

**INFLUENCE OF STUDENT TEACHERS' PERCEPTION OF TEACHING
PRACTICE ON ATTITUDE TOWARDS THE TEACHING PROFESSION IN
NORTH RIFT REGION, KENYA**

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**A Research Thesis submitted in partial fulfillment of the requirements for the Degree
of Doctor of Philosophy in Educational Psychology of Masinde Muliro University of
Science and Technology**

June, 2022

DECLARATION
BY THE CANDIDATE

This research thesis is my original work and has not been presented in any other university for a degree or any other award.

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DEDICATION

To my husband and children for their encouragement, moral, material and spiritual support throughout my study.

ACKNOWLEDGEMENT

First and foremost, I sincerely thank the Almighty God for the peace of mind and sufficient grace that has raised me to this level.

Secondly, I am grateful to Masinde Muliro University of Science and Technology, for granting me the opportunity to undertake my Doctor of Philosophy (Ph.D.) Studies. I also thank my able supervisors; Prof. Aggrey M. Simiyu and Prof. Kennedy Bota for their dedicated guidance that made this study a success. Their immeasurable willingness to shape and lend generous guidance made this study what it is. I am grateful to my course lecturers in the department of Educational Psychology Masinde Muliro University of Science and Technology; Prof. Peter Odera, Prof. Moses Poipoi, Prof. Kennedy Bota, Prof. Kenneth Otieno, Dr. Catherine Aurah, Dr. Samuel Maragia, Dr. Eric Kabuka, and Dr. James Ouda for their tireless efforts during my course work in Educational psychology. It is the knowledge I acquired from them that inspired me to write this thesis.

Thirdly, I am greatly indebted to the various institutions I visited; Baringo County Director of Education office, primary schools in Baringo and West Pokot Counties, Moi-Baringo, Chesta and Tambach teachers' colleges. I am also grateful to the head teachers of primary schools, assistant teachers, lecturers and student teachers. I wish to also thank Dr. Joseph Otsyullah, the Principal Mrs Lorraine Mukoya and all the staff members of Moi Teachers College- Baringo for their material and moral support.

Fourthly, my gratitude would not be complete without acknowledging the good work done by my family members during my formative life and early education. My late parents; Zakayo and Paulinah Burudi, my brothers and sisters for the immense support they gave me. I am deeply indebted to my loving husband, Donald Luseno and my children; Laureen, Diana, Ivy, Sharon and Sammy for their understanding, encouragement, moral and financial support throughout the study.

Lastly, I give special credit to my editorial team for the support they offered in typesetting and editing this work to make it what it is now.

ABSTRACT

Teaching practice exercise is a central aspect in the training of teachers. Student teachers are expected to develop skills and confidence during teaching practice exercise in preparation for the teaching profession. This study therefore investigated the influence of student teachers' perception of teaching practice on their attitude towards the teaching profession in North Rift region of Kenya. The study objectives were to: determine the student teachers' perception of teaching practice, establish the student teachers' perception of their relationship with mentors during teaching practice, investigate the perception of student teachers regarding supervision during teaching practice and to find out the attitude of student teachers towards the teaching profession with respect to gender, mode of study and location of teaching practice school. The study, guided by situated learning theory and Functionalist theory of Attitudes, used Mixed Methods research design. The study population consisted of 1000 student teachers, 85 lecturers, 380 mentors and 66 head teachers. Purposive sampling was used to select 26 lecturers and 20 head teachers, stratified random sampling to select 114 mentors and 300 student teachers. Data were collected using questionnaires and interview guide. Test-retest method was employed to establish the reliability of the instruments. Content validity was used to ensure the instruments were valid. Qualitative data were transcribed and reported as emerging themes while quantitative data were analyzed using descriptive statistics, such as frequency counts, means and percentages. Inferential statistics such as ANOVA, Chi-square and Simple Linear Regression Analysis were applied using the Statistical Package for Social Sciences (SPSS) version 23.0. The study established if attitude towards teaching profession was affected by the gender of the students. Chi square value (χ), was 32.096 at $p=0.005$, which implied that there was an association of attitude and gender. The study further established if attitude towards teaching profession was affected by the study mode. From ANOVA test, the F-statistics was recorded as 62.911 at $p=0.000$, at 95% confidence level, this implied the model fitted between attitude and the study mode of students. From ANOVA to test the difference between rural and urban area's student attitudes towards the teaching profession, F-statistics was recorded as 120.541 at $p=0.087$. $P > 0.05$ at 95% confidence level implying the model was not fit to explain the relationship between attitude and location of school. It was therefore concluded that, student teachers have a positive perception of teaching practice. Attitude towards the teaching profession was significantly affected by the gender and mode of study of the students and attitude towards the teaching profession is not significantly affected by the location of the teaching practice school. It is therefore recommended that, mentorship be encouraged in schools by the Ministry of Education in order to support student teachers develop a positive perception of teaching practice and attitude towards the teaching profession. It is hoped that this study will shed light on teaching practice programmes which will be significant to the ministry of Education, teacher training institutions, teacher trainees, lecturers and researchers who may be interested in further studies in this area.

