Work-based Learning, Procedural Knowledge and Teacher Trainee Preparedness towards Teaching Practice at the University of Nairobi, Kenya

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Abstract. Work-based learning (WBL) is a transition from educational institutions that creates an integrated experience for teacher trainees to put theory into practice. On the same vein, teaching practice is a training exercise enabling teacher trainees' opportunities for acquiring practical skills vital for professional development. Success during teaching practice is the teacher trainees' procedural knowledge and preparedness in teaching subjects, content awareness and instructional methods. Adequate preparedness creates an environment that alleviates fears, allows development of skills and decision making abilities prior to teaching practice. The study explored procedural knowledge on teacher preparedness for teaching practice using work-based learning at the University of Nairobi. The population consisted of 68 teacher trainees undertaking teaching practice. Descriptive survey design was adopted and data collected through a questionnaire. Findings showed that teacher trainees were adequately prepared for teaching practice. The study recommends adoption of work-based learning in preparing teacher trainees for effective professional competence.

Keywords: instructional methods; procedural knowledge; teaching objectives; teacher trainee preparedness; teaching practice; work-based learning.

1. Introduction
Work-based learning (WBL) provides teacher trainees with real-life experiences, internship, mentoring and simulations for applying knowledge and academic skills to gain professional proficiency. The WBL programme encompasses a planned and supervised connection in which teacher trainees go through a learning process in order to attain professional development. Effective WBL programmes at university assists teacher trainees in making career decisions, networking with

potential employers and developing skills relevant for coherent and professional competence. During teaching practice, Hendriks, Luyten, Scheerens, Sleegers & Steen (2010) asserted that teacher trainees engage in WBL programmes to accomplish requirements for acquiring professional competencies necessary for the world of work. Furthermore, interaction with supervisors, regular teachers, collaborating teachers and school principals provide teacher trainees with appropriate WBL experiences and opportunities for setting career goals and skills required for professional proficiency. Before commencements of teaching practice, teacher trainees at the University of Nairobi prepare in two teaching subjects, instructional methods, teaching resources and assessment modalities. While it is essential to articulate necessary preparations for teaching practice, equally important is the need to acquire procedural knowledge on effective instructional management in class. As noted by Star & Stylianides, (2013), procedural knowledge manifests itself in performing of a task. It is the knowledge that the teacher trainee possesses in order to integrate research techniques for obtaining information in specific subject areas for purposes of specialization.

Effective teacher education programs provide teacher trainees with basic skills and preparedness for creating a class climate that alleviate fears. For WBL programmes to be effective and successful, procedural knowledge about class management and skills should be stressed during teacher training programmes. Conversely, Ingersoll, Merrill & May (2014) noted that university-based teacher preparation programmes are course-work intensive with unauthentic opportunities for teacher trainees to apply knowledge and skills during teaching practice. Such inadequacy in preparedness exposes teacher trainees to fear, anxiety and incompetence which inhibit of professional growth. Analysis by Ronfeldt, Schwartz & Jacob (2014) affirmed that teachers with effective preparation for teaching out-weigh in confidence, preparedness and success with learners when compared to those with little or no preparation before practicing teaching. On the other hand, teacher trainees with inappropriate preparation in class management skills are confronted with anxiety and incompetence which lowers confidence in the teaching process. Additionally, Goldhaber, Krieg & Theobald (2016) offered evidence to support the fact that teacher education programs are not preparing teacher trainees adequately for realities of the class. As a result of unpreparedness, teaching practice generates a mixture of anticipation, discontentment and nervousness among teacher trainees.

