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Availability and Use of Educational Media during Microteaching in Public Universities in Kenya: Interrogating CRE Pre-Service Teachers and Trainers Perceptions

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Abstract:

Media integration into teaching dominates discourse on contemporary pedagogy and forms an integral part of microteaching. The current study sought to interrogate perceptions pre-service teachers and trainers in public universities in Kenya have on types of educational media available for use in Christian Religious Education instruction during microteaching. The study was underpinned on the constructivist paradigm that allowed for the use of the qualitative design. A total of 180 pre-service teachers and 16 trainers participated in the study. Data from pre-service teachers was gathered through focused group discussions with groups of 15 members each, while interviews were used to collect trainer's views. Thematic analysis of pre-service teacher and trainers responses revealed that both groups perceive availability and use of educational media in Christian Religious Education instruction necessary. However the soaring numbers of students enrolling to the teacher education program is posing challenges in terms of time, space and resources.

Keywords: *Microteaching, Educational media, Pre-service teacher, Perceptions*

1. Introduction

The drive to turn Kenya into a middle income industry as anticipated in Kenya vision 2030, a blue print upon which the country's development is pegged for the period 2008 to 2030, places education and teacher training in particular at the fore front (Sessional paper No. 10, 2012) Through the social, economic and political pillars, the blue print aims at a competitive and quality education among other expectations. This aim can only be achieved through appropriate manpower in the form of teachers trained in quality and relevant institutions.

Microteaching remains a key training methodology that teacher training institutions use to instill and maintain the quality of teaching in teacher trainees. Microteaching is viewed as a mode of simulating real teaching through the scaling down of teaching duration, number of students, concepts to be taught and teaching complexity (Olatunji & Olatunji, 2006). The practice of microteaching though pioneered in the United States in the early 1960s has been adopted in countries across many continents (Gall as cited in Chatzidimou, 2013).

Microteaching in the Kenyan context gives teacher trainees hands on experience of teaching that exists in real life classroom settings. As is the case with authentic teaching, students are required to maintain professional records (schemes, lesson plans, and records of work). Moreover, the ideal scenario is that they are able to present lessons in two teaching subjects to their peers under the tutelage of specialist lecturers who have experience in the subject area. In essence, microteaching in Kenya aims at preparing teacher trainees' for the practice of teaching (Wambua, Kambo & Mwaniki, 2011), and adopts the same model in all institutions across the country that offers teacher education.

The teaching of Christian Religious Education (CRE) is sometimes challenging since religious education content is at times abstract. CRE teacher trainees therefore need to be sensitized on methods and instructional media that may be used to demystify these abstractions, and also incorporate creative methods that address the cognitive, affective, and psychomotor domains as required in religious instruction. Use of instructional media is particularly relevant in bringing out situations that promote the upholding and instilling of moral and social values in modern society.

The use of educational media in teaching is posited to enhance perception and retention and to reinforce teaching (Ayot, as cited in Ngussa, 2015). Educational media use in CRE instruction for instance is credited with not only demystifying abstract concepts but also enhancing critical thinking and leads to induction of moral issues that emerge from religious concepts (Odipo, 2008). Despite the importance attributed to use of media and application of technology in education, the complex nature of using technology coupled with unavailability of relevant media particularly in developing countries such as Kenya is such that teachers are reluctant to integrate media in teaching either for limited knowledge of the media (Niess et al. 2009), or for fear of lowering their self-esteem (Jimoyiams,

2010). The situation is further compounded by the surging numbers of students enrolling for education courses in Kenyan universities which means that exposure to a diverse array of media during microteaching induction is often limited. This background informed the need to interrogate CRE trainers and pre-service teacher's perceptions on availability and use of educational media during microteaching sessions.

1.1. Study Objectives

The study sought to examine how CRE pre-service teachers and trainers in public universities perceive availability and use of educational media during microteaching sessions.

2. Literature Review

2.1. The Concept of Microteaching

Microteaching as a concept has been viewed variedly among scholars but the divergent views often converge to a process that involves peer teaching, conducted in small groups and aimed at providing teacher trainees with an avenue to critique and improve gained skills. Aydin (2013) for instance, views microteaching as a model through which teacher trainees become awake to the skills and strategies on offer to be exploited. Wambua, Kambo and Mwaniki (2011) regard microteaching as an exercise that exposes pre-service teachers to skills relevant for effective teaching. Remesh (2013), on the other hand views microteaching as an approach that imparts core teaching skills such as presentation and learner reinforcement to novice teachers. Ishmael and Ahmed (as cited in Remesh, 2013) observe that the beauty of microteaching is such that it has permeated most education programs offered to teacher trainees. Sonmez (2012), in concurring with Remesh, contends that through microteaching, pre-service teachers are accorded an environment to practice acquired instructional skills albeit, in bits as per the requirements of the concept covered.