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ABBREVIATIONS AND ACRONYMS

ANOVA	:	Analysis of Variance.
ASAL	:	Arid and Semi-Arid Lands
CHE	:	Council of Higher Education
EFA	:	Education for All
FGD	:	Focus Group Discussion
HEQC	:	Higher Education Quality Committee
ITE	:	Initial Teacher Education
ITP	:	Initial teacher preparation programmes
FAT	:	Functionalist theory of Attitudes
KICD	:	Kenya Institute of Curriculum Development
MANOVA	:	Multiple Analysis of Variance
NUC	:	National Universities Commission.
PCG	:	Psychological Counseling and Guidance
PTE	:	Primary Teacher Examinations
SADC	:	Southern African Development Community
SDG	:	Sustainable Development Goals
TPU	:	Teaching Practice Unit
UNISA	:	University of South Africa
WIL	:	Work Integrated Learning

CHAPTER ONE

1.1 INTRODUCTION

This chapter provides a summary of the study's background, problem statement, objectives, justification, significance, scope and limitations. Also given are the operational meanings of terminologies utilized in the study.

1.2 Background to the Study

Education, in its widespread methodology, fills numerous needs around the world, including enabling individuals to grow their potential for the prosperity of family and society, relegating the individual the obligation of expanding and supporting a fair financial framework and safeguarding the society. It helps individuals in becoming better residents, getting better-paying positions and exhibiting the contrast amongst right and wrong. Education additionally shows us the worth of hard work while likewise helping us in our progress. Accordingly, by comprehension and esteeming privileges, rules and standards, we can make a superior society to live in (Shilvock, 2018). Improving educational quality is inextricably linked to hiring competent teachers. The quickly changing and developing conditions of the twenty-first century requires that excellent teacher training be provided in education faculties as well as that teacher trainees' experience, knowledge and abilities be improved by providing the necessary means and support in practice schools.

Teaching can be described as "an expert work- related cluster of the training area with social, monetary, logical and mechanical parts," (Erden, 2007). To be categorized an expert occupation, a work-related cluster should offer types of assistance in a particular field, go through proper preparation that gives master information, have an expert culture, affirmation control, proficient morals, own proficient foundations and be viewed as a

calling by society (Erden, 2007). Teaching is a task that requires a specialization in a particular subject, teaching abilities, didactics and some particular individual attributes (Davut, 2010).

A profession, as per Fadokun, (2010) in Usman, et.al. (2015), is an occupation that requires particular scholarly review and preparing to offer gifted support to different citizenry, government and non-legislative organizations for a set charge or pay. As indicated by Usman, et.al. (2015), teaching is one of the most respectable and most seasoned callings in mankind's set of experiences. They accept that educating is the most indestructible occupation on the planet, and that teachers have consistently had a place of extraordinary glory and significance in their social orders.

Teacher education is one of the variables that influence educational quality. It is a long-term process that necessitates extensive collaboration with several intertwined linkages (Tran, 2012). It not only takes place on the campus of universities of education but also takes place outside the teaching universities, cooperating with various stakeholders. A key aspect of the education system in every state has to deal with the quality of teachers produced for prospective aspirations and development to be achieved. In view of training effective teachers, there has been a transition from the saying that, teachers are not made but rather, effective and competent teachers are produced by modifying their behavior (Yu, Wilson, Singh, Lemanu, Hawken & Hill, 2011). In this regard, being an effective and professional teacher demands a professional preparation, which will give you special and unique completeness in the art of teaching. Professional preparation therefore equips the professional teacher with some completeness and distinguishes him or her from the student teacher.

Teaching practice refers to a temporary period of teaching, of a person who is training to become a teacher in a school under supervision. The student teacher works closely with the college supervisor. Thus, there are four basic thoughts that influence the accomplishment of teaching practicum (Kelly & Tannehill, 2012). "These parts are believed to be interrelated, making a firm entire that, when satisfactorily organized, can decide the viability of teaching practicum as per its particular reason" (Daniela, Capitanu & Dragan, 2015).