National philosophies supporting provision of education in Kenya emphasizes holistic quality teaching that promotes the cognitive domains of learners. However, Williams & Thurairajah (2009) indicated that studies and literature present incoherent information on diversity and categories of teachers and trainees active in WBL and ways in which the programme assists in professional development. Drawing from this assertion, appropriate training at university should support teacher trainee to work closely with WBL coordinators including

assessors, regular teachers, and school principles to ensure a smooth transition from course work to real-class teaching. In this regard, teacher education programmes at the university are expected to ensure an adequate training of professionally competent and proficient teachers required for a prolific future. As noted by Johnson (2011), effective teachers display knowledge on teaching and learning, communicate effectively to learners and enable an efficient implementation of school curriculum. Furthermore, the need to be adaptable in teaching subjects is critical for teacher trainees who upon graduation, step into a variety of contexts requiring effective preparedness that is coherent and sequential for learner achievement. Thus, adequate preparation during course work builds confidence and skills in pedagogical practices for professional competence. Consequently, preparation in both content knowledge and pedagogical practices and in individual subject areas of specialization is vital for developing effective teachers who will exhibit professionalism, efficiency and competence (Ogunyinka, Okeke & Adedoyin, 2015).

At the University of Nairobi, teacher trainees practice teaching for twelve weeks as part of the WBL programme. Successful WBL experiences require cooperative efforts between teacher trainees and assessors, regular teachers, collaborating teachers and school principals in creating an encouraging environment that permits professional growth. Before actual teaching teacher trainees prepare schemes of work, gather instructional resources which are then checked and approved by university teaching assessors. With adequate preparedness and study experiences, teacher trainees are likely to apply academic knowledge, personal development and professional preparation into effective teaching. In support of this position, Inyega & Inyega (2017) opined that teacher trainees observed during teaching practice at the University of Nairobi were found to be adequately prepared through demonstrating appropriate readiness, enthusiasm and capability to practicalise theory with practice. In addition, Odundo, Othuon & Ganira (2017), affirmed that teaching practice is appropriately conducted at the University of Nairobi where assessors effectively support teacher trainees to attain the relevant competencies in managing learning processes. Based on the findings, adequate support from university assessors coupled with effective preparedness provides teacher trainees with opportunities for integrating both content and pedagogy acquired through course work into instruction for professional competency.

By adhering to appropriate WBL programmes, Hendriks et al. (2010) asserted that knowledge and skills are gradually developed and internalized, thereby allowing teacher trainees to employ meta-cognitive strategies to continually reflect upon experiences that develop into practice. This is based on the assertion that appropriately prepared teacher trainees contribute to development of strong professional learning and help raise learner achievement. However, poor preparation during course work is likely to result in pessimistic experiences that hinder professional competencies. In support of this argument, Bull, Spector, Persichitte & Meier (2017) observed that the current state of affairs at teacher preparation institutions is inadequate worldwide. To address these inadequacies in teacher preparation programmes, teacher trainees should be adequately

equipped with skills and procedural knowledge to navigate through the process of teaching practice. Based on this background, the study sought to examine the level of teacher trainees' procedural knowledge and preparedness in the formulation of objectives, content awareness and instructional methods during teaching practice.

1.1 Work-based learning, procedural knowledge and formulation of objectives

The quality of teaching in WBL is determined by appropriate formulation of mandatory objectives which accommodate the needs of all learners. Set objectives guide the instructional process by harmonizing planning and implementing learning and assessment which learners are expected to perform in every step of the lesson (City, Elmore, Fiarman & Teitel, 2009). Appropriately stated objectives are: specific, measurable, achievable, realistic and time-bound as modified from Bloom's 1956 taxonomy emphasizing cognitive, affective and psychomotor skills (Bloom, 1956). Stating objectives appropriately assists in choosing the correct instructional strategies, allow for assessment at the end of the lesson and define intended learning outcomes (Cauley & McMillan, 2009). When stating objectives therefore, teacher trainees should indicate type of change desired in learners at the end of the lesson. Once objectives are determined at the beginning of the lesson, it becomes clear for the teacher trainee to provide a direction for selecting instructional activities that entail learners to demonstrate critical thinking skills. In instances where objectives are clearly stated, there are high chances of steering proficient lesson planning, influencing selection of teaching and learning activities, empowering learners to take charge of their own learning which in turn results in the achievement of individual goals.