Contributing to this discourse, Richards and Farell (2012) view microteaching as a group activity involving the teacher trainer, and peers who provide feedback over short lessons targeting particular concepts and skills. Lazarus and Oliveiro concur with this position and reckon that the duration is often between 5 to 20 minutes coupled with a small number of students preferably less than 20 to enable the trainer to develop skills progressively (as cited in Copeland, 2014).

Whichever way one looks at it, microteaching can therefore be thought of as a necessary chapter in pre-service teacher training that aims at inculcating quality in the aspiring teacher. Its success however largely depends on adherence to all the stages that the trainee is required to go through. It been shown for instance that video shooting stage is particularly useful for the pre-service teacher to make self assessment and monitoring (Taskaya, 2014). Moreover, it is required that the microteaching room be well equipped with relevant instructional technology. However, most public universities offering teacher education in Kenya face challenges of inadequacy of time and infrastructure, as well as overcrowding. The challenge of overcrowding is noted in literature as being a hindrance to effective implementation of microteaching (Kazu, 1998 as cited in Taskaya, 2014). Under such a scenario, it was vital to examine whether microteaching in public universities in Kenya is effective in exposing pre-service teachers to required experiences and media in teaching.

2.2. Education Media in Teaching /Learning

Use of educational media is embedded in social constructivism that prescribes the notions of collaboration and facilitation. Social constructivism as posited by Kukla (2000) advocates for construction of reality through human activity. An integration of diverse educational media in the teaching/learning practice therefore optimizes learning experiences. Thomas (as cited in Omodara, 2014) aptly observes that educational media that includes but not restricted to prints, audios, audiovisuals, graphics and animation enable communication of knowledge from the teacher to the learner thereby enhancing individual learners direct interaction with basic concepts hence constructing valuable experiences.

In support of this notion, Adegbya and Fakomogbin (2012) concur that although educational media may assume human and non-human formats, they are techniques and resources capable of facilitating learning by eliminating barriers to communication. Educational media in essence are postulated to impact key stages of instruction (Brown, Lewis & Harderod as cited in Ngussa, 2015). In the introduction stage for instance, media captures learner curiosity and stimulates enthusiasm; during the lesson development stage, media have potential to make concepts concrete and applicable to real life situations; in the summary and evaluation stage, media are reportedly capable of forming questions relevant to program and course evaluation (Brown Lewis & Hardeward as cited in Ngussa, 2015).

In Kenya, the need for use of suitable materials of which educational media are inclusive to improve quality is clearly documented in the Kamunge commission of 1988 (Wamalwa & Wamalwa, 2014). Aggarwal, (2009) observes that educational media are crucial since they provide a framework for teachers to be innovative during instruction. Achuonye (2007) argues that use of media not only enhances recall and remembrance of concepts but also makes abstract concepts to become clear.

Despite the documented central role of educational media in teaching and learning, literature shows that the ever evolving higher education environment is causing strain in terms of rising costs of essential materials and shrinking budgets to most institutions (Brock, 2010; Harris & Goldrick-Rab, 2010). This has tended to constrain institutions ability to acquire educational media. Besides, teacher trainers are at times not able to use some of the media that are loaded with sophisticated technology. Under these circumstances, the study sought to examine through CRE pre-service teachers and trainer's perceptions the types of educational media available in public universities in Kenya, and how frequently they are used during microteaching.

2.3. Educational Media and the Teaching of Christian Religious Education

The teaching of CRE aims at the acquisition of attitudes and values that to lead socially responsible and obligated youth. Nsubuga (as cited in Komino, Agak & Kochung, 2012) for instance, argues that relevant educational programs ought to take responsibility of drawing from diverse pedagogical practices that nurture critical minds able to rationalize over decisions touching on social morality. Use of educational media in the teaching of CRE is therefore viewed as a medium to expose pre-service teachers to real time religious episodes. It has been shown that use of episodes, which can be classified as educational media not only enhances critical thinking but also allows for the induction of moral values that arise from religious concepts (Odipo, 2008). Moreover, Shimabukuro, (2014), posits that sincere efforts that build a community whose learning is gospel based is necessary for the learner. This supports the view that use of media enables achievement of the holistic goal of CRE teaching (Onsongo, 2008).

