

TANGAZA COLLEGE

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA.

**STUDENT TEACHERS' PERCEPTION AND ATTITUDES
TOWARDS TEACHING PRACTICE: A CASE STUDY OF
CHRIST THE TEACHER INSTITUTE FOR EDUCATION,
TANGAZA COLLEGE.**

STUDENT: HONGOLI POLYCARP O.S.B. (9908).

SUPERVISOR: MR. GAITI D. M. BEd. MA.

**A LONG ESSAY SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE
BACHELOR OF SCIENCE IN EDUCATION.**

APRIL 2003.

NAIROBI, KENYA.

Declaration

I declare that this long Essay is my original work and has not been submitted anywhere else for an academic credit.

Name: Hongoli Polycarp (9908)

Signature 

Date: 2 05 2003

It has been approved by

Supervisor: Mr. Gaiti D. M. BEd. MA.

Signature 

Date: 2.5 2003

Director of Christ The Teacher Institute for Education

Name: Br. Robert Smith FSC. PhD

Signature: 

Date: 8/5/03

Dedication

I dedicate this work to Christ the Teacher Institute for Education (CTIE) where I spent four years studying. It has transformed and left in me the image that will never fade away.

I also dedicate it to my Benedictine Communities to which I totally belong.

Abstract

Perception and attitudes towards Teaching Practice among student teachers change. This study was undertaken for the purpose of investigating the Student Teachers' Perception and Attitudes towards Teaching Practice before, after the Practice and the factors for this change.

The investigation focused on the Christ Teacher Institute for Education (CTIE) Students preparing for the Teaching Practice, those on the Practice and those who had done it. Accordingly, three objectives were set (*Cf. Objectives of the Study*). Books were reviewed to obtain information on the study.

Several methods of data collecting were used. Methods included: questionnaire, interview and observations. Photographs displaying different activities and facts of the Teaching Practice were taken (*Cf. Appendix 1*).

Before teaching practice students have mixed perception and attitudes that are largely negative. After the practice such perceptions and attitudes change and become positive.

There are many reasons for the difference and change: lack of confidence, fear and uncertainties on some aspects of the practice like people, facilities, transportation, and accommodation are some of the factors for the negative. The whole experience student teachers get during the practice, including the disapproval of some of the worries they had before, the good performance on the practice, appreciation of their work and the fulfilment they get lead to positive perception and attitudes that come to be held later.

The findings presented are followed by the summary, conclusions, recommendations and suggestion for further study.

The study with such findings is assumed to be of great help to the student teachers preparing for the Teaching Practice and Teachers' Training Program as a whole.

Acknowledgement

Isaac Newton was saluted for the discovery he made. He said, 'If I have seen further it is by standing on the shoulder of the giants'. That aptly describes my mind frame with regard to this work. So, I would like to take this opportunity to express my profound admiration and thanks to people who generously assisted me. I have truly felt included within a life long community of learning and I am deeply grateful.

First, I would like to express my sincere thanks to Mr. Gaiti Maina D. my lecturer. He has tirelessly guided me all the way through.

Second, I am happy to express my gratitude to the Director and the whole Administration of Christ the Teacher Institute for Education (CTIE) for every support they extended.

Thirdly, to my Superiors (Rt. Rev. Abbot Alcuin Nyirenda OSB – Hanga Abbey and Rt. Rev. Prior Anthony Ochieng OSB – Prince of Peace Tigoni Monastery) and the Benedictine Communities here in Kenya and Tanzania. To them I have complete admiration and gratitude for the fellowship to allow me all these years to be at the study and for every moral and material support (sponsorship).

I further give thanks to the respondents, my classmates and all colleagues. I owe them special debt of gratitude for all they could do including their willingness to respond to the questionnaires, read the work and provide helpful critique.

I am grateful to my Superior at Benedictine Study House Langata (Rev. Fr. Jean Marrie OSB) and the entire community. Many times I felt defeated and hopeless before the enormous task I had undertaken. They always stepped up and encouraged me to keep going.

Last but not least, to the librarians at Tangaza and all other libraries I visited. I am grateful for their courteous and swift services.

TABLE OF CONTENTS.

	Page
Declaration	i
Dedication	ii
Abstract	iii
Acknowledgement.....	v
Table of Contents.....	vii
List of Tables	x
List of Figures	xi
List of Appendices.....	xii
CHAPTER ONE.....	1
1.0 INTRODUCTION.....	1
1.1 General Background.....	1
1.2 Statement of the Problem	2
1.3 Objectives.....	3
1.5 Hypothesis.....	4
1.6 Significance of the Study.....	4
1.7 Assumption of the Study.....	5
1.8 Limitations of the Study.....	5
1.9 Definition of the Terms.....	6
CHAPTER TWO.....	7
2.0 LITERATURE REVIEW.....	7
2.1 Significance of Research in Education and Learning Institutions.....	7
2.2 The role of perception and attaining it.....	9
3.3 The Place of Teaching Practice in the Teachers' Training Program.....	10
2.4 Duration for Teaching Practice.....	10

2.5 The Challenges of Teaching Practice and Teaching in general...	12
2.6 Initiation to Teaching Practice	14
2.7 Student-Teacher with Students	15
2.8 Student Teacher with Cooperating Teachers and Supervisors.....	16
2.9 Teaching Practice Evaluation.....	18
CHAPTER THREE.....	19
3.0 RESEARCH DESIGN AND METHODOLOGY.....	19
3.1 Research Design and Methodology.....	19
3.2 Description of Sample and Sampling Procedures.....	19
3.3 Description of Instruments.....	20
3.4 Data Collection procedures.....	21
3.5 Data Analysis.....	21
CHAPTER FOUR.....	23
4.0 PRESENTATION AND DISCUSSION OF THE FINDINGS.....	23
4.1 Introduction.....	23
4.2 Student teachers' perception and attitude before the Practice.	23
4.2.1 Enthusiasm.....	24
4.2.2 Lack of confidence.	24
4.2.3 Nervousness.....	24
4.2.4 Teaching being so tedious	25
4.2.5 How will Supervision be?.....	25
4.2.6 What School for Teaching Practice?	25
4.2.7 Uncertainties on co-operation.....	27
4.2.8 Problems with accommodation / transportation.....	27
4.3 Student teachers' perception and attitude after the Teaching Practice.....	27
4.3.1 Learning.....	28
4.3.2 Cooperation, Order and Discipline at the schools	29
4.3.3 Social Relations.	29
4.3.4 The Joy of Teaching	29
4.3.5 Being accepted.....	30
4.4 Factors for the change or difference in perception and attitude.	31
CHAPTER FIVE	32
5.0 SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTION FOR FURTHER STUDY.....	32
5.1 Summary.....	32
5.2 Conclusion.....	33

5.3 Recommendations.....	35
5.4 Suggestion for Further Research.....	36
BIBLIOGRAPHY.....	37
APPENDICES.....	38

LIST OF TABLES

Table 1 showing the gender and status of the respondents	45
Table 2 showing the area of the residence for the respondents	45
Table 3 showing Nairobi schools for the student teachers on the Practice	46
Table 4 showing Nairobi Schools for Teaching Practice in 2002	47
Table 5, 6 and 7 showing the three timetables of the student teachers on the Practice	48

LIST OF FIGURES

Figure 1 presents common feelings to many students preparing for Practice	23
Figure 2 presents the schools that are preferred and least preferred	26
Figure 3 presents some aspects student teachers enjoy best during the teaching practice ..	28
Figure 4 shows the legacy left by Teaching Practice in the student teachers	30

LIST OF APPENDICES

Plates	38
Tables	45
Questionnaires	51
Background of Tangaza College	57
Letters for Research	59

CHAPTER ONE

1.0 INTRODUCTION

1.1 General Background

Teaching Practice is one of the core courses at Teachers Training Colleges. During that course the student teachers are taken to the field (classroom) to have the practical part of all teaching theories they have been learning at the college and other learning settings. *Teaching practice Procedures 1997 Pg. 6* puts it into the following words: "Both Education Theory and Subject Methods are put into practice during such session".

Different Teachers' Training Colleges may have different arrangements for the practice; however, the basic aspects are the same. At Christ the Teacher Institute for Education (CTIE) Program, the Practice takes place during the Third Academic Year, Second Semester. That's January to April, which is the beginning of Academic Year of Primary and Secondary Schools in Kenya (*Teaching Practice Procedures 1997 Pg. 5*). On the Schools for the practice in normal circumstances, it is strictly to those schools found within Nairobi. The responsibility to look for those schools is a reserve of the Tangaza College Administration (CTIE). A student teacher will be given the list of all schools out of which she / he chooses three. Finally the College approves one. In the course of the practice each student teacher is supervised several times in all subject areas, namely Christian Religious Studies (CRE) and Teaching Major Subject.

The practice earns fifteen (15) credits out of the eighteen (18) as far as the credits are concerned in that particular semester. The three (3) credits remaining go to the 'Teachers Seminar' that takes place immediately after the teaching practice.

For some special reasons few student teachers may get schools beyond Nairobi or even abroad. Some of the reasons can be language barrier, or request from the teacher-student Authority. There are also those who do not go for the practice for the reason that they already fulfilled that requirement elsewhere.

1.2 Statement of the Problem

There are a number of factors influencing us not only on what we see, but also what we do and the way we do towards some things. *The World Book Encyclopaedia 1994 Pg. 283* identifies three factors: Receptor, Brain and Learning emotions as well as motivations. For instance, it is said, for a hungry person food may look bigger or more colourful than usual. Further, the Book reads:

"Our perceptions also reflect our emotions, needs, expectations and learning".