However, a study on professional development in early childhood programs revealed that many teachers hardly take time to set down objectives of instruction (Sheridan, Edwards, Marvin & Knoche, 2009). Instead teachers plan for content and teaching activities without indicating desired learner outcomes. When learners are aware of expectations at the beginning of the lesson, teacher trainees direct learning activities towards achieving the desired outcomes. On the other hand, failing to state the desired objectives derail achievement of set goals in the teaching learning process. Therefore, objectives should be stated appropriately by blending learning activities with content and allowing proficient assessment in confirming effectiveness of the learning process.

1.2 Work-based learning, procedural knowledge and preparedness in content awareness

Appropriate content knowledge corresponds with objectives which constitute proper delivery of knowledge addressing individual learning styles, preferences, interests, learning rates and readiness to allow learners to connect to the real-world. Inherent in WBL is the ability to apply content knowledge critical for reinforcing skills needed for professional competence. In Shulman's (1986) view, content knowledge is a preliminary qualification for prospective teaching playing a vital role in instruction and professionalism. However, Lester & Costley (2009) stated that though the end product is the driving force in WBL, it

is content knowledge and skills acquired during the learning process that are vital to the success of the learner. Teacher trainee's conception of content knowledge shapes practice in considering the types of questions asked, ideas reinforced and tasks to assign to learners. Drawing from this, a study on the influence of teacher' knowledge on the effective use of inquiry-based approach in Migori County showed that teachers with adequate content knowledge experience an effective and sustained learner achievement Ganira & Odundo, (2017). Hence, teacher education programmes should effectively prepare teacher trainees with adequate content knowledge in order to demonstrate proficiency in helping learners develop problem-solving strategies and access rich repertoire of instructional practices aligned to cognitive demands for effective learning.

According to Worden (2015), content knowledge influences teacher competence, learner achievement and instructional practices. In this regard, content knowledge in procedural preparedness should be sequential, thematic, clear, coherent, and linking theories and principles learnt to specific discipline. When content is sequential, thematic, clear and coherent it allows conceptualisation of earlier acquired knowledge in relation to achievement of instructional objectives. As noted by Inyega & Inyega (2017), teacher education programmes in Kenya equip teacher trainees with pedagogical content knowledge, skills, values and attitudes for successful teaching in areas of specialization. Thus, effective teaching cultivates enhanced learner achievement, and establishes teachers' familiarity with class management.

1.3 Work-based learning, procedural knowledge and preparedness in instructional methods

Instructional methods are forms of delivery systems or teaching and learning approaches employed in the educational process for facilitating attainment of set goals. Articulating objectives and content knowledge are critical to consider when preparing teacher trainees in applying appropriate instructional methods for proper teaching and learning. An observation by Niens & Reilly (2012) showed that learners require extensive global knowledge, skills and characters that facilitate involvement anchored on cultural experiences. Hence, appropriately prepared teacher trainees employ instructional methods that produce positive knowledge, understanding and habits of learners arousing interests rather than passing facts and figures. Further still, Popham & Ryan (2012), indicated that effective teaching is symbolized by strategies drawn from developmental needs of learners purposed in aiding personal development and enabling internalization, retention and application of new knowledge. Instructional methods therefore should be adaptive, collaborative, inclusive and challenging to achieve effective teaching for sustained learner achievement.

 Popham & Ryan (2012) opined that learning objectives are achieved when instructional methodology applied is appropriately mixed with learning achievement. Similarly, appropriately applied instructional methods that support learning objectives attest to proper preparedness on work-based learning as the practice is familiarised with goals. This in turn assists in attaining immediate learning outcomes and contributes to quality of learning by

monitoring learners' level of understanding. Miheso (2012) carried out a study on preparedness of Kenyatta University teacher trainees in facilitating chemistry instruction at secondary school level. Analysis showed that most trainee teachers did not expose learners to a variety of suitable instructional methods. Given that learning is influenced by instructional methods adopted in the teaching/learning process, teacher trainees should adopt appropriate instructional methods if learning achievement is to be realized.