Emerging technologies particularly in the 21st century have led to revolution in religious education pedagogy (Becta, 2010). It is argued that through technology, pedagogy in CRE is taking on a more collaborative approach among learners, and allows for teaching that takes care of the different learning styles present in the classroom (Becta, 2010). Among key contributions that technology is reported to have brought in CRE instruction are: knowledge of religion through use of video and episodes such as the crossing of the Red Sea and the story of creation; and critical thinking through active use of technology such as power point or white board software, that enhance creation of sacred text narratives (Becta, 2010). Use of audio and video recordings of religious events such as the last supper for instance, provides an environment for learner reflection.

Despite the reported relevance of educational media in CRE teaching, evidence shows that both teachers and students in the Kenyan context face an array of challenges in the use of instructional technology (Omariba, Gitau & Ayot, 2016). These authors identify inadequacy or lack of instructional technologies, lack of funds, limited time for using media, large number of students, lack of infrastructure and negative attitude as among major challenges. Considering that microteaching is conducted for a short time and requires small groups of peers, it remains worrisome whether induction to media use in CRE instruction during microteaching proceeds as per expectations. It was therefore imperative to interrogate perceptions CRE teacher trainees and trainers have on use of educational media during CRE microteaching sessions.

3. Methodology

The study was conducted in selected public universities in Kenya based on the criteria that they offered the Bachelor of Education (Bed) course. The study adopted the qualitative design embedded in the constructivism paradigm. The use of the qualitative design was informed by the desire to explore meanings and actions socially constructed within teacher trainees and trainers perceptions, by observing them in natural microteaching sessions (Rossman & Rallis, 2012). The choice of the constructivist paradigm as the basis of selecting the design was informed by the aim of the study which was to interpret individual's perceptions and experiences with regards to educational media and microteaching.

The study targeted all fourth year Bed students taking Christian Religious Education (CRE) as a teaching subject and their trainers. The choice of fourth year students was based on the assumption that they had already conducted their microteaching exercise and would be in a position to divulge relevant information. CRE trainers were on the other hand deemed to possess incisive views pertaining to educational media and the management of micro-teaching.

Four public universities were purposively sampled basing on the criteria of age and year of establishment of their Bed programs. A sample of 287, pre-service teachers was constituted by stratifying from among the four universities proportionate to the population of students in respective universities. All the 21 lecturers of CRE were included in the study. Data was collected using focused group discussions with pre-service teachers and interviews with CRE trainers. Focused group discussions were conducted with groups comprising of 15 members who were allowed to interact freely. The focused group discussions concentrated on gathering information regarding the types of educational media available during microteaching sessions and how frequently they were used. The CRE trainers' interview schedule had open ended questions seeking lecturer's perceptions on the media availed and the frequency of their use in key stages of lesson development.

3.1. Data Analysis

Data analysis was purely qualitative in line with the design used. Thematic analysis was used to explore pre-service teacher perceptions derived from focused group discussions as well as in capturing perceptions among CRE trainers. Thematic analysis was the preferred mode of analysis owing to its ability to allow for an examination of prominent and recurrent themes across diverse responses and to also allow for inductive and deductive processing of data (Seidman, 1998; Niece, 2011). Results of the analyses were presented using data matrices which according to Cassell and Symon (2004) are ideal for complex qualitative data.

4. Results

Out of the expected 287 pre-service teachers, focused group discussions were held with 180 of them spread out in twelve groups. In addition, interviews were successfully conducted with 16 CRE trainers. On average, there were slightly more male pre-service teachers (53.9%) in the sample than were female teachers (46.1%). Age wise most of the pre-service teachers were below 25 years (82.0%). On the contrary, most of the CRE trainers were female (62.5%) aged in the bracket 30-39 years (50%). A majority of the CRE trainers (68.8%) had an experience of 6-10 years in conducting micro-teaching while 31.2% had an experience of over 10 years conducting micro-teaching.

4.1. Educational Media available for CRE Microteaching Sessions

4.1.1. Pre-Service Teachers Perceptions

Two items on the focus group guide were used to probe CRE pre-service teachers’ perceptions on availability of educational media during micro-teaching sessions. First, each of the groups was asked to identify the types of educational media they were exposed to during microteaching sessions. Second, they were asked to identify challenges they experienced in developing and using educational media during microteaching sessions. Results presented in the data matrix in Table 1 show that pre-service teachers were exposed to an array of media during microteaching. Five categories of media namely; visual, print, audio, projected, and multi-media were identified. Under visuals, chalk/whiteboard, charts, and maps were mainly availed. In the category of print media, printed texts, posters, books, modules and the Bible were available. The common media available under audio were compact discs, radio and telephone. In the category of audio-visuals, television, video clips and computers were available. Finally under projected media, overhead projectors and LCD projectors were availed.