As my time for doing the Research came, I had to look for the Topic. Many issues came to my mind but the one that happened to hold more weight was the Issue of Teaching Practice, which I did a year ago. To I myself and all who have done the Practice as I came across, the Practice before happened to be the most difficulty, trying, exciting, terrifying, among others. I know one student who went to the extent of looking for the justifications (the reasons) for skipping it. But after the Practice the story completely changed. Everybody became happy and proud of it. I myself wished the practice were prolonged.

Here in Africa the situation can be compared with what happens with Circumcision Process before and after it. Before, it terrifies, challenges and excites a lot; normally, different activities are carried as ways of luring and encouraging the boys / girls to be circumcised; but after it they become happy and proud of it. They even become promoters of the practice and make mockery to those who happen to fear it. We can quote one: "I fear nobody as I was circumcised in accordance with the Nandi tradition". Says Baringo Central MP Gideon Moi denying he will resign from his Parliamentary seat following the KANU defeat by NARC" (*Daily Nation January 20,2003*). Such situation compelled me to think of writing on it investigating the perceptions and attitudes of the student teachers before and after as well as the factors for it. And that is what this study aimed at.

1.3 Objectives.

The study aimed at:-

- O1. Identifying the perception and attitude Student teachers normally have on Teaching Practice before the Practice.
- O2. Identifying the perception and attitudes Student teachers normally have after the Teaching Practice.
- O3. Establishing the factors (reasons) for that change or differences of perception and attitude

1.4 Research Questions.

The research attempted to answer the following questions:-

- Q1. What do Student-teachers hold before they proceed on Teaching Practice?
- Q2. What views do they hold about the exercise after it?

Q3. What causes the change in attitude?

1.5 Hypothesis.

The study assumed:-

H1. That before the Teaching Practice most of student teachers have negative perception and attitude towards Teaching Practice.

H2. That after Teaching Practice most of the student teachers have positive perception and attitude towards Teaching Practice.

H3. That there are factors (reasons) for whatever perception and attitude student teachers may have towards Teaching Practice

1.6 Significance of the Study.

The study was expected and intended to help C. T. I. E. student preparing for the Teaching Practice here at Tangaza College and other Teachers Training Colleges know the common situation that happens with student-teachers before and after the Practice and then see how to go about it when their turn comes. Such knowledge will also help the College Authority and all others concerned get to understand their students in that situation and help them or act accordingly when the time comes correctly to what Sagor R. 2002 Pg. 3 writes: "Action research is to assist the actor in improving and / or refining his / her action".¹

¹ The results of formative and summative evaluations are always impetus for many changes / improvements of programs. [http : // www curt in educ.](http://www.curtin.edu)

1.7 Assumption of the Study.

It was assumed that before the teaching practice student teachers are excited, worried, fearful and nervous with the practice. There are many things that bother them. But after the practice almost all of them are happy and proud with the practice. The situation they see, the interaction they experience, the nature of teaching career, among others do play a great role to those perceptions and attitudes. It is also assumed that attitudes change due to certain parameters.

1.8 Limitations of the Study.

1. Perceptions and attitudes are not observable. So the findings were totally at the mercy of the honest cooperation of respondents either interviewed or given questionnaire. Enlarging the number of questionnaire and interviews helped.
2. Perception and attitudes are aspects that touch one's personality / self that some respondents felt uncomfortable to reveal.
3. In some cases timetables (the researcher's - CTIE and respondents') could not match well. So, some of the appointments failed.
4. Those thought to be preparing for the Practice had still a year before the practice. So, few were able to respond to the questionnaire. Those who responded well filled their gap.
5. CTIE Students (The study population) are the same in many aspects (age, area of residence, marital status or way of life, belongingness) leading to homogeneity in some variables.
6. Most of the questionnaires were of open – ended type. That resulted to diversity in some responses making it hard to analyse and integrate.

1.9 Definition of the Terms.

Teaching Practice = the course in Education whereby a student preparing to be a teacher goes to school to have a practical teaching

Student Teacher = Student preparing or doing teaching practice, Trainee teachers.

Cooperating Teachers = Teachers assisting the student teachers, normally those whose subjects are taken for the Practices.

Nandi = One of the tribes in Kenya Rift Valley Province.

Laborem Exercens = One of the Catholic Pontifical Documents: 'On Human Work' by John Paul II, 1981.

CHAPTER TWO

2.0 LITERATURE REVIEW.

2.1 Significance of Research in Education and Learning

Institutions.

The fact that Teaching, particularly, Teaching Practice is an issue of concern is proved by the wealth of literature in which different people have tried to bring lights on different aspects of the Teaching and Teaching Practice. In that way they enlighten those who teach including those doing Teaching Practices. Wittrock M.C. (1986) Pg. 1: *Hand Book of Research on Teaching* deserves the first mention. As the title suggests, he has dealt very well with what appears above as the statement of the Problem and the Significance of Study. Right from the first page he writes: "We conduct Research in the field (teaching) to make sense of it, to get smarter about it, perhaps to learn how to get adeptly within it. Those who investigate teaching, learn how to improve its performance, and discover better ways of preparing individuals who wish to teach". He goes on: "The premise behind is that the field of research on teaching has produced and will continue to yield, growing bodies of knowledge".

Wittrock also believes in the need for 'Careful Study' or 'Research' on 'Teaching Practice' that for the time being faces a wide range of challenges. To quote him we read: "I will therefore argue that a health current trend is the emergence of more complex research designs and research programs that include concern for the wide range of determinants influencing Teaching Practice and its consequences".

The fact that the research is going to be conducted within the learning institutions is justified by him using the following words: "Research on Teaching, like most in other fields of studies, is not the work of individual scholars working alone and idiosyncratically. Indeed, most research is conducted in the context of scientific communities 'invisible colleges' of scholars who share similar conceptions of proper question methods, techniques and forms of explanations" (Pg. 1). Sagor R. (2000) pg. 5 supports the idea by writing: "... fortunately, classrooms and schools are, by their nature, data-rich environment". Hosford L.P. (1984) Pg. 10 commends researches for and at learning institutions as he writes: "Both researcher and developer must turn to the phenomena of learning and teaching of schools and other institutions where learning takes place in order to derive relevant data for their work".

On the point that there is undesired trend facing education department as demonstrated by different participants including student, affecting perceptions and attitudes hence calling for investigation is proved by Sagor R. (2000) as he writes: "The negative thinking is not limited. Students complain: I can't do that, or this is too hard, or why have we to do this. The Attitudes of defeatism are so contagious" (Pg. vii).

Watson H. et al (1984) looks on the significance of teachers in the society, particularly Africa. Such significance is one of the motives behind peoples' appreciation of pursuing teaching despite its challenges and hardships (positive perception and attitudes) from the very beginning, including Teaching Practices. He writes: "Teachers in Africa are reminded that in them are invested hopes for the

future; the hope of nations and individuals – Society expects a great deal of teachers”. That is why in countries like Kenya, there are complains of brain drain including teachers moving to greener pastures. In other countries like Rwanda, there is a call of all Rwandans, in a special way, the educated to go back home to help in rebuilding the country. In countries like Botswana, there is a struggle to supplement the lacking number of teachers by importing, just to mention a few.

2.2 The role of perception and attaining it.

Sprinthall (1974) Pg. 337 on his part focuses on the importance of teacher's perception, the very point highlighted by the topic. He writes: ".... the way teachers perceive teaching is crucial". Tutors should assist their student teachers to reach such positive approach. Whatever they impart to the students should provoke them to ask themselves questions about what they are doing, why they are doing and with what results. According to Farrant, Teaching Practice is of no use if it is approached by Student teacher uncritically (Pg.10).

Arends R. I. (1991) Pg. 14 looks at teaching as a responsibility, complex and different career to different people - People are different in the ways they get to some things. He writes: "Some teachers improve their skill after years of practice". Student Teachers should keep that in mind as they approach it starting with Teaching Practice. He also comes up with explanation as to why some teachers approach the act of teaching critically and reflectively. To sum up whatever he has on Teaching Practice and the Teaching Profession as a whole, he spells three basic premises as follows: -

Firstly, he says that learning to teach is a life-long and developmental

process, not one limited to the period of time between the first method class and a date a teaching licence is acquired. The same concept is highlighted by Hosford P.L (1984): "Continuing growth is the hall-mark of a professional". However, Arends acknowledges that some few effective teachers are born that way. Secondly, he believes in the early experiences in schools that they influence the conceptions about teaching. Thirdly, he is convinced that becoming a truly effective teacher requires replacing naive and sometimes incorrect conceptions of teaching with more complete knowledge structures and understanding about teaching and learning

3.3 The Place of Teaching Practice in the Teachers' Training Program.

Ogunniyi (1984) Pg. 18 emphasizes more the importance of Teaching Practice and its place in the program. So he writes:

"Before a student-teacher is awarded a professional certificate she / he is sent to the classroom where she / he practices how to teach. Normally she / he is observed and evaluated by the experienced teacher, who points to him / her areas in her / his teaching which are good and should be continued as well as areas needing improvement". The same thoughts are put by Farrant in the following words: "To be able to do that (to make successful Teaching Practice) the tutor will have to observe his / her students while they are teaching and stay with them long enough to see them overcome their difficulties".

2.4 Duration for Teaching Practice.

Ogunniyi is also considerate on the duration the practice should last. He says, it should be indeed reasonable. His words are:

"A Meaningful Teaching Practice Program should not take less than eight weeks. But a three-week teaching practice, certainly makes mockery of such vital teacher-training program".