2. Statement of the problem

Preparing teacher trainees for teaching practice requires competences of efficient use of course content, adoption of materials and resources together with structured instructional methods. Effective teaching depends on the ability to synthesize, integrate and apply WBL and procedural preparedness in constructing learning in an inclusive environment. The challenge for teacher trainees lies in providing opportunities for teacher trainees to master professional discourse, practices and conditions of engagement in ways that facilitate learning. Earlier, Feuer, Floden, Chedowsky & Ahn (2013) criticized the tendency on teacher education programs which places emphasis on immediate proficiency of teacher trainee and little attention on preparing teacher trainees to develop capacity and disposition to keep competence in instructional resources and methods. Furthermore, Nasimiyu, (2017) affirmed that teacher preparation programs at University of Nairobi are not preparing and producing teacher trainees to serve the needs of modern society but only for employment without profound interest in learning processes. There exists a divide on how to prepare teacher trainees to integrate the teaching-learning processes to spur learner creativity and innovation and what constitutes appropriate teaching. While teacher trainee preparedness is a component of professional competence, adequacy of preparation and procedural knowledge in managing instruction remain weak. Weaknesses in teacher trainee preparation are anchored on objectives and content knowledge, instructional methods, teaching/learning resources and appropriate assessment methods that can effectively facilitate work-based learning and it is this which the study addresses.

2.1 Purpose and objective

The purpose was to explore the nature of work-based learning, procedural knowledge and teacher trainee preparedness towards teaching practice at the University of Nairobi. The objective is to determine the level of preparedness in learning objectives, content knowledge and instructional methods teacher trainees' exhibit during the teaching practice.

2.2 Theoretical framework

This study was anchored on Katz's (1995) Theory of Teachers Development derived from Fullers' (1969) conceptualization. The theory describes four stages of beginner teachers' development in the initial years as; survival, consolidation, renewal and maturity. Though the theory was used for development of pre-school teachers, it is also relevant in the preparation of programmes for pre-service teachers at all levels. The survival stage of a beginner teacher lasts for the first year of teaching and is characterized by fatigue and stress. The

beginning teacher is often trying to enact what was learnt during teacher preparation program and is likely to bypass vital tasks of designing activities that appropriately address learners' needs and skill levels. At this level, teachers are expected to master undergraduate work to effectively handle actual issues.

For example, although teachers feel prepared to teach and anticipate success upon entering the profession, teachers in this first stage drop these feelings, and only desire to survive each day. Katz (1995) describes the desire for survival as a "*preoccupation*". The differences between college work and actual teaching also leads to feelings of inadequacy and unpreparedness (Katz, 1995). It could be suggested that the teacher might be at survival mode and can only deal with planning one lesson for everyone. This could be as a result of difficulties encountered and socialization experienced during induction years learned in teacher education programmes. It was therefore necessary to examine level of procedural knowledge and preparation in objectives, content knowledge, and instructional methods for teaching practice.

The ongoing professional development that teacher trainees encounter during teaching practice can be used to close the gap between theory and practice. Katz theory can be used for designing programs for teacher education particularly in preparing teachers for teaching practice with focus on survival, consolidation, renewal and maturity vital for teacher development (Katz, 1995). During the second stage of consolidation, the teacher begins to recognize specific goals for learners, and organize specific tasks and skills on which individual learners should work. This stage may take place through the second year of teaching and continue into the third. The renewal stage brings a desire to learn new methods of teaching, to escape from the same things practiced daily. Here teachers renew teaching styles, and are concerned with the new materials, techniques, approaches, and ideas (Katz, 1995). Finally, Katz (1995) found that some teachers reach the maturity stage. This could occur within three years, but in some cases, it takes up to five years. Teachers in this stage have learned the basics of teaching, and feel secure in the profession hence, ask deeper and more abstract questions about themselves and education.