Results further show that despite the availability of some media, pre-service teachers faced four major challenges in developing and using educational media during CRE microteaching. First and foremost, the limited time given per session was often inadequate for development of media and hence hampered competent use of media. Second, the student population meant that larger groups than expected be used during sessions and this ate up the space that could have been used for diversifying media. Third, some media were not readily available, while those availed were in poor working state. Fourth, some content in CRE was abstract which made it difficult to choose appropriate media for example the African traditional concept of God, spirits and ancestors.

<u>Question</u>	<u>Media used</u>	
Identify the type of educational media you were exposed to during microteaching	<ul style="list-style-type: none"> • Visual media ✓ Chalk/whiteboard, charts, maps • Print media ✓ Printed texts, posters, books, modules, bible • Audio media ✓ CD, radio, telephone • Audio-visual ✓ Television, video clips, computer • Projected ✓ Overhead projector, LCD projector 	
<u>Question</u>	<u>Challenges Commentary</u>	
During CRE micro-teaching sessions, what challenges did you experience in developing and using Educational media?	Limited time	<ul style="list-style-type: none"> • Some media required a lot of time to develop and this was not possible in the short period • The short time allocated for microteaching was insufficient for competent use of media
	Student population	<ul style="list-style-type: none"> • Due to large student numbers, the micro-teaching rooms were often crowded and the space was not enough for most media • Media was in most cases inadequate for the large student population and made the process difficult
	Scarcity and poor state of media	<ul style="list-style-type: none"> • Some media were not readily available • Media equipment were expensive hence few • Some media were in poor state
	Abstract content	<ul style="list-style-type: none"> • Difficulty in choice of educational media while presenting abstract content in CRE instruction

Table 1: Educational Media Availability during CRE Microteaching Sessions: Pre-Service Teacher Perceptions

4.1.2. Trainers Perceptions

CRE trainers perceptions on types of educational media used during CRE microteaching sessions were examined using three items on the CRE trainers’ interview schedule. First and foremost, the trainers were asked to identify types of educational media availed during microteaching sessions. Secondly, they were asked to rate availability of educational media during CRE instruction. Finally, they were asked to indicate challenges they face in development and use of educational media. Results of the thematic analysis of trainer’s responses are presented in the data matrix in Table 2.

Question	Media
What types of educational media are availed to CRE pre-service teachers during microteaching?	<p>Visual Chalk/whiteboard, charts, pictures, manila paper, plasticine</p> <p>Print Books, papers, bible, printed texts</p> <p>Audio Compact disc, radio, tape recorders</p> <p>Projected Overhead projector, LCD projector</p> <p>Multi-media Computers, internet/online searches</p>
How would you rate availability of educational media during CRE micro-teaching sessions?	<p>Ratings Poor (n=2, 12.5%)</p> <ul style="list-style-type: none"> In most cases, pre-service teachers have to procure their own media Pre-service teachers are now and then called upon to improvise
	<p>Fair (n=8, 50.0%)</p> <ul style="list-style-type: none"> At least pre-service teachers are given manila papers Media is not adequate for pre-service teachers There has been an improvement of provision of educational media over time e.g. projected media, television, radio, CD and DVD
	<p>Good (n=6, 37.5%)</p> <ul style="list-style-type: none"> Media is availed though sometimes it takes too long to be procured Adequate media are availed to reinforce quality of teaching
In your opinion, what challenges do you face as an instructor in developing and use of educational media in micro-teaching?	<p>Challenges Class size</p> <ul style="list-style-type: none"> ✓ Large student enrollments requires developing materials for many students ✓ Micro-teaching groups comprise of 50 students and above and this strains room availability and time per student <p>Inadequate Media</p> <ul style="list-style-type: none"> ✓ In most cases media especially audio-visual are not available and those available are in dilapidated state ✓ Large student numbers has meant that most spaces available are preferably set for lectures. This has left no facilities for media storage ✓ Lack of expertise in production and use of educational media <p>Lack of Funds</p> <ul style="list-style-type: none"> ✓ Inability to source materials for media development ✓ Lack of funds means inability to source for a variety of educational media

Table 2 : Educational Media Availability during CRE Microteaching Sessions: Lecturers Perceptions

From the results in Table 2, it is apparent that a variety of educational media are availed during CRE microteaching and includes: visual, print, audio, projected and multi-media. A proportion of 50% rated availability of media during CRE microteaching as fair with Manila paper being most common. However, they were of the view that despite availability of a diversity of media, these media were mainly inadequate or were in a dilapidated state. Moreover, they were of the opinion that large class sizes constrained the use of the few media available and led to use of groups of 50 students and above contrary to expected standards. In addition, lack of funds was a major challenge to development and use of educational media in CRE microteaching sessions.

