesty, and patriotism, both within and outside the classroom.

Assessment practices must evolve to better reflect the nature of values learning. Educators should adopt reflective essays, performance-based tasks, role plays, and scenario-based assessments to gauge the internalization and application of values among trainees. Traditional written exams should be used sparingly, mainly for foundational knowledge, rather than behavioral or affective outcomes.

5.5.3 Recommendations for Further Research

Based on the findings and identified gaps in this study, the following areas are recommended for further research:

1. An exploration of teacher trainees' perceptions and internalization of national values during and after their college training.

This study focused on teacher educators, leaving a gap in understanding how trainees themselves perceive, internalize, and apply national values in their professional practice. Future research could adopt a longitudinal approach to assess how these values influence behavior and decision-making once trainees transition into the teaching profession.

2. An evaluation of the role of digital learning tools in enhancing the teaching and assessment of national values in primary teacher training colleges.

Given the limited use of ICT-based strategies identified in this study, future research should investigate how digital platforms such as simulations, e-portfolios, and online collaborative tools can be effectively used to support value acquisition and assessment in teacher education.

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Appendices

Appendix I: Similarity Index



Page 1 of 135 - Cover Page

Submission ID trn.oid::2945275915911

Lucy Kagure

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Page 1 of 135 - Cover Page

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Top Sources

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- 14%  Submitted works (Student Papers)

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Top Sources

- 13% ■ Internet sources
- 7% ■ Publications
- 14% ■ Submitted works (Student Papers)

Top Sources

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1	Internet	ir-library.ku.ac.ke	2%
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Appendix II: Ethical Clearance

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way:
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
Innovation(NACOSTI),
Off Waiyaki Way, Upper Kabete,
P. O. Box 30623 - 00100 Nairobi, KENYA
Telephone: 020 4007000, 0713788787, 0735404245
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix III: Teacher Educator Questionnaire

I am a master’s student in the School of Humanities and Social Sciences at Strathmore University gathering information on the extent to which Competency-based Primary Teacher Education integrates National Values in the teaching and learning processes in Primary Teacher Training Colleges in Central Region –Kenya. Your knowledge as a teacher educator at the Teacher Training College is extremely valuable to this research. Please feel free to answer these questions as best you can. I appreciate your willingness to participate and genuinely thank you for taking part in the study. The information collected through the questionnaire will be used only for this study and treated with confidentiality.

Part 1: Personal Information

Gender: Male Female

Age: Under 25 25-34 35-44 45-54 55 and above

Years of Teaching Experience:

Less than 1 year 1-5 years 6-10 years 11-15 years Over 15 years

Which subject do you teach [Click or tap here to enter text.](#) subject category [Click or tap here to enter text.](#)

A. Perspectives of CBTE Teacher Educators on the Integration of National Values

1. Please rate each statement related to values integration using the following Likert scale:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

	1	2	3	4	5
Integrating national values in primary teacher education is essential for nurturing responsible citizens.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher educators have a responsibility to model national values in their teaching and interactions with pre-service teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Integrating national values enhances the relevance and meaningfulness of the primary teacher education curriculum.

Teacher educators are adequately trained to effectively integrate national values into their pedagogical practices.

The integration of national values in teacher education positively impacts pre-service teachers' professional development.

2. What are the main challenges faced by primary teacher education institutions in integrating national values into their programs? (Select all that apply)

- a) Limited resources or materials
- b) Inadequate training on relevant methodology
- c) Resistance from stakeholders
- d) Other (Specify Please):

.....

.....

.....

.....

3. Does the institution provide any institutional support or resources to facilitate the integration of national values? Yes No

If yes, please describe these support or resources.

.....

.....

.....

.....

4. What would you recommend to improve the integration of national values in teacher training programs?

.....
.....
.....