3. Conceptual Framework
The framework was developed across three themes concurrent to teacher development on grounds of work-based learning. It denotes that for effective practice that will later result in specialized competence, adequate preparation in procedural knowledge is essential to enhance capacity in professional competence. Consequently, teacher preparation in objectives, content knowledge and instructional methods is likely to enhance effective class management, appropriate assessment, adequacy in learning resources and effective methodology. All these result in improved learning, increased participation, enhanced teacher-learner interaction and confidence in teacher trainee as illustrated in Figure 1.
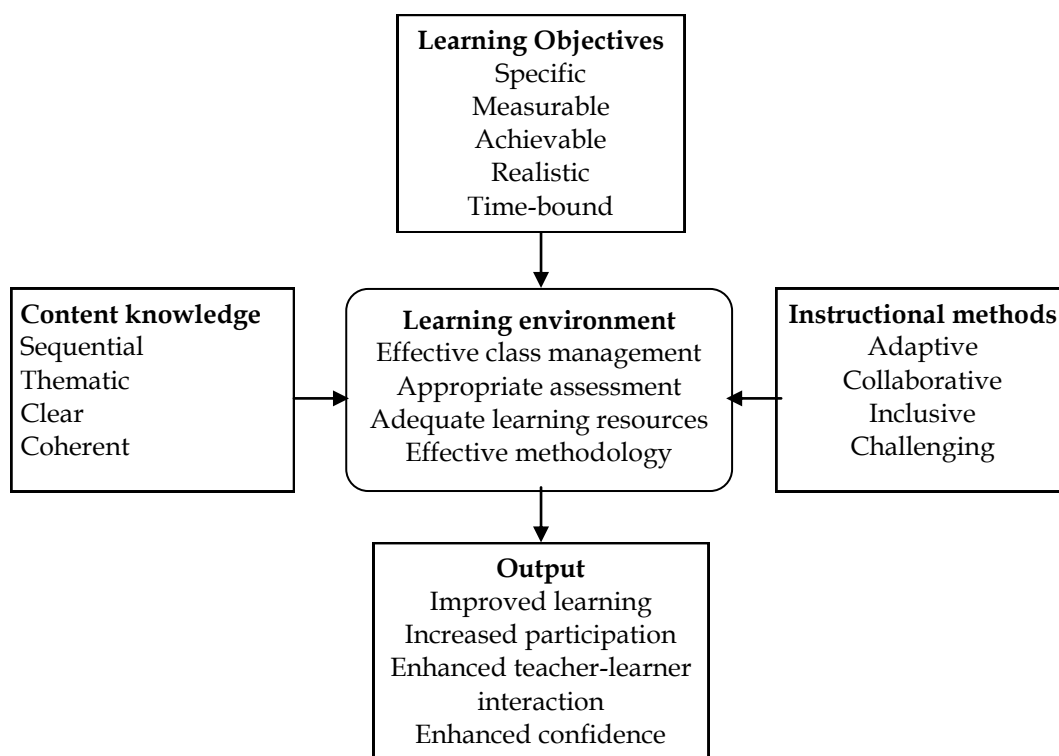
Figure 1: Conceptual Framework based on work-based learning, procedural knowledge and teacher trainee preparedness towards teaching practice

4. Methodology

The study adopted a descriptive survey research design. Descriptive survey design explains the position of affairs as it exists (Kombo and Tromp, 2006). Description is conducted to influence improvement of a situation. The target population of the study was 68 teacher trainees from University of Nairobi. The sample of the study was 68 teacher trainees out of which 44 were males and 24 were females. They were randomly selected from 17 counties used by external moderators from the schools in which the teacher trainees were undertaking their teaching practice. An open-ended questionnaire and semi-structured interviews were used to collect data on the level of support offered to the teacher trainees while on internship by collaborating partners. Ethical considerations regarding informed consent and confidentiality were upheld. Analysis of data involved the use of descriptive and inferential statistics. More specifically, graphs, frequencies and percentages were used in comparisons across categories. The Chi-square statistic and Pearson's product moment correlation coefficient were used in making statistical inferences about relationships among variables.