Farrant emphasises the importance of reasonable time for the Practices by noting five areas which a student teacher should be well versed with if he / she is to make successful practices. First, a student teacher is supposed to get familiar with the School Administration to the level of knowing and addressing them by proper names. He discourages the state whereby a student teacher may end up addressing members of staff using the common titles: Sir or Madam.

Secondly, a student teacher is supposed to master the Curriculum, by which she / he knows well what the syllabus is all about for each subject and in particular, the parts that she / he is dealing with as she / he begins teaching.

Thirdly, the student teacher is supposed to master well the materials taught at the particular school. There is a danger of student teachers to import the materials from the Training College. It should be remembered that Secondary Schools are not the replicas of college classes - The contents secondary school students are supposed to be taught are quite different from the ones student-teachers study at their colleges.

Fourthly, the student teacher is supposed to get familiar with students exactly to what has been said about familiarization with the School Administration. Students are supposed to be called by their proper names.

Lastly, knowing oneself. A student teacher is supposed to have self-knowledge as pertains the whole Teaching Practice. He / she should know where

his / her strengths and weaknesses on the Practice lay. All these areas cannot be attained if the Practice is to last only for a very short period.

2.5 The Challenges of Teaching Practice and Teaching in general.

Farrant J.S. (1980) also brings the aspect of teaching being the activity that demands a wide range of skills that a novice teacher may have not yet acquired or that needs ample time to acquire, class control being among them. It has been observed that beginners in teaching do need enough time to master the class control. Students may misbehave, even riot in the hands of the Practicing Teacher. To enable student-teacher master all things due, Joseph G. et al (1988) Pg. 477 writes that, most Teacher Education Institutions recommend that student-teachers should not combine teaching with other courses or outside works because teaching practice is difficult and time demanding. However, he acknowledges the fact that some student teachers have performed smartly though they combine with other activities.

Joseph G.(1988) also looks more on the trainee teachers for whom the Practice is the capstone as far as the teachers education program is concerned: it can be the most exciting and rewarding, most difficult and trying. So he makes some points that are ways to make the practice profitable and satisfying.

First, student teachers should remember that teaching practice is intended to be a learning experience. It is an opportunity for them to try out various techniques and strategies so as to start building a whole repertoire of teaching skills and to develop an effective comfortable teaching style.

Second, they should remember that Teaching Practice is a time of trial and error. So, they should not be discouraged if they make mistakes – At their level

mistakes are part of learning exactly to the expression: 'We learn from mistakes'. The important thing when the mistakes happen is to identify them, examine how, why, where they occurred and be determined to do better next time. It is important not to become discouraged. Many student teachers who do miserably for the first week blossom forth into excellent teachers by the end of the practice. On the other hand, if things seem to go well at first, they should not become overconfident. Many beginners too soon satisfied with the seeming success of the early classes, have become complacent and doomed themselves to mediocrity. In any case, they have to examine their classes to see what went well and what went wrong, and then try to correct the faults and capitalize all strengths.

Third, Student teachers should be aware that themselves and also their performance (positives and negatives) would be discussed by students, teachers, lecturers, and sometimes by parents. Naturally, it pleases to hear the strengths and to most people it hurts to hear the weaknesses. On all that he writes: "Let them not turn your head because often the remarks are quite flattering. At the same time, guard against that feeling of annihilation that usually follows derogatory statements about your efforts or intentions. Whether you are praised or denigrated try to assume an objective attitude and use the comments for the inherent value they may possess. Remind yourself that you cannot always be all things to all people nor should you even try to be. Your personality, school regulations, and the classroom procedures will not let you be equally appealing to, or effective with all of your students. You must expect that in the process of upholding your standards you will leave an occasional student dissatisfied. Only by keeping your reactions under control you will be able to preserve your mental equilibrium and zest for your job".

Fourth, student teachers should bear in mind that mistakes vary. There are those mistakes which are common and understandable if they happen at that level - Mistakes of commission namely, mistakes that happen yet conform an indication of good will, commendable effort and willingness to try. But there are other mistakes that stem from the lack of zeal including poor preparation and little concentration – Mistakes of omission. Student teachers should be wary of this second type of mistakes (Pg. 474).

2.6 Initiation to Teaching Practice

As one of the ways of helping student-teachers approach Teaching Practice with positive attitude prior to it Joseph G. et al (1988) comes with the idea of initiating student-teachers to the Practice step by step including: Observation and Participation.

Observation is that moment student teachers are provided to observe teachers and pupils in classes. They may also be observing other students as they teach, or doing demonstration lessons. Such observations give student teachers insights into teacher-pupil relations, the effect of certain type of teaching strategies and techniques, different kinds of materials and media available, and various types of teaching styles. The more the student teachers observe teachers and pupils, the better they perceive and approach the teaching practice.

Participation refers to the type of experiences in which college students actually perform teaching tasks in the schools, although they do not actually teach classes. It includes activities such as tutoring, working with the small groups,

conducting exercises, supervising tests, correcting tests and papers, preparing tests, taking attendance, filling out forms, and generally acting as a teacher aide.

These types of activities can be very helpful because they provide opportunities to become accustomed to handling routines, to get to know pupils, and to acquire skill in various techniques under supervision. Student teachers should enter them willingly and wholeheartedly even though they may sometimes seem onerous. The more they can learn from them the easier their Teaching Practices will be (Pg 474).

Schools for Teaching Practices as it is one of the problems of the Practices is brought by Farrant. He suggests to have some schools around the Teachers Training Colleges to serve among other things as Demonstration Schools or Laboratory Schools. The Schools are supposed to be of the standards the student teachers are trained and the standards they are going to meet as they start official teachings.

The schools also could provide the opportunities for the Student-teachers to observe the good teachers in action as the book reads: "Observation of good teachers in action should be an important part of every student in training, and good teachers in the demonstration schools will provide fine examples of what can be done with initiative and a ready eye for adaptation" (pg. 8).

2.7 Student-Teacher with Students

The aspect of relation between Student teachers and students has a lot to play in the resulting perception and attitudes. For the sake of positive perception and attitude Joseph G. Pg. 480 gives a masterpiece advice on how student teacher

should behave. He writes: "Students both boys and girls like teachers who treat them with respect and whom they can respect. Therefore, treat them courteously and tactfully but at the same time require of them standards of behaviour and academic productivity reasonably close to those established by the regular teacher. Show that you have confidence in them and expect them to do well. Let them know you are interested in them and in their activities.

The best way to earn the students' respect and liking is to do a good job of teaching and to treat all students fairly and cordially. Do not, however, become overfriendly. Be friendly, not chummy. Your role is not to be a buddy, but to be a teacher. Seek respect rather than popularity. Remember that you are an adult, not a kid. The student will respect you more if you act your age and assume your proper role".

2.8 Student Teacher with Cooperating Teachers and Supervisors.

Joseph G. Pg. 479 notes another aspect that makes negative perception to some teachers on teaching practice, especially cooperating teachers. He writes: "From the point of view, Teaching Practice presents a threat in several ways. To allow a neophyte to interfere in the smooth running of one's class is risky. More than one teacher had to work extra long hours to repair the damage done to a class by incompetent student teacher. Also, teachers who feel insecure may feel uncomfortable to allow student-teacher to their classes for what has been mentioned above as 'Observation' and 'Participation' because they perceive such presence of student-teachers critically observing their work as disturbance".

Also he brings another aspect of the student teachers that can spoil their

relation not only with the cooperating teachers but also the supervisors. That is the aspect of student teachers not listening to what they are told. The book reads: "Many teachers and college supervisors as well complain that student-teachers do not listen to what they are told. Often student teachers do not listen because they are so caught up in their problems that they find it difficult to concentrate on anything else. They may be too busy justifying their behaviour or explaining away what has gone amiss in their classes to hear someone else's criticism".

The relation between student teacher and Cooperating teacher according to experience in some moments has not been faring well. Most likely, it is because of lacking the clarity of the limit or extent of that relation. It is the situation that happens in most cases when people talk of rights and obligations of two people to each other. What should be adhered in such situations is to let prudence take its course:-

"A student-teacher should avoid becoming a clone of the cooperating teacher or the replica of the old-time teacher who gave lectures, heard recitations, and sometimes did very little else. He / she has to work out the new approaches and techniques he / she wishes to try with the cooperating teacher before trying them. The cooperating teacher can show how to get the most out of the new ventures and warn of pitfalls he / she might encounter.

Sometimes the cooperating teacher may think it necessary to veto what seems to the student teacher the best idea. Usually, there is a sound basis for the veto. It can be to the cooperating teacher's view, that these ideas will not serve the objectives well, or they may require time, money or equipments that are not available to the student teacher, or violate the school policy, or seem unsuited to the

age and abilities of the pupils. Sometimes the student teacher's ideas may be rejected because they conflict with the cooperating teacher's pedagogical and philosophical beliefs or prejudices. Whatever the objections, the student teacher should accept the decision gracefully and concentrate on procedures the cooperating teachers finds acceptable. After all, the classes and the instruction are the cooperating teacher's responsibility" (pg. 475).

2.9 Teaching Practice Evaluation.

Farrant J.S. (1980) also highlights what *Teaching Practice Procedures* (1997) terms as 'Teachers Seminar'. It comes after Teaching Practice and it is very important. It is the moment when particular issues on the strengths and weaknesses of Teaching Practice are discussed. In other words, it is the moment to evaluate aims, methods, and results of the Teaching Practice and general conclusion or principle are thrashed out (pg. 8).²

² The Program (Teaching Practice) has now been running for years and its success is evidenced in feedback including the end-of-semester review. <http://www.curt.in.educ>.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design and Methodology.