Teachers make judgments regarding their duties, responsibilities, and activities in schools based on their experiences, perceptions, values, and beliefs. Positive teacher attitudes and perceptions are vital for effective teaching. According to research, teachers' beliefs, perceptions, and attitudes influence their practice and students' performance (Eggen & Kauchak, 2014). As a result, teaching is not only a demanding profession, but also a calling to serve others. If you enjoy working with children and feel that education has the ability to transform lives, you may have what it takes to become an outstanding teacher (Dowd, 2018).

As indicated by Elina and Pandey (2016), better qualified instructors seemed to have more positive outlooks than less qualified ones. More youthful educators, in like manner, seem to have more ideal attitudes towards teaching than elderly teachers. Elina said, some non-teacher college trainees' negative perspectives in regards to teaching instruction lead understudies in training accept they committed an error by deciding to concentrate on teaching.

Teaching practicum is a part of teacher training that permits trainees to move from supposition to certifiable circumstances (Saban & Cocklar, 2013). As indicated by Altintas and Gorgen (2014), the objective of practicum is to ensure that trainee teachers are completely ready for the occupation. Practice teaching means training of student teachers to instruct through active experience. Much as teachers' expert readiness is basic in becoming equipped educators, trainees' mindsets towards sufficiently setting themselves up for the obligations ahead are similarly significant. Trainees should be equipped for practicum, which is a significant part of their expert exercise. They should submit to their teachers' preparation and direction and plan to take part in the programme. Therefore the study sought to determine the views of teacher trainees on their practicum and its effect on their outlook toward their vocation.

Teaching no longer gets good consideration from people and society in general, as indicated by Usman, Aklahyel, Ibrahim and Adam (2015). Due to the high level of indiscipline and self-importance showed by students, forthcoming teachers have a twisted perspective on teaching. Instructors are denied charming words and support, as per Aghenta (1981) in Usman, Aklahyel, Ibrahim and Adam (2015). Their payments are not given on schedule, and their recompenses are brought down. They are compromised by education officers; learners disparage them; and individuals from general society lack compassion for them. Subsequently, they are disappointed with their positions, become baffled and display conduct that disheartens learners from becoming keen on the occupation. Teachers' outlooks toward instructing may be affected by the teacher's disposition toward the calling. If tutors are contented with their work, they will demonstrate constructive disposition, and learners will be roused to seek after the vocation as teachers.

Teacher training approaches and techniques, as indicated by Ogunyinka, Okeke and Adedoyin (2015), are intended to give forthcoming tutors the information, demeanor, conduct and abilities that will empower them to play out their capacities successfully in the classrooms, schools, holy places/mosques and the neighborhood and more extensive society. The overall motivation behind teacher training is to get ready instructors to play the role of educating, which is refined basically by furnishing them with the necessary information, disposition and capacities to empower them to adjust to an assortment of circumstances experienced in the calling. This will permit future tutors to contribute immeasurably to the career (Onyebukwa- Nwanoro, 2017).

School-based exercises like perceptions, conversations, arranging, educating, estimating, assessing, and reflecting comprises the teaching practice insight. These exercises are completed under the management of a guide. The teacher trainee could utilize the principal days of their Teaching Practice at school to notice an assortment of educating and learning circumstances, to get to know school schedules and exercises, to accumulate data required for instruction undertakings and to design and examine examples with regular instructors (Mpofu & Chimhenga, 2016). Supervisors are relied upon to give direction on the most proficient method to help trainees productively and adequately. Supervision is basic to students' proficiency development. Thus, learning to teach is an informative review procedure (Taylor & Bilbrey, 2011), which is a significant component of teacher training.

As per Jekayinfa, et al. (2012), the nature of practice teaching as it is now conducted is inadequate. Nakpadia (2011) supported this by observing that the twelve-week practicum period is too short since it doesn't permit the teacher trainee sufficient opportunity to foster the experience that the activity is intended to inspire. According to Bhargava (2011),

teacher trainees often grumble about failing to remember the knowledge acquired and feeling uncomfortable when their teachers observe them from the back of the class.

Practicum in teaching is unavoidable for any scholar pursuing an expert instruction programme. It is part of a trainees' proficiency preparation programme in which they are presented to a real school climate to help them improve their teaching abilities. Practice teaching is planned to permit trainee teachers to put their knowledge about the standards and practice of schooling that they have learned into action. Likewise it is a fundamental expert essential that should be met all together for the teacher trainee to be ensured as an instructor. Thus, it is important that it gets the consideration it merits and that its objectives for teacher training are met. (Bhargava, 2011).