5. Findings

5.1 Preparedness in teaching objectives

Adequate preparedness in teaching objectives is crucial for steering proficient course planning, influence selection of teaching and learning activities, empower learners to take charge of their own learning which in turn results in achievement of specific goals. The study examined teacher trainees' level of preparedness in teaching objectives. Findings are shown in Table 1 and 2.

Table 1: Relevance of objectives of teaching subjects at the university

Level of Satisfaction		Frequency	Percent
Valid	Neutral	4	5.9
	Satisfied	27	39.7
	Very satisfied	37	54.4
Total		68	100.0

The findings in Table 1 established that out of 68 respondents, 4 (5.9%) reflected that preparation in teaching objectives was relevant while 27 (39.7%) indicated comprehensive training in preparing teaching objectives. More still, 37 (54.4%) out of 68 respondents reported preparation of objectives for teaching were relevant and built confidence in course planning, selection of teaching and learning activities, which empowered learners to take charge of their own learning.

Table 2: Relevance of objectives of education courses at university

Level of Satisfaction		Frequency	Percent
Valid	Very dissatisfied	1	1.5
	Neutral	5	7.4
	Satisfied	26	38.2
	Very satisfied	36	52.9
Total		68	100.0

Analysis of Table 2 shows that only 1 (1.5%) respondent indicated that the objectives of the courses were not relevant at all. This trainee showed that there was a mismatch between objectives of education courses at the university. However, 5 (7.4%) found no fault or benefit. Of the 68 respondents, 26 (38.2%) were convinced on the relevance of teaching objectives at the university raising capacity in teaching-learning. Likewise, 36 (52.9%) were confident that teaching objectives were important which in turn influenced the selection of teaching and learning activities.

5.2 Level of preparedness in content teaching

Appropriate preparedness in content knowledge delivery constitutes addressing individual learning styles, preferences, interests, learning rates and readiness to allow learners to connect to the real-world. The study sought to find out the level of preparedness in content knowledge for teaching. Findings are indicated in Tables 3, 4, 5, 6, 7 and 8.

Table 3: Adequacy of university content for teaching subjects

Level of Satisfaction		Frequency	Percent
Valid	Dissatisfied	5	7.4
	Neutral	3	4.4
	Satisfied	28	41.1
	Very satisfied	32	47.1
Total		68	100.0

Table 3 indicates that out of 68 respondents, 5 (7.4%) were not satisfied with teaching content. This finding is an indication that inadequacy in content could hamper achievement of set goals. Further analysis showed that 3 (4.4%) respondents were neither supportive nor dissatisfied. Given that the teacher trainees were not confident with content acquired, they could not pass the same to learners which are an indication of low learner achievement. Out of the 68, 28 (41.2%) affirmed that teaching content fulfilled curriculum objectives, while a larger proportion of 32 (47.1%) respondents were very satisfied with teaching of content. These findings confer with Inyega & Inyega (2017), who acknowledged that teacher education programmes in Kenya equip teacher trainees with pedagogical content knowledge, skills values and attitudes for successful teaching in areas of specialization. Thus, learner achievement is as a result of effective teaching in which that content knowledge is incorporated.