The research method used was that referred by Sagor R. (2000) pg. 19 as 'Triangulation' meaning 'the use of multiple independent data sources to corroborate findings. Or, is the use of two or more methods of data collection in the study of some aspects of human behaviour. According to Gall M. D. et al (1996) pg. 288 perceptions and attitudes can only be studied by questionnaires and interviews because these aspects cannot be observed like feelings, motivation, accomplishments and experiences.

3.2 Description of Sample and Sampling Procedures.

The researcher used Random Sampling where twenty-six CTIE students who had done the Teaching Practice (Fourth Year) were sent the questionnaire. Thirty CTIE students preparing for the Teaching Practice (Second Year) were sent the questionnaire. Having still a year before the Practice and a half a year for the preparation) most of them had little to respond. However, the research was not affected because those on the Practice and those who have done the Practice responded as required. Fifteen of those doing the practice were interviewed. Ten (10) of them were visited at their schools. Five (5) lessons in the process by student teachers were observed and some photographs taken.

3.3 Description of Instruments

Several instruments were used, including: Questionnaire, Interviews, Observations and Library resources.

Questionnaire. A list of questions were set and sent to twenty-six (26) CTIE students who had done Teaching Practice and other thirty (30) CTIE students preparing for the Teaching Practice. Most of the questions were of open-ended type giving room to those who have more information to forward. This type of data collection was handy for respondents who are able to respond to the questionnaire reflectively and freely.

Interview. About fifteen (15) student teachers doing their teaching practice were interviewed on what feelings, joys, challenges and problems they are facing as well as expectations with regards to the practice. It was the method suitable for respondents who would like to respond immediately and save time for the practice that is very demanding in terms of time. Even some of those who did practice teaching and majority of those preparing for the practice preferred interviews than writing.

Observation. Five lessons were observed and some photographs taken. It was a good method for getting in touch with the reality. Sdorow S. L. (1990) writes that body movements and facial expressions as seen in the photographs convey a lot.

Library sources. The researcher explored library resources on different aspects of the study. He also visited Catholic University of Eastern Africa Library and Consolata Seminary Library.

3.4 Data Collection procedures

Questionnaire were distributed to the selected respondents as stated above then collected. Interviews were conducted and proved to be the most preferable by the many respondents because all of them are students with many papers and things to write, hence preferring not to hold more papers and writings. The observations on teaching practices in the process were used.

The questionnaire was distributed either at Tangaza Campus or at the respondents' residences if proved convenient. Respondents were requested to respond as precisely, sincerely and faithfully as they could. Student teachers on the Practice and those who have done the practice proved to respond better on what was expected than those preparing.

Interviews and Observations were conducted at the Campus, Schools and wherever the researcher and respondents deemed comfortable and convenient.

3.5 Data Analysis

There were three sets of questionnaires: For Student Teachers who have done the teaching practice, those who are on Teaching Practice and those preparing for the teaching practice. The three sets of data collected were analysed. They were sorted, sifted, ranked and examined to answer the questions: What is the story told by these data? Why did the story play itself out this way? In that way the researcher acquired understanding of the situation under investigation and came up with well-grounded information on the objectives. However, the homogeneity of the respondents (*Cf. Limitation of the study*) resulted into homogeneity in some responses. For instance: Eighty per cent (80%) of the respondents were religious

and most of them come from the same communities. Out of the twenty per cent (20%) of the respondents who are not religious, ninety five per cent (95%) are young men / women who are single; that means only one is married. In residence, 58% reside at Langata.

Student teachers preparing for Teaching Practice.

Their number for the whole class was thirty-two. Thirty (30) of them were chosen to be respondents.

Student teacher on Teaching Practice

As a class their number is thirty-two (32), but those on practice were twenty four (24). The rest already did the Practice elsewhere. Fifteen (15) of them were respondents. Five of them were visited during the practice. The photographs that were taken are attached and show some of the activities that were going on.

Student teachers who had done Teaching Practice.

As a class at the time they were doing the Practice their number was thirty-four (34); twenty-four (24) of them did the Practice in Nairobi; seven (7) did it outside Nairobi, three (3) did somewhere else before coming to Tangaza. Eight of them took the Three Years Program; that means at present the class remains with twenty-six students. All of them were respondents to the questionnaire.

CHAPTER FOUR

4.0 PRESENTATION AND DISCUSSION OF THE FINDINGS

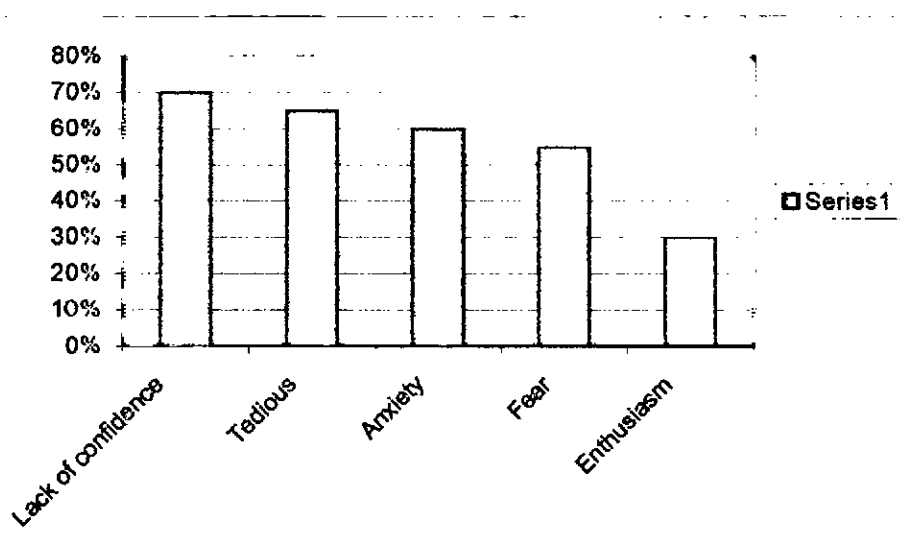
4.1 Introduction.

This chapter presents the findings and discussion of the data collected. Different methods are used: statements, tables / figures, and photographs. The three objectives of the study are analysed and interpreted separately.

4.2 Student teachers' perception and attitude before the Practice.

The first objective of the study was to identify the perception and attitude student teachers hold before the Practice. The response from majority of the respondents (70%) agreed with what the study assumed (before the teaching student teachers are excited, worried, fearful, and nervous with the practice - negative perception). Thirty per cent (30%) hold mixed feelings. The feelings that happened to be common are given by the figure below followed by the discussion.

Figure 1 presents the common feelings to many students preparing for Practice



4.2.1 Enthusiasm

Thirty per cent (30%) of the respondents expressed that they were enthusiastic for the Teaching Practice because it is a moment and a way of acquiring skills for the teaching profession they are for; it is an opportunity to exercise and extend what they had acquired; it involves interacting with other people something that is precious for anybody called to be a teacher. Also is the moment to accumulate more credits (15). Therefore, they felt eager for the Practice.³

4.2.2 Lack of confidence.

Seventy per cent (70%) of the respondents said despite preparations for the practice (two and a half year classes, courses in the first semester of the third year: Teaching Methods, Test and Measure, Introduction to Teaching Practice, Commissioning Ceremony, etc.) they are not confident for the practice. They are not sure whether they will be able to translate it and deliver according to the needs and expectations - they were not confident.

4.2.3 Nervousness

Fifty five per cent (55%) of the respondents expressed also the feeling of nervousness. This is common in most of the beginners on teaching. But the type of students aggravates the feeling a person gets. There are stories from some of those who have done the teaching practices. It is said that some students particularly, girls tease the practicing teachers in various ways. For that many respondents said would like to get Boys' or at least Mixed Schools for their practice.

³ There are participants who undertake the program solely for the purpose of their professional development. <http://www.curt.in.educ>.

4.2.4 Teaching being so tedious

Sixty five (65%) of the respondents revealed the feeling and the fact that teaching, especially at the beginning takes a lot in terms of preparations: reading, writing, marking, planning, organizing, consulting, etc. So there is a feeling of the Practice being so tedious.

4.2.5 How will Supervision be?

The issue of Supervision happened also to be the matter of great concern to many, hence contributing much to the type of perception and attitudes the respondents had towards Teaching Practice. All of them acknowledged the significance of it as far as Teaching Practice is concerned - Teaching Practice without Supervision loses the meaning. Eight (8%) came with the suggestion that they would prefer to be supervised by many supervisors (like five to six different lecturers). For them, efficient and fair supervision can be attained when the supervisors are many.