4.2. Educational Media use during CRE Microteaching Sessions

The second objective of the present study was to establish the frequency with which educational media are used during CRE microteaching session and how they are employed during the various stages of lesson development.

4.2.1. Pre-service Teacher Perceptions

Pre-service teachers were required to comment briefly on how they used educational media during introduction, lesson development, and conclusion stages of CRE instruction. Next they were asked to comment on the frequency with which they use media and how suitable these media are for their CRE lessons. Results shown in Table 3 reveal the following: during introduction, pre-service teachers used media for set induction, learner curiosity and learner enthusiasm. During lesson development, media were used for development of higher thought, real world applications, differentiation of instruction, and behavior management. In the conclusion stage, media were found suitable for summarizing key concepts covered.

On the question of the frequency with which media were used and their suitability, the study found out that graphic material in form of charts were very frequently used for being readily available and easy to use. Chalk/whiteboards were used throughout during the

microteaching session and were found suitable for summarizing content. Print, media, audio and audio visuals were occasionally integrated into the instruction ostensibly to add variety.

<u>Question</u>	<u>Media usage</u>
<p>During actual micro-teaching session, comment briefly on how you used educational media in the following components</p>	<p style="text-align: center;"><u>Lesson introduction</u></p> <ul style="list-style-type: none"> • Set induction <ul style="list-style-type: none"> ✓ Displayed photographs, newspapers, and map with probing questions to prepare learners. ✓ played a brief audio story on real life situation to capture learner imagination • learner curiosity <ul style="list-style-type: none"> ✓ displayed charts and asked students to say what they saw ✓ used photographs of Jesus on the boat with his disciples • learner enthusiasm <ul style="list-style-type: none"> ✓ Use of pictures to show creation stories in the bible/PowerPoint slides. ✓ Use of photographs showing Jesus and his disciples on the synagogue, temple. <p style="text-align: center;"><u>Lesson Development</u></p> <ul style="list-style-type: none"> • Higher level thought development <ul style="list-style-type: none"> ✓ Use of biblical experience to open up learners minds ✓ Use of resource persons for clarification • Real world applications <ul style="list-style-type: none"> ✓ Listening to CDs of the parable of the prodigal son and the good Samaritan • Differentiation of instruction <ul style="list-style-type: none"> ✓ Charts captured tactile kinesthetic learning ✓ Use of videos catered for visual and auditory learners • Behaviour management <ul style="list-style-type: none"> ✓ Learner discipline was maximized by involving them in reading bible verses ✓ Use of CDs and Video tapes kept learners fully engaged <p style="text-align: center;"><u>Lesson conclusion</u></p> <ul style="list-style-type: none"> • Use of audio to summarize the lesson • Giving a summary of key concepts on posters • Use of illustrations on charts as lesson closures • Use of projection to highlight key points covered
<p><u>Question</u> Comment on the frequency with which you used these media and how suitable they were for your CRE lessons.</p>	<p style="text-align: center;"><u>Commentary</u></p> <ul style="list-style-type: none"> • Graphic materials in form of charts were very frequently used because they were readily available and easy to use • Chalk/whiteboard used throughout and very suitable in summarizing content • Print media, audio and audio visuals integrated occasionally into lessons to add variety

Table 3 : Use of Educational Media during CRE microteaching Pre-Service Teacher Perceptions

4.2.2. Trainer's Perceptions

To establish trainers perceptions regarding use of educational media in CRE microteaching, trainers were asked to enumerate how often educational media were used in the introduction, lesson development and conclusion stages of CRE instruction during microteaching. Responses were elicited on a 4-point scale (1-hardly, minimal, often and very often). Results of the thematic analysis of the responses presented in Table 4 show that according to CRE trainers, use of educational media in the introduction stage was minimal and was mainly in form of chalk/whiteboards. During the lesson development, it was established that educational media were used very often, with charts, pictures and posters being intermittently displayed during this stage. Use of specimens, real objects, video clips, maps and the Bible was also noted. During the conclusion stage, educational media in form of charts were used to summarize content taught, while chalk/whiteboards were also occasionally used for content summary.