Table 4: Quality of university content for teaching subjects

Level of Satisfaction		Frequency	Percent
Valid	Dissatisfied	4	5.9
	Neutral	3	4.4
	Satisfied	27	39.7
	Very satisfied	34	50.0
Total		68	100.0

Additional analysis indicates that out of 68 respondents, 4 (5.9%) were dissatisfied by the quality of content for teaching acquired at the university, while 3 (4.4%) respondents were undecided. The teacher trainees argued out that inadequacy in content was attributed to lecturers who were not accessible for consultation during course work. However, 27 (39.7%) respondents were satisfied by the content quality they received at the university. Furthermore, 34 (50%) of the 68 teacher trainees reported that they were completely pleased by the quality of the content taught at the university. In this context quality of content received assisted teacher trainees in instructional management. These results dispute the findings by Bordoh et al. (2015) who observed that the majority of teachers lack content knowledge of social studies and do not teach to develop attitude, skills, values and knowledge. Therefore, preparation of content teaching should be of quality to enhance the teaching/learning process.

Table 5: Relevance of university content for teaching subjects

Level of Satisfaction		Frequency	Percent
Valid	Neutral	11	16.2
	Satisfied	24	35.3
	Very satisfied	33	48.5
Total		68	100.0

Analysis of the findings revealed that 11 (16.2%) of the respondents had a neutral opinion on the preparation on the content used for teaching. Whereas the largest number of teacher trainees (33, 48.5%) expressed complete satisfaction in content preparation and affirmed relevance and were followed closely by 24 (35.3%) of the 68 trainees, who found the content rather relevant. The findings were similar to sentiments by Ganira & Odundo (2017) who affirmed that teachers with adequate content knowledge are able to effectively integrate application of inquiry skills into learning experiences for learner achievement.

Table 6: Adequacy of university content for education courses

Level of Satisfaction		Frequency	Percent
Valid	Very dissatisfied	1	1.5
	Dissatisfied	1	1.5
	Neutral	3	4.4
	Satisfied	25	36.8
	Very satisfied	38	55.9
Total		68	100.0

Further findings in Table 6 shows adequacy of the content taught at the university course where only 1 (1.5%) of the 68 teachers found that preparation on content was utterly insufficient while another respondent reported of insufficiency without providing further details. Three (3, 4.4%) of the 68 respondents remained undecided on whether the preparation on content was adequate while, 25 (36.8%) and 38 (55.9%) respondents approved of the preparation on teaching content but to a differing extent, respectively. These findings corroborate with that of Inyega & Inyega (2017), who affirmed that teacher education programmes in Kenya equip teacher trainees with pedagogical content knowledge, skills values and attitudes for successful teaching in areas of specialization.

Table 7: Quality of university content for education courses

Level of Satisfaction		Frequency	Percent
Valid	Very dissatisfied	11	16.2
	Dissatisfied	10	14.7
	Neutral	2	2.9
	Satisfied	19	27.9
	Very satisfied	26	38.2
Total		68	100.0

Analysis of Table 7 shows that out of 68 respondents, 11 (16.2%) did not confirm quality of university content as appropriate as stipulated in secondary school syllabus. This indicated a relative mismatch in university course content and demands of secondary school curriculum. While 19 (27.9%) trainees were satisfied with the quality of preparation in content, 10 (14.7%) out of the 68 respondents were dissatisfied with the quality of content delivered. The teacher trainees argued out that the quality of content at the university needed to be revised as they found it obsolete. On the other hand, 26 (38.2%) trainees were very satisfied with the quality of content delivered since it assisted them in instructional management. Further, a small segment (2, 2.9%) of the 68 remained undecided on the quality of content they received during preparation.

Table 8: Relevance of university content for education courses

Level of Satisfaction		Frequency	Percent
Valid	Very dissatisfied	2	2.9
	Neutral	9	13.2
	Satisfied	26	38.2
	Very satisfied	31	45.6
Total		68	100.0

Further analysis shown in Table 8 indicates that 2 (2.9%) out of the 68 respondents did not find the content taught at the university relevant and were entirely dependent on regular teachers for assistance during their teaching practice. According to the teacher trainees, the content at the university did not help them during their teaching practice. Conversely, a minority majority of the respondents (31, 45.6%) were very satisfied with the relevance of content knowledge received at the university and acknowledged its usefulness during their teaching practice. Another 26 (38.2%) respondents were satisfied with the content taught at the university, an indication that the university prepared them adequately for teaching practice while 9 (13.2%) remained undecided.