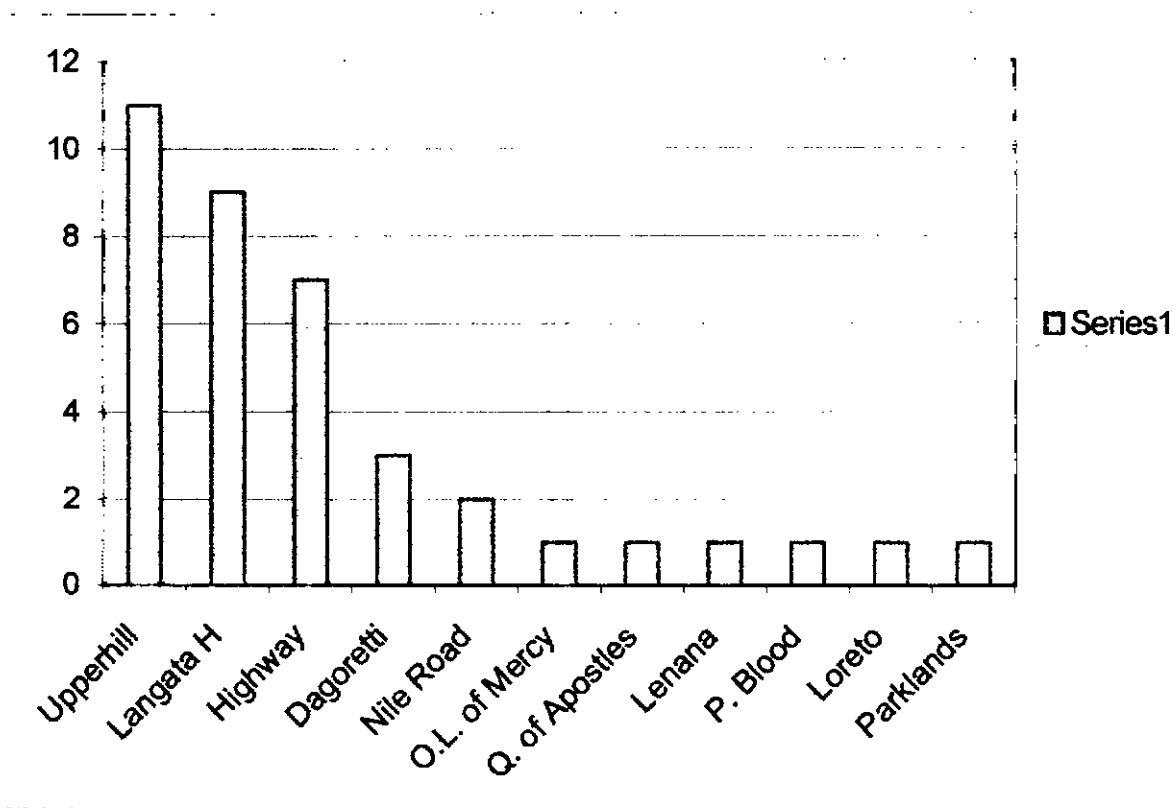
Fifty five (55%) of the respondents said, 'Supervision' by its nature brings fear (negative perception and attitude). We can think of reducing that feeling by looking for an alternative name. Indeed, the name given to something if not properly chosen can distort it.

4.2.6 What School for Teaching Practice?

There are some schools with good reputation in terms of discipline, equipment, staff and accessibility; at the same time there are other schools with some problems like underequipped in terms of books, buildings, and other facilities necessary for teaching and learning; this worries student teachers. One of the situations that were referred to is that where the class of 40 students share not more

than eight textbooks. Also, there are schools with many students in a class (overcrowded) that there is no free space for a teacher to move around. Because of that when came to the issue of what schools they would like to go for the Practice some schools happened to be scrambled for, while those with names that are not appealing were almost left out. For that eleven respondents (each with the three choices of schools he / she would like to go for Teaching Practice) were randomly picked. The figure bellow shows what schools happened to be the most preferred and the least ones for different reasons discussed.

The figure 2 presents the schools that are most preferred and least preferred.



4.2.7 Uncertainties on co-operation

Sixty per cent (60%) of the respondents noted that, in teaching, cooperation from other teachers and students is necessary and very helpful. According to the ethics of teaching profession those teachers whose subjects are taken for teaching practice are supposed to keep in constant touch with the student teachers in case any need arises. But on their side they were not sure whether they would get that. For that they wished all could be assigned at least in pairs.

4.2.8 Problems with accommodation / transportation.

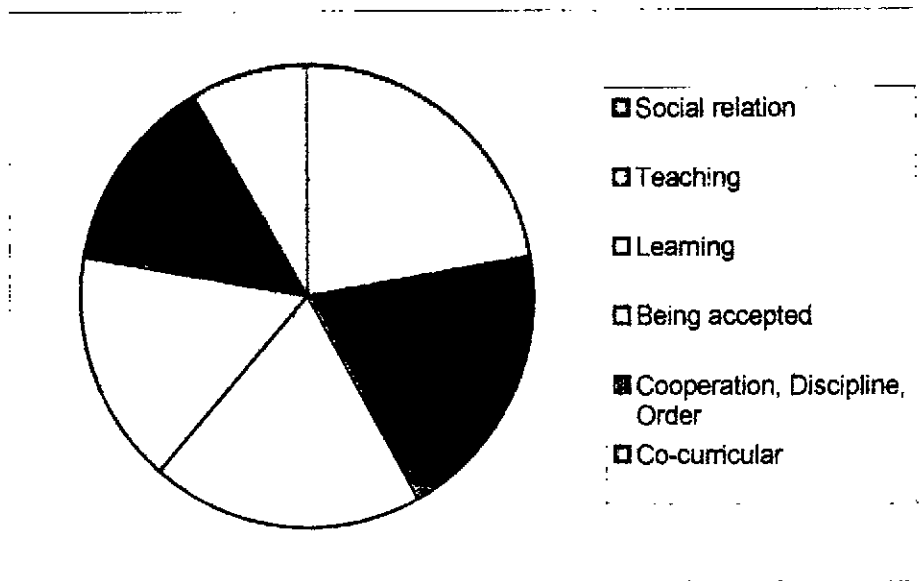
The uncertainties on accommodation and transportation were also raised by fifty five per cent (55%) of the respondents though with a difference in emphasis. Some respondents said they would like to stay at their homes and just commute while others would like to stay somewhere near the school. However, the common feeling on that is to have schools not far from the area of residence. Walking or commuting from far negatively affects performance in the practice, especially if one has co-curricular activities that take place either early in the morning or late in the evening.

4.3 Student teachers' perception and attitude after the Teaching Practice.

The second objective was to identify the perception and attitude student teachers hold after the Practice. All respondents from those who have done the practice said they came back from the practice with perception and attitudes that were very positive quite different from the ones they had before. Ninety two per cent (92%) of the respondents said that Teaching Practice is the one making the

essence of the Teachers' Training Program; that means without it the program is incomplete. There are many reasons for all that. The figure below presents them followed by the discussions.

Figure 3 presents some aspects student teachers enjoyed during the Practice.



4.3.1 Learning

Seventy per cent (70%) of the respondents confessed that they prepared themselves for teaching practice perceiving teaching as lecturing or giving oriented. But as they started teaching they discovered that there is a lot to do with themselves learning from the students, other teachers and the situation as a whole. From that, they said, "We got the sense of what our director (Br. Smith) was insisting on the day of our Commissioning: 'Go and Listen! Go and Listen!' That agrees with researches done on different ways of learning. It has been affirmed that through

teaching the teacher retains a lot (90%) compared to other methods of learning (for instance, by reading is only 10%, by seeing is only 30%, etc).

4.3.2 Cooperation, Order and Discipline at the schools

Fifty per cent (50%) of the respondents said, they admired and were impressed by the Cooperation, discipline and order at the schools. Those who were given accommodation around the schools acknowledged the great deal it contributed to the whole performance. They said they could not imagine as to how negatively they could be affected if they were to commute especially with changing several buses.

4.3.3 Social Relations.

Eighty per cent (80%) of the respondents expressed that Teaching Practice is something beyond description. It can only be experienced. For them one of the experiences they got from the teaching career is that of getting many friends. In fact, that is one of the values of teaching career. Many people have happened to say that the wealth from teaching is not in material but social – friendship. But one of them noted the cold welcome he got from the head of the school as something that disappointed him on the first days.⁴

4.3.4 The Joy of Teaching

Seventy two per cent (72%) of the respondents came with the comment of Teaching being an enjoyment of its own kind. They said the whole interaction with students and teachers was enjoyable. In addition to that thirty per cent (30%) noted

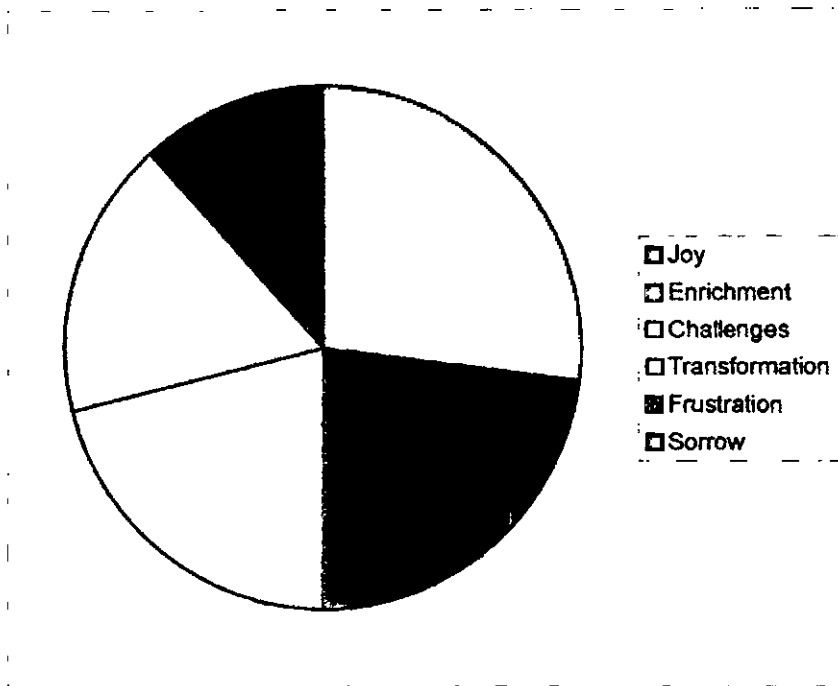
⁴ The social aspects of the Program are also important because they assist development of the necessary collegiality. <http://www.curt.in.edu>.

that the co-curricular activities they participated contributed to the joy and enrichment they got and left with.