Practicum uncovers the actual school and classroom setting to the trainee. This allows the individual to acquire practical teaching skills and equally adjust to the social settings of the institution. Apart from passing knowledge to the learners, trainees should partake of all teaching activities in the school (Oluwafemi, 2010). Teachers who see and acknowledge teaching as a limited occupation have negative perspectives about the career. A particularly regrettable disposition makes such teachers lose interest in content areas they are allocated. This can likewise add to unsatisfactory learner accomplishment in the many disciplines that such teachers instruct. Thus, it was basic to find out the perspectives of teacher trainees in primary colleges on the teaching career.

The objective of practicing how to teach is to foster able and fruitful teachers who will, thus, raise effective citizens. Teaching practicum permits trainees to cultivate proficient capabilities, information, abilities, individual characteristics and qualities. The objectives of

teaching practice are: Putting theory into practice; getting practical experience, developing self-confidence and expertise; organize and manage classroom, learn to co-operate as well as interchange of ideas and attitudes (Nweke (2007) in Oyinloye 2010). Therefore, the motivation behind this research was to discover how trainee teachers felt about teaching.

According to Ogunojemite (2010), teaching practicum alludes to preparation that happens outside of the training institution. Trainees' view of practicum and teachers' perspectives towards their occupation, are inseparably connected (Egwu, 2015). Subsequently, the current review endeavoured to examine the connection between impression of practice teaching and perspectives towards the instructing calling.

Teaching practicum is a significant part of joining the teaching career. It gives teacher trainee's active involvement with a genuine instructing and learning climate. A trainee is offered the chance to try out the craft of teaching during practicum prior to entering the present reality of teaching. Practicum is additionally esteemed by trainee teachers, who consider it to be a fundamental part of their groundwork for the teaching vocation since it gives a significant interface among studenthood and enrollment in the career (Ranjan, 2013).

Teacher training as per Kafu (2011), is a significant part of training since it affects all aspects of education. Teacher training is impacted by the social, political, financial, and innovative advances. The key reason for teaching practice is to give openings for student teachers to cultivate the instructive abilities they will require when they start teaching (Richards, 1998, as cited in Ong'ondo & Borg, 2011).

Practicum starts with real planning, which incorporates distinguishing a practice school, getting relevant instructions before posting for teaching, gathering practice readiness materials, getting ready learning assets and deciding on suitable appraisal techniques. Teaching practice might bring about poor informative association with little respect for students' necessities when matched with inability to recognize fitting practice schools, lacking assets, and insufficient class administration capacities (Odundo, Ganira & Ngaruiya, 2018). Since this research was done at the university level, there was need to contrast it with research conducted at the primary teacher training colleges level.

Kenya has around twenty (20) public primary teacher training colleges. Four colleges; Moi Teachers-Baringo, Chesta, Tambach, and Mosoriot which represent 20% of all the primary teacher training colleges in Kenya are situated in volatile parts of the North Rift Region. These areas are exposed to troublesome climatic conditions like extreme high and low temperatures, coupled with rainfall, water and food shortage. These areas are also prone to insecurity due to ethnic animosity among neighbouring communities and cattle rustling. Communities and student teachers in the colleges in this area depend on food supply from the government. The current research sought to find out challenges that student teachers encounter during teaching practice and how they influenced their perspectives of teaching practice and attitudes towards the teaching profession.

Teacher trainees take part in practicum at least three times before graduation. The first session takes 120 hours during the second term of first year, while the subsequent sessions take 120 hours during the first term of second year, and the third session 120 hours during the third term of second year. During this time, the trainee is needed to work under the management of the lecturer. The supervisors' obligations incorporate directing the trainee

in every aspect of educational capacities expected of an expert teacher. During practicum, supervisors oversee the student teachers. The appearance of the supervisors is expected to help, direct, and lead the trainees in their expert advancement and helps to analyze the adequacy of the students to grade them for affirmation. Therefore, the motivation behind this research was to establish trainee teachers' perspectives of their supervision during practicum and what this meant for their perspectives towards teaching.

1.3 Statement of the problem

In Kenyan teacher training institutions, teaching practice is an important part of the curriculum. Although teaching practice is an important stage in teacher education, it is becoming increasingly clear that student teachers in Baringo and West Pokot Counties perform poorly and subsequently in end-of-course examinations. This is evidenced by the consistent low mean