5.2 Level of preparedness in instructional methods
Preparing teacher trainees in adopting appropriate instructional methods is vital for proper instructional management. The study sought to examine quality of instructional methods used during teacher preparation. Findings are shown in Table 9 and 10.

Table 9: Quality of instructional methods used at university

Level of Satisfaction		Frequency	Percent
Valid	Dissatisfied	2	2.9
	Neutral	5	7.4
	Satisfied	23	33.8
	Very satisfied	38	55.9
Total		68	100.0

In Table 9, the quality of instructional methods positively influenced acquisition of knowledge as reported by 38 (55.9%) teacher trainees who represent the

majority group of the respondents. These teacher trainees attributed their own success of preparedness to methodologies taught during course work. According to 23 (33.8%) respondents, the quality of instructional strategies received was not adequate and did not influence their teaching practice. Five (5, 7.4%) respondents remained neutral, while 2 (2.9%) of them were not pleased by the quality of instruction they received and found it less influential on their teaching practice.

Table 10: Quality of instructional methods used at university

Level of Satisfaction		Frequency	Percent
Valid	Neutral	7	10.3
	Satisfied	25	36.8
	Very satisfied	36	52.9
Total		68	100.0

Finally, findings in Table 10 indicates that out of 68 respondents, a majority of 36 (52.9%) were very satisfied with the instructional methods used at the university, since the varied instructional methods helped them navigate through teaching practices successfully. Further still, 25 (36.8%) found the instructional methods satisfying while 7 (10.3%) remained neutral, an indication that the methods may not have influenced teaching practice for some. These findings imply that teacher trainees were professionally trained and exposed to different methods of teaching.

6. Conclusion
From the findings, it is evident that practicing teachers believe that generally teacher trainees from University of Nairobi are adequately trained. The teacher trainees displayed professionalism as well as masterly of the subject matter in their subject of specialization. They delivered the right content to learners and also used appropriate instructional methods confidently. The majority of the practicing teachers in schools where trainees conducted teaching practice did not provide mentorship to teacher trainees but left them to work alone. While the study recognizes effective preparedness during teaching practice, it is imperative for teacher trainees to get acquainted to effective interaction with university assessors, regular teachers, collaborating teachers and school principals for professional development. Such interactions are likely to contribute to a more effective work-based learning partnership which in turn raises learning achievement.

7. Recommendations
a. *Recommendations for policy*
- Policy guidelines on strengthening teacher education programs in WBL in areas covering achievement of curriculum objectives, content knowledge and delivery and instructional methods are required.
- More emphasis to be made on the effective use of teaching strategies as provided in the curriculum, including specific use of each and when to switch between the strategies.

b. *Recommendations for practice*
- Cooperation and continuous dialogue between teacher trainee and the WBL coordinators is essential.
- Teaching at the university needs to be strengthened for teacher trainees to make meaningful connection between set objectives, content taught and instructional methods at the university and those of the curriculum.
- The University should post trainees for teaching practice to schools with a supportive and conducive environment.
- During preparation teacher educators should continue guiding teacher trainees on how to formulate teaching and learning objectives that are specific, measurable, achievable, realistic and time-bound.

c. *Recommendations for further research*
- Future research on effective ways of how teacher educators can encourage teacher trainees to think of innovative ways through which students can make meaningful connections between the content taught and their real lives and circumstances.
- Further studies to explore the possibility of developing a book on teacher trainee programmes focusing on work-based learning.
- Research studies on WBL preparation in teacher education as an effective approach towards teacher effectiveness.

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