4.3.5 Being accepted

Sixty per cent (60%) of the respondents said that they felt to be self-confirmed. The Practice confirmed their call as teachers and leaders. That came as a result of many things such as the way they performed, were respected and given some responsibilities. They felt very much accepted and vowed not to disappoint anybody. All respondents confessed that the Practice marked something in their mind and heart. Figure 4 below presents some of the aspects as legacy of the Practice left in them.⁵

Figure 4 shows the aspects left by Teaching Practice as legacy.



⁵ "In fact", said Luther, "if I had to give preaching and my other duties, there is no office I would rather have than that of A School Teacher. For ... it is the most useful, greater and best" (Glenn S.L. et al 1994).

4.4 Factors for the change or difference in perception and attitude.

The study assumed that perception and attitude change due to certain parameters. The third objective was to identify the factors (reasons) for that change or differences in perception and attitudes between the time before the Teaching Practice and when it is over. Therefore, during the teaching practice is the transitional period from the perception and attitudes student teachers hold before the teaching practice to the ones they come to hold later. It is this period from which the factors (reasons) for the change are clearly established.

Almost all (94%) respondents from student teachers on the Teaching Practice expressed that they were happy with the Practice. They were pleased with the schools they got, warm welcome and cooperation from all concerned areas (students, teachers and college administration) and the teaching itself. Such aspects happened to be the causes of worry before teaching practice, leading to negative perception and attitudes. But the reality proved positively leading them to have positive perception and attitude they came to hold, correctly to what the study assumed (*Cf. Assumption of the Study*).

Most of them had manageable number of lessons; and the way they were arranged in the timetables allowed them to relax and enjoy the Practice (*Cf. tables presenting three timetables of some student teachers*).

At the time the researcher visited them, all had been visited by the Administration and supervised several times; they were comfortable with it

Those teaching mathematics noted the presence of some students with negative attitude towards the subject. However, they were optimistic that with time and through their working the situation may improve.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTION FOR FURTHER STUDY.

5.1 Summary.

There are numbers of factors contributing to the type of perception and attitudes student teachers may have towards Teaching Practice at any given period of time. The high number of credits allocated for the Practice (15), all preparations for the practice, commissioning ceremonies and the benefits student teachers anticipate from the Practice lead to the percentage of student teachers who feel enthusiastic / eager (positive perception and attitudes) for the Practice before it.

On the other hand, the uncertainties on situations in the schools for the teaching practice, cooperation as well as the issue of supervision stand as the main factors for the student teachers who hold negative perception and attitudes before they proceed to the practice (*First Objective*).

The whole situation practicing teachers go through during the Practice makes the perception and attitudes student teachers retain when the practice is over (*Second Objective*). It is that experience therefore that makes the change or difference between the perception and attitudes student teachers hold before the practice and after it (*Third Objective*).

After Teaching Practice student teachers are happy and do not shy of being identified as teachers. For instance, twenty-three (23%) of student teachers who did the practice Last Academic Year did not proceed to the fourth year; instead they went back to their respective communities and were posted to schools as teachers.

Themselves and their communities are convinced that the Teaching Practice equipped them as teachers (positive perception and attitude).

By teaching practice, practicing teachers feel actualised as professional teachers. In students' views Teaching Practice is more important than the certificates they get at the end of the semester.

5.2 Conclusion.

This study showed that student teachers' perception and attitudes towards Teaching Practice was an issue, worth of study. Some conclusions are hereby presented.

The significance of the practice as well as the role of perception and attitudes have been raised and their importance shown. It was noted that Teachers' Training without Teaching Practice is incomplete.

Observation showed that all student teachers value the Teaching Practice. The negative perception and attitudes that proved to exist among the student teachers before they proceed to the Practice are very temporal. They also result from some situations based on the individuals as well as the deficiency of information, experience and uncertainties. That's why it does not take long to change to positive ones – as soon as the student teachers get schools for the practice, start teaching and get familiar with various aspects of the practice the negative elements decline and positive ones replace them.

The study also established that student teachers who had either taught before or went to the schools they were familiar with had less worry.

Teaching practice demands a lot and by its nature is tedious just like student teachers preparing for the practice anticipated. However, the experience showed that the dedication and efforts to do ones' level best bring joy and fulfilment.

Teaching practice as it is with teaching in general, has both Subjective and Objective dimensions:-

Subjective: Student teachers themselves felt happy, enriched, transformed and very much fulfilled as they participated in that noble work of transforming the nation (teaching) – Self actualisation took place. ⁶

Objective: Schools administration and other staff members acknowledged jobs well done by student teachers. For instance, at one school the Deputy Principal confessed that at his school there was improvement in students' performance and enrolment for the subjects taught by CTIE practicing teachers.

Some of the aspects that student teachers worry about are either completely not there or are there but not to the extent they think. The researcher therefore, hopes that this study will fill the gap of information deficiency and reduce uncertainties/worries in student teachers preparing for the practice (*Cf. Significance of the study*).

With all that, student teachers are assured that teaching practice is an opportunity that calls them to embrace it and leave behind all elements of negative perception and attitudes.

Some photographs (plates) are displayed on the Teaching Practice Experience in Appendix 1

⁶ . Through work, human beings actualise and express themselves, seeking to become what they are meant to be (Laborem Exercens no. 6).

5.3 Recommendations.

With the assumption of fostering positive perception and attitude, and making Teaching Practice more meaningful following the study done the researcher recommends:-

1. That the courses in the first semester of the third year to be mainly those which are the immediate preparations for Teaching Practice, particularly Teaching Methods, Test and Measure and Introduction to Teaching Practice). Others can be fixed somewhere else.
2. That students in Teachers' Training Program are encouraged from the very beginning to familiarize themselves with Teaching Practice by visiting schools during their leisure, lesson presentations and engage in public speaking.
3. That students taking Education Four Year Program may have the Practice in the fourth year because by that time they would have covered more courses.
4. That CTIE should utilize the resourceful learning / teaching environment (good number of secondary schools) the Langata area is endowed with; for instance, Makini, Brookhouse, Hillcrest, Banda, Karengata, Kilimani Junior Academy, Nairobi Academy, etc (*Cf. Literature Review*). While this is suggested I acknowledge that the schools are private and could be more rigid on such matters.
5. That the Supervision aspect following its significance, delicacy and sensitivity should have a clearer policy, including: fixed number of supervisions and supervisors each student teacher should have.

6. That Teaching Practice can be diversified to rural schools to expose student teachers to a wider variety of teaching experience. Rural schools have shortage of teachers and great need of fresh teachers; but Nairobi schools have many teachers leading to some of the practicing teachers getting few lessons and less experience of what Teaching Career means (*Cf. Table 5, 6 and 7*).

5.4 Suggestion for Further Research.

The same topic may be reinvestigated (replicated) using the study case that has more population, diverse variables, individuals and school settings for teaching practice.

BIBLIOGRAPHY

- Arends, R.L.: *Learning to Teach*, Me Graw Hill, Washington, 1991.
- Farrant, J.S. : *Principles and Practice of Education*, Longman Ltd Singapore, 1980.
- Glenn S. L., & Joan S. K., *Lives in Education*, New York, 1994.
- Hosford P.L.: *Teaching*, Association for Supervision and Curriculum Development, Alexandria. 1984.
- Joseph G. & Callahan Leonard H. Chalk: *Teaching in Middle Schools*, Macmillan Publishing Co., New York, 1988.
- Ogunniyi M.B. : *Educational Measurement and Evaluation*, Longman Group, Hong Kong, 1984.
- Sagor R. : *Guiding School Improvement with Action Research*, Association for Supervision and Curriculum Development, Alexandria - USA, 2000.
- Sdorow M. Lester : *Psychology*, Brown & Bendrimark Publishers, Oxford. 1990.
- Spirinthall N.A. and Spirinthall R.C.: *Educational Psychology*, Random House, New York. 1974.
- Watson H. & Bukunda M.: *Learning to Teach*, Evans Brothers Limited, Nairobi. 1987.
- Witrock M.G : *Hand Book Research on Teaching*, Collier Macmillan, London. 1986.
- World Book Inc.: *World Book Encyclopaedia*, Chicago, 1994.

Others

- <http://www.curtin.edu.au/learn/unit/RefPrac/> *On Facilitating Reflective Practice*.
- Nation Media Group *Daily Nation Newspapers*, Nairobi, 2003.
- Tangaza College: *Teaching Practice Procedures*, Nairobi, 1997.

APPENDICES

PLATE I

APPENDIX 1 : PLATES



Teaching Practice Teachers occasionally do come together. The above photograph shows student teachers of January to March 2002 posing for class photograph before they dispatch for their Teaching Practice. The one below shows the Student teachers of January to March 2003 attentively listening to Bro. Mark on the day they met for Mid- Practice Teaching Seminar on February 2003.

PLATE II



PLATE III



Teaching involves working with young men and women the mission that is precious for anybody called to be a teacher; it begets joy (*Cf. Discussion of the Findings*). In the above photograph Dr. Mwai (the Assistant to CTIE Director) proves the fact as he cherishes brainstorming the students on the lesson taught by the teaching practice teacher. The one below shows students and teaching practice teacher cheerfully posing for the snap before they dispatch for Physical Education (PE) Class.

PLATE IV



PLATE V



There is no real teaching without extensive reading and proper preparation (*Cf. Literature Review and Discussion of the Findings*). In the above photograph some student teachers busy reading in the library; the below one shows the teaching practice teacher doing the last touch preparation before she goes to teach.