B. Instructional Techniques for Values Education

1. Can national values be taught within the formal education system?

Yes

It depends on the value

No

2. Which instructional methods do you use or have experience with for imparting values to trainee teachers? (Please select all that apply)

Lectures

Discussions

Role-plays

Case studies

Group activities/collaborative learning

Field trips

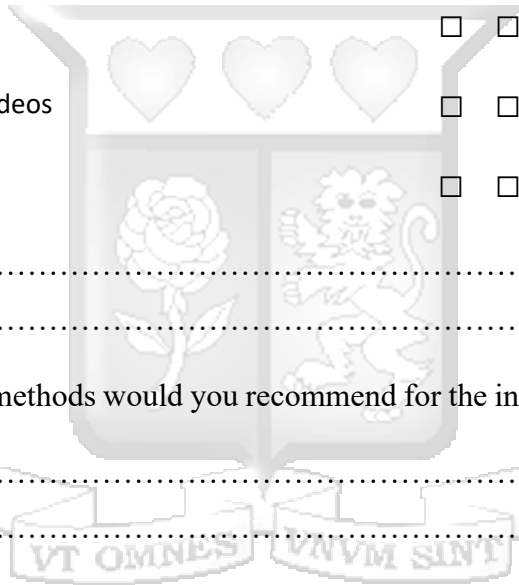
Simulations

Multimedia presentations/videos

3. Please rank the above instructional techniques based on their effectiveness in imparting values to trainee teachers, with 1-not effective,2 least effective, 3.not sure.4. effective 5 most effective and 5 being the least effective.

Instructional Technique	1	2	3	4	5
-------------------------	---	---	---	---	---

Lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Role Plays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group Activities/Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multimedia Presentations/ Videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



3.. What other instructional methods would you recommend for the integration of national values?

.....

.....

.....

4. What challenges do you encounter when using instructional methods for values education in teacher training programs?

.....

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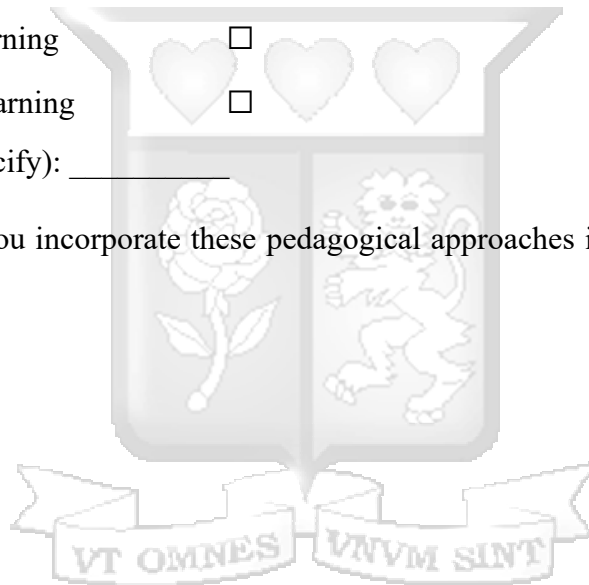
5.What strategies or changes would you recommend to enhance the effectiveness of instructional methods for imparting values to trainee teachers?

.....
.....
6. Which pedagogical approaches are commonly used by primary teacher education institutions to integrate national values? (Select all that apply)

- a) Experiential learning
- b) Cooperative learning
- c) Project-based learning
- d) Role-playing and simulations
- e) Service learning
- f) inquiry-based learning
- g) Problem-based learning
- h) Other (please specify): _____

8 How frequently do you incorporate these pedagogical approaches in your instruction related to national values?

- a) Rarely
- b) Never
- c) Occasionally
- d) Sometimes
- e) Often
- f) Always



C. Preferred Assessment Methods for Evaluating National Values

1. Based on your experience as a teacher Educator, is it possible to assess the acquisition of values among teacher trainees?

Yes

It depends on the value

Not possible

2. Which assessment methods do you currently use or have experience with for evaluating national values in primary Teacher Training education? (Please select all that apply)