<p>Question</p> <p>How often are educational media used in the following stages of CRE instruction?</p>	<p>Introduction (minimal)</p> <ul style="list-style-type: none"> • Chalk/whiteboard most often used • Charts, audio and real objects often used
	<p>Lesson development (very often)</p> <ul style="list-style-type: none"> • Display of charts, pictures, posters and audio most often used during presentation • Specimens, real objects, video clips, maps and bible often used
	<p>Conclusion (often)</p> <ul style="list-style-type: none"> • Charts most often used to summarize content taught • Chalk/whiteboard sometimes used to summarize content taught.

Table 4: Use of Educational Media during CRE microteaching Teacher Trainers' Perceptions

5. Discussions

The study revealed shared perceptions among pre-service teachers and trainers indicating that public universities make efforts to provide a variety of media that includes visual, print, audio, audio-visual, and projected media during CRE instruction. Provision of educational media was however mainly rated as fair and inadequate due to large numbers of pre-service teachers enrolling for university education. Limited time, scarcity and poor state of media, and abstract CRE content were also noted among pre-service teachers as key challenges to the development and use of media in CRE instruction. These were corroborated by trainers who identified class size, inadequate media, and lack of funds as among challenges.

The findings showing availability of a variety of educational media albeit minimal emphasize the role of educational media in influencing teaching and learning in constructivist teaching approaches (Schiller & Tillet, 2004; Kimwarey, 2015). Moreover, the finding showing that media available were perceived to be inadequate leaving teachers to resort to traditional pedagogy is consistent with views posited by Wamalwa and Wamalwa (2014) and Langat (2015) that most teachers persistently use traditional methods and disregard the utility of modern educational media.

The challenges identified in the present study resonate with the views of Kafu (2011). In addressing emerging issues in Teacher Education in Kenya, the author contends that preparation of teachers is greatly hampered by the status of materials in institutions which he terms 'pathetic'. Consistent with the findings in the present study, Kafu (2011) contends that there is scarcity of materials and those available are either out of date or not in good working condition thereby making them not suitable for effective training of a teacher. The finding pointing towards time as a challenge reflects the views by Moore, Harrison, and Donaldson (2005). According to these authors, the already overburdened teachers tend to shun use of instructional media for fear that it would add to the more class work they already have.

The findings regarding use of educational media in CRE instruction are consistent with views which portray instructional media resources as being useful when concretizing content to diverse learning situations (Obegi, 2000). Indeed the findings resonate with findings by Brown, Lewis and Hardroad (1973, cited in Ngussa, 2015), which show that media resources are used in CRE introduction to stimulate enthusiasm and curiosity while giving directions for study. Moreover, these findings show that media resources in lesson development enable the learner to achieve higher order cognitive skills such as analysis, synthesis and evaluation. Brown Lewis and Hardroad (1973, cited in Ngussa, 2015) further posit, that media in conclusions help communicate findings or key concepts learned.

Use of the array of media mentioned strengthens the practice of micro-teaching in CRE given that it requires trainees to get hands on experience with educational media relevant in their future practice. This is consistent with views by Bullough (1978, cited in Ngussa, 2015) positing that the rationale for use of media resources in teaching is that, in order for basic concepts to be learned, it is necessary that the individual has direct encounter with elements that make up the concept, somewhere in his or her experience.

5.1. Conclusions and Recommendations

On the basis of the findings established, several conclusions can be drawn. First and foremost, it can be concluded that public universities offering teacher education in Kenya have made efforts to provide CRE pre-service teachers with the ideal environment for their training by availing a variety of educational media for use during microteaching. Whereas both pre-service teachers and their trainers perceive these media to be suitable for introducing, developing, and concluding lessons, the materials provided however lack diversity and are mainly graphics; modern educational media are inadequate owing to the growing student population. Moreover, the use of groups stretching to over 50 students at times, defeats the very purpose of microteaching that requires use of a small group of peers for teaching and re-teaching after critique sessions.

In view of these conclusions, it is recommended that public universities should build on the enthusiasm shown among pre-service teachers and lecturers towards use of educational media, to sustain and improve the use of educational media due to the crucial role they play in achieving instructional objectives. In order for CRE trainers to offer effective support to pre service teachers during microteaching, the public university management should consider expanding the available physical infrastructure (classes) to accommodate many smaller micro-teaching groups.

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