PLATE VI



PLATE VII



The Administration (both Schools' and College's) extends its concern with the teaching practice teachers in various ways. The above photograph shows the School Administration sharing some words with the teaching practice teacher. The one below shows the Assistant to CTIE Director in the class where practicing teacher is to teach.

PLATE VIII



PLATE IX

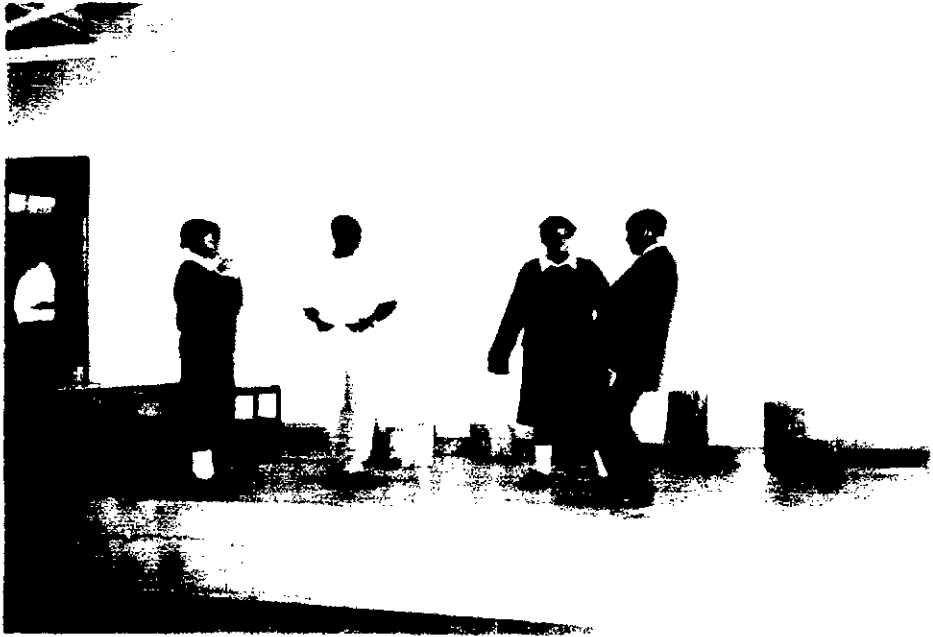


Teaching Practice is the moment to refine knowledge and develop skills and confidence for the teaching career (*Cf. General Background, Literature Review and Discussion of the Findings*). All the two photographs are showing practice teaching teachers realizing the sense of the affirmation.

PLATE X



PLATE XI



Effective Teaching/Learning is that one that among other things involves active participation of the learners. In the photograph above the teaching practice teacher, the cooperating teacher and students actively in drama preparation. The one below one student takes a reading for the class.

PLATE XII





One of the values of Teaching Career is that of coming across with many other people and new environment. All the two photographs (above and below) show student teachers enjoying the friendly company of the staff members and the environment as a whole.

PLATE IV



APPENDIX 2

TABLES

Table 1 showing gender and status of respondents.

Sex		Status		
Male 44	Female 27	Religious 57	Married 1	Single 13

Table 2 showing the area of residence for the respondents.

Area	Number of students
Langata	51
Otiende	4
Karen	3
Ngong	1
Lavington	3
Rongai	1
Adams	3
Nairobi West	5

The table 3 showing Nairobi Schools for those on Practice Teaching

School	Vacancies	Realized vacancies	Type of School
Aquinas	2	2	Government/Boys'
Upperhill	3	3	Govt/Boys'
Loreto	1 (Sr.)	1	Catholic/Private/Girls
Dagoretti	2	-	Govt/Boys'
Mercy High	1 (Man)	1	Govt/Catholic/Girls
Highway	3	3	Govt/Boys'
Ofafa Jericho	3	3	Govt/Boys'
Nile Road	2	2	Govt/Girls'
Langata High	2	2	Govt/Mixed
Queen of Apostles	1 (Bro)	1	Seminary
St. Catherine	1 (Sr.)	1	Private/Girls'
Parklands	-	1	Govt/Cath./Boys'
Eastleigh High	2	1	Govt/Boys'
Lenana	1	1	Govt/Boys'
Parklands	1	1	Girls'
St. Teresa	1	1	Girls'

Table 4 shows Nairobi Schools for Practice Teaching in 2002

School	Vacancies	Realized vacancies.	Type of School
Aquinas	2	2	Government/Boys'
Upperhill	2	2	Govt/Boys'
Loreto	1 (Sr.)	1 (Sr.)	Catholic/Private/Girls
Dagoretti	2	1	Govt/Boys'
Mercy High	2 (Man)	1 (Man)	Govt/Catholic/Girls
Highway	4	4	Govt/Boys'
Ofafa Jericho	2	2	Govt/Boys'
Nile Road	2	2	Govt/Girls'
Langata High	3	2	Govt/Mixed
Queen of Apostles	1 (Bro.)	1 (Bro.)	Seminary
St. Catherine	1 (Sr.)	1 (Sr.)	Private/Girls'
Huruma	1	1	Govt/Catholic/Girls'
Parklands	2	2	Govt/Cath./Boys'
Ngara	2	1	Govt/Girls'
Precious Blood	1	1	Govt/Cath./Girls'
Nembu High	3	1	Govt/Girls'
Lenana	1	1	Govt/Boys'

The tables 5, 6 and 7 present three timetables of some of student teachers on Teaching Practice.

Table 5

PERIOD	TIME	MOND.	TUESD.	WEDN.	THURS.	FRID.
01	08.20- 09.00		2Y ENGLISH		2G ENGLISH	2G ENGLISH
02	09.00- 09.40					2G ENGLISH
03	09.40- 10.20	2Y ENGLISH				
	10.20- 10.40	B	R	E	A	K
04	10.40- 11.20					
05	11.20- 12.00			2Y ENGLISH	2Y ENGLISH	
06	12.00- 12.40	1P CRE			2Y ENGLISH	
	12.40- 01.30	L	U	N	C	H
	01.30- 02.50	P	R	E	P	
07	02.50- 03.30	2G ENGLISH	1P CRE	2G ENGLISH		
08	03.30- 04.10		2G ENGLISH	2G ENGLISH	1P CRE	

Table 6

PERIOD	TIME	MOND.	TUESD.	WEDN.	THURS.	FRID.
01	08.10- 08.50			2R GEOG.		
02	08.50- 09.30					
03	09.35- 10.15				2Y CRE	
04	10.15- 10.55				2Y CRE	
05	10.55- 11.15					
06	11.15- 12.35					
07	02.00- 08.40		2R GEOG.			
08	08.40- 03.20		2R GEOG.			
09	03.20- 04.00	2Y CRE	2R & 2Y P.E.			
10			Y.C.S.			

Table 7

PERIOD	TIME	MOND.	TUESD.	WEDNS.	THURS.	FRID.
01	08.20- 09.00	2Y MATH.		2P CRE		
02	09.00- 09.40	2Y MATH.			1B CRE	
03	09.40- 10.20					2Y MATH.
	10.20- 10.40	B	R	E	A	K
04	10.40- 11.20		2R CRE		2Y MATH.	2R CRE
05	11.20- 12.00					
06	12.00- 12.40			2Y MATH.		
	12.40- 01.30	L	U	N	C	H
	01.30- 02.50	P	R	E	P	
07	02.50- 03.30	1B CRE		1B CRE		
08	03.30- 04.10		2Y MATH.			

APPENDIX 3

QUESTIONNAIRES

To the student-teachers who have done Teaching Practice

Dear Student-Teachers

I am Hongoli Polycarp (9908) a Fourth Year Student at Catholic University of Eastern Africa, Tangaza College (CTIE). I am conducting a Study on *Student-teachers' Perception and Attitude towards Teaching Practice before and after the Practice*. You have been chosen as a respondent on account of your Practice Teaching Experience. I therefore, kindly request you to respond to the questionnaire that follows.

The answers given should express your personal views and opinions. I assure you maximum confidentiality of the information given. Your cooperation is highly appreciated. Tick or write down on the space provided.

Section A

- 1.Name (Optional)
- 2.Sex: Male Female
- 3.Age
- 4.Status: Married Single Religious
5. List in order of priority your choice of schools for Teaching Practice you did:
1st 2nd 3rd
..... Given
- 6.Area of residence

Section B

- 1.What legacy has the Teaching Practice you have covered left with you:
Joy..... Sorrow..... Frustrations..... Challenges..... Transformation /
Change..... Enrichment.....
2. What expectations and feelings you had before the practice?.....

- (i).....
- (ii).....
- (iii).....
- (iv).....

3. What did you enjoy best during and about the Practice?

- (i).....
- (ii).....
- (iii).....
- (iv).....

4. What did you like least about the practice?

- (i).....
- (ii).....
- (iii).....
- (iv).....

5. What do you see as an essential aspect(s) of the practice (without which the practice loses its value)?

- (i).....
- (ii).....
- (iii).....

6. What do you think to be not essential aspect, and can be left out without affecting the practice?

- (i).....
- (ii).....
- (iii).....

7. What do you think could be added or done to make the practice better?

- (i).....
- (ii).....
- (iii).....

8. Did the experience you get reflect what you were alerted when you were being prepared for the practice? Yes.....No.....

9. What advice would you give to those preparing for the practice?

- (i).....
- (ii).....
- (iii).....
- (iv).....
- (v).....

10. What suggestions do you make concerning the practice for the future improvement?

- (i).....
- (ii).....
- (iii).....

Thank you.

.....