Written exams

Essays/Reflection papers

Case studies/scenario-based assessments

Presentations

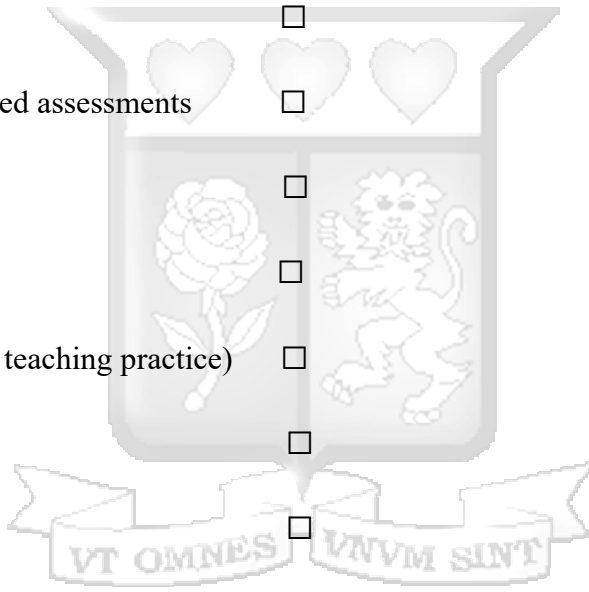
Portfolios

Observations (classroom, teaching practice)

Role-plays/simulations

Group projects

Other (please specify) -----



3. Please rank the above assessment methods based on their effectiveness in evaluating national values, with 1-not effective,2 least effective, 3.not sure.4. effective 5 most effective and 5 being the least effective.

Assessment Methods

1 2 3 4 5

Written exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essays/ Reflection papers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case Studies/ Scenario-based assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observations (Classroom, Teaching Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Role Plays/ Simulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What challenges do you encounter when using assessment methods for evaluating national values in teacher training programs?

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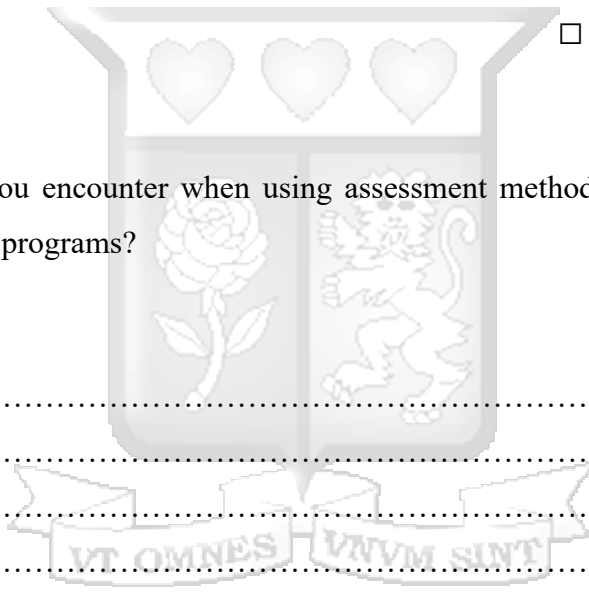
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Appendix IV: Interview Schedule for Deans

I am a master’s student in the School of Humanities and Social Sciences at Strathmore University gathering information on the extent to which Competency-based Primary Teacher Education integrates National Values in the teaching and learning processes in Primary Teacher Training Colleges in Central Region –Kenya. As the Dean of curriculum at the Teacher Training College, your knowledge is of great value to this study. Kindly feel free to answer these questions to the best of your understanding. I appreciate your willingness to participate and I sincerely thank you for participating in the study. The information gathered through the interview schedule will be used for this study and treated with strict confidentiality.

Research Objective 1: Views on Integration of National Values:

1. What are your views on the integration of national values in primary Teacher Training colleges in Kenya?

.....

.....

2. In your opinion, what role do national values play in shaping the professional identity and practice of future teachers?

.....

.....

.....

.....

3. How do you think the integration of national values can contribute to the overall quality of education in Kenya?

.....

.....

.....

4. What are the challenges or successes in implementing national values integration in primary teacher training colleges in Kenya?

.....

.....

.....

Research Objective 2: Instructional Methods for Imparting Values:

5. What instructional methods do you commonly use for imparting values among trainee teachers in primary Teacher Training colleges in Kenya?

.....

.....

.....

6. Are there any specific methods that you find particularly effective in promoting the acquisition of national values among teacher trainees? Provide examples of effective instructional strategies for values education?

.....

Research Objective 3: Assessment Methods for Acquisition of National Values:

7. What assessment methods are typically used to evaluate the acquisition of national values among teacher trainees?

.....

.....

8. In your experience, are the assessment practices reliable, and valid in measuring the attainment of national values?

.....

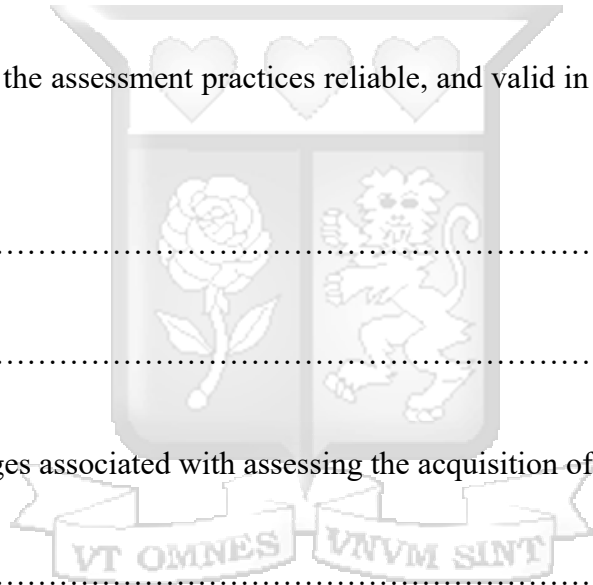
.....

9. Are there any challenges associated with assessing the acquisition of national values?

.....

11. Is there anything else you would like to add regarding the integration of national values in teacher education in Kenya?

.....



Appendix V: Observation Schedule

Observation Sheet: Instructional Methods & Assessment of National Values in Kenyan Primary Teacher Training Colleges

Name of Institution: _____

Course/Subject: _____

Date of Observation: _____

Duration of Observation: _____

Observer: _____

1. Instruction Methods for Imparting National Values

(Observe how values are being imparted during the lesson. Focus on how national values are integrated into teaching practices.)

Indicator	Observation	Comments/Notes
Use of Modeling (Bandura's Social Learning Theory)	Does the instructor model behavior or values expect from students? (e.g., respect, honesty, integrity)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Active Engagement (Interactive teaching methods)	Are students actively involved in discussing or practicing national values? (e.g., group discussions, role plays, debates)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Real-life Examples	Are real-life examples of national values being used to make the lessons relatable?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Use of Visual/Audio Aids	Are visual aids (e.g., posters, videos) used to reinforce national values?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Incorporation of National History/Culture	Are historical or cultural examples used to teach national values?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Student Collaboration	Are students encouraged to work together to understand and demonstrate national values?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Role of Teacher as a Facilitator	Does the instructor facilitate discussions or direct instruction about national values rather than just lecturing?	<input type="checkbox"/> Yes <input type="checkbox"/> No

2. Assessment Methods for Evaluating Acquisition of National Values

(Observe the assessment methods used in the classroom to gauge the students' understanding of national values.)

Indicator	Observation	Comments/Notes
Formative Assessment	Are students assessed continuously throughout the lesson (e.g., through questioning, group work, presentations)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Summative Assessment	Are there final assessments that evaluate students' knowledge and understanding of national values? (e.g., exams, assignments)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Peer Evaluation	Are students involved in evaluating their peers on the demonstration of national values?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Self-assessment	Are students encouraged to reflect on their understanding of national values through self-assessment tools?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Feedback Mechanisms	Is there any feedback given to students about their acquisition of national values after assessments?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Connection to Social Learning	Is the assessment designed to encourage students to reflect on their behavior and the behavior of others, in line with Bandura's emphasis on self-reflection and observation of others?	<input type="checkbox"/> Yes <input type="checkbox"/> No

3. Teaching Environment (Reinforcement & Social Learning)

(Observe the classroom environment and social context to assess the relevance of Bandura's reinforcement and observation aspects.)

Indicator	Observation	Comments/Notes
Positive Reinforcement	Are students praised or rewarded when they demonstrate national values (e.g., respect, honesty)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Peer Influence	Are students influenced by their peers when it comes to displaying national values? (e.g., peer learning or discussion)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Teacher's Influence	Does the instructor's behavior serve as a model for the students?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Classroom Atmosphere	Is the classroom environment conducive to learning and demonstrating national values (e.g., inclusivity, mutual respect)?	<input type="checkbox"/> Yes <input type="checkbox"/> No

4. Overall Evaluation of the Teaching Approach

(General remarks and analysis of the observed lesson in relation to the integration of national values and Bandura's theory.)