To the student-teachers preparing for the Teaching Practice

Dear Student-Teachers,

I am Hongoli Polycarp (9908) a Fourth Year Student at Catholic University of Eastern Africa, Tangaza College (CTIE). I am conducting a Study on *Student-teachers Perception and Attitude towards Teaching Practice before and after the Practice*. You have been chosen as a respondent on account of your Teaching Practice Preparation Experience. I therefore, kindly request for your assistance in responding to the questionnaire that follows.

The answers given should express your personal views and opinions. I assure you maximum confidentiality of the information given. Your cooperation is highly appreciated.

Section A

1. Name (Optional)
2. Sex: Male Female
3. Age
4. Status: Married Single Religious
6. Area of Residence.....
7. Your choice of school for Teaching Practice :
1st 2nd 3rd
..... Given

Section B

1. What are your expectations of the Teaching Practice?
 - (i).....
 - (ii).....
 - (iii).....
 - (iv).....
2. What challenges and difficulties (on teaching practice) you face as you prepare for Teaching Practice?
 - (i).....
 - (ii).....

(iii).....

(iv).....

3. What do you perceive to be an essential aspect of the Practice (without which you think the practice loses meaning?)

(i).....

(ii).....

(iii).....

4. What do you think to be not of great importance as far as the practice is concerned?

(i).....

(ii).....

(iii).....

5. What do you think will be the problem(s) during your Teaching Practice?

(i).....

(ii).....

(iii).....

Thank you.

.....

To student teachers on the Teaching Practice.

1. How is the Teaching Practice: Are you happy with..... Not happy

2. If you are happy, what pleases or interests you?

.....
.....

3. If not happy, what are the problems?

.....
.....

4. What do you think could be the solution to the problem (s)?

.....
.....

5. How many lessons do you have?

6. How is the cooperation?

(i) From College the Administration

.....
.....

(ii) From the School Administration

.....
.....

(iii) From the Students

.....
.....

7. How many times have you been visited by the College Administration or supervised?.....

.....

APPENDIX 4

BACKGROUND OF TANGAZA COLLEGE (CTIE)

On what Tangaza College (CTIE) is all about the researcher appreciated the way *CTIE Catalogue 2002 - 2003* had described. So, he had the courtesy to borrow as follows:-

“In 1991, as it became apparent that there a growing number of young religious in east Africa who intended to devote their lives to teaching, and as it became increasingly clear that many of them would not be able to find a place in one of the universities, and since there were at that time outside of the Universities, only one or two programs devoted to preparing teachers, particularly for secondary teaching, the Della La Salle Brothers, having been engaged in School management in East Africa since 1955, took the initiative to establish a teacher training program in Nairobi, Kenya.

The Mission of Christ the Teacher Institute for Education is to prepare teachers, who are able to do university studies in the English language, for professional employment in secondary schools on the African Continent. It assists particularly in preparing members of Catholic religious orders and teaching congregations of male and female religious who serve the poor and are active in creating and maintaining schools that are accessible to and conducted within their local communities.

Further more, the Institute is committed to a rigorous and stimulating program that will thoroughly prepare teachers for their work and inspire them to see what they do as a vocation as well as a profession. The chief goal of the curriculum is to provide a solid foundation in theology, education, counselling and guidance,

and teaching majors in English, Geography/History, Mathematics, and Natural Sciences. Other electives are available to enrich the curriculum” (page 2 – 3).

Tangaza is situated at tranquil, friendly, secure and serene division called Langata, one of the divisions of Nairobi. It is found between 5 to 10 kilometres South of Nairobi City Centre. Its population density is low as compared to other divisions. It is about 300 people per square kilometre, while the average population density of Nairobi as a whole is 2600 people per square kilometre (*Getui 2000 Pg. 176*).

Langata houses a lot and sounds louder than many other divisions of Nairobi. Some of the things it holds are: The Headquarter of Kenya Wildlife Services (KWS), Stations for Military both Police and Army, Bomas of Kenya, The Branch of Kenya Broadcasting Corporation, etc.

In terms of Education Langata houses many learning institutions qualifying it to be called the area for the Agglomeration of Learning Institutions. Some of them are: The University of Eastern Africa (CUEA), several Colleges, Several Seminaries, Secondary Schools, etc.

In the World of the Catholic Church, some people have nicknamed Langata as ‘The Second Vatican after that of Rome’. That follows the agglomeration of Religious Congregations it holds. Referring to only Tangaza College, *Tangaza Student Handbook 2002 - 2003 Pg. 3* writes:

"There are more than ninety religious congregations represented in the College".

Saint Mary's University of Minnesota/USA Nairobi Campus

Christ the Teacher Institute for Education
Tangaza College
P.O. Box 15055
P.C. 00509 Langata
Nairobi, Kenya

011-254-2-89-0339 (office)
011-254-2-89-1407 (messages)
011-254-2-89-0018 (fax)
xteach@kenyaweb.com

20 January 2003

To Whom It May Concern:

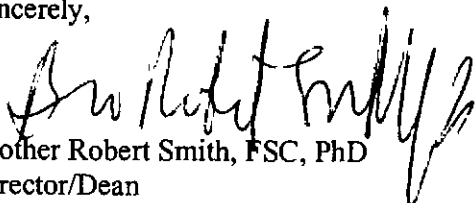
Brother Polycarp Hongoli, OSB (#9908) is a fourth-year full time student in good standing at Christ the Teacher Institute for Education. In May, he will be graduating with a B.Sc.Ed. As part of his final semester, he is enrolled in a research seminar, during which he is to conduct research and gather informational data regarding various issues, leading to the writing of a major paper. His lecturer for this course, and the person responsible for directing his research, is Mr. David M. Gaiti, one of our lecturers in Geography.

Christ the Teacher Institute for Education is an institute in the School of Education of Saint Mary's University of Minnesota/USA. It is also an institute within Tangaza College, one of the constituent colleges of the Catholic University of Eastern Africa.

In order to accomplish his work, I respectfully request that you allow Brother Polycarp the courtesy of having access to your institution or program for the purpose of gathering data, all of which will be shown to and discussed with you.

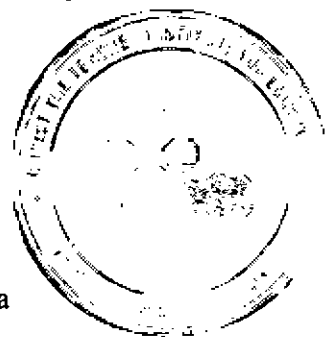
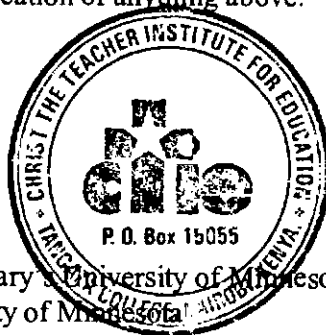
Thank you for your kind consideration of this request. Please contact me if I can provide additional information, clarification, or amplification of anything above.

Sincerely,



Brother Robert Smith, FSC, PhD
Director/Dean

Associate Dean, School of Education, Saint Mary's University of Minnesota
Dean, Nairobi Campus, Saint Mary's University of Minnesota





Saint Mary's University of Minnesota/USA Nairobi Campus

Christ the Teacher Institute for Education
Tangaza College
P.O. Box 15055
P.C. 00509 Langata
Nairobi, Kenya

011-254-2-89-0339 (Office)
011-254-2-89-1407 (Messages)
011-254-2-89-0018 (Fax)
xteach@kenyaweb.com (email)

TO: Mr. David Gaiti
FROM: Br. Mark
RE: RESEARCH PERMITS
DATE: 07 March 2003

A copy of the Letter of Research Authorization from the Ministry of Education, Science, and Technology is on the reverse side of this memo for the following students in CGE 496 Geography Research:

Reg. #	Name
9901	Abunya Moses (Br.)
0001	Isidore Nelson (Br.)
0115	Trust Machaya (Br.)
0033	James Omara (Br.)
9914	Peter Kombe (Br.)
9930	Orbora, S. Lorongo (Mr.)
9908	Hongoli, Polycarp (Br.) ✓

Thank you.

Cc: CTIE Admin.

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: "EDUCATION", Nairobi

Telephone: Nairobi 334411

When replying please quote

Ref. No. MOEST 13/243/7
and date



JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. Box 30040
NAIROBI

7th March

20...03

The Dean of Studies
Saint Mary's University of Minnesota /USA
Nairobi Campus
Christ the Teacher Institute for Education
Tangaza College
P.O. BOX 15055
P.C. 00509 Langata
NAIROBI

Dear Sir

RE: RESEARCH AUTHORISATION

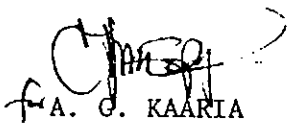
Please refer to your letter dated 24th February, 2003 on the above subject

I am pleased to inform you that the following seven students of Tangaza College whose names appear on the attached list have been authorised to conduct research on the topics shown against their names in Nairobi Province and Marsabit District.

It is noted that the research is a partial requirement for their term paper for the completion of CGE 496 Geography Research II.

Advise the students to report to the Provincial Commissioner Nairobi, the Provincial Director of Education Nairobi, the District Commissioner Marsabit and the District Education Officer Marsabit before embarking on their research project.

Yours faithfully


A. G. KAARIA

FOR: PERMANENT SECRETARY/EDUCATION

For PERMANENT SECRETARY
MINISTRY OF EDUCATION

CC

The Provincial Commissioner
Nairobi

The Provincial Director Education
Nairobi

The District Commissioner
Marsabit

The District Education Officer
Marsabit