Indicator	Observation	Comments/Notes
Alignment with Bandura's Social Learning Theory	How well does the lesson align with Bandura's social learning concepts (e.g., modeling, reinforcement, observational learning)?	<input type="checkbox"/> Strongly Aligned <input type="checkbox"/> Partially Aligned <input type="checkbox"/> Not Aligned

Appendix VI: Policy Documents

Directorate of cohesion and National values; National values and principles of governance training manual (2017)

Kenya Institute of Curriculum Development (KICD) (2019). Basic Education Curriculum Framework (BECF). Nairobi: KICD

KRA, national values and principles of governance.

Ministry of Education and Culture. (2014). Teacher education in Finland

Ministry of Education Science and Technology. (2004). Primary teacher education syllabus: Volume two. Nairobi: Kenya Institute of Education.

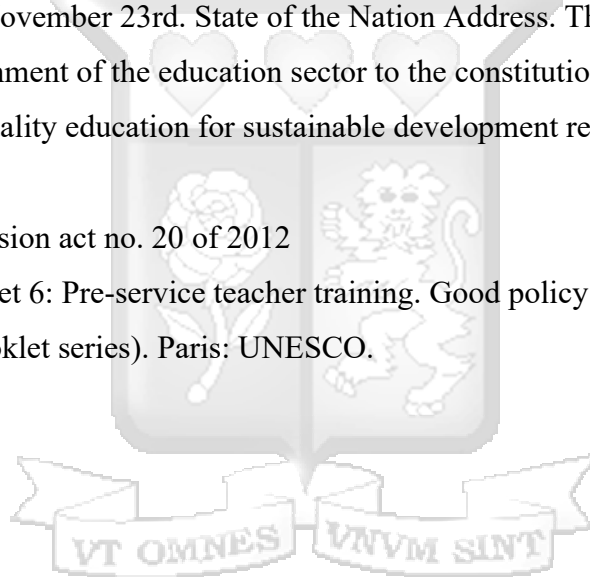
Ministry of Education, Science and Technology (2004), Development of Education in Kenya.

Nation Reporter. 2015, November 23rd. State of the Nation Address. The Daily Nation, p.1

Task force on the re-alignment of the education sector to the constitution of Kenya 2010 towards a globally competitive quality education for sustainable development report of the task force February 2012.

Teachers service commission act no. 20 of 2012


UNESCO. (2011). Booklet 6: Pre-service teacher training. Good policy and practice in HIV & AIDS and education (booklet series). Paris: UNESCO.



Appendix VII: NACOSTI Permit

RefNo: 919083

RESEARCH LICENSE




This is to Certify that Ms.. LUCY KAGURE of Strathmore University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Muranga, Nyandarua on the topic: PEDAGOGICAL APPROACHES FOR IMPARTING NATIONAL VALUES: A CASE OF SELECTED PRIMARY TEACHER TRAINING COLLEGES IN KENYA for the period ending : 15/January/2026.

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Walter Mwangi
Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
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See overleaf for conditions



11th December 2024

Mrs Kariuki Lucy,
Lucy.kariuki@strathmore.edu

Dear Mrs Kariuki,

RE: Pedagogical Approaches for Imparting National Values: A Case of Selected Primary Teacher Training Colleges in Kenya

This is to inform you that SU-ISERC has reviewed and **approved** your above **SU-masters** proposal. Your application reference number is **SU-ISERC2281/24**. The approval period is from **11th December 2024 to 10th December 2025**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-ISERC.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-ISERC within 72 hours of notification.
- iv. Any changes anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-ISERC within 72 hours.
- v. Clearance for the export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to the expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days of completion of the study to SU-ISERC.

Before commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology, and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke/> and obtain other clearances needed.

Yours sincerely,

Mr Ambrose Rachier,
Chairperson; SU-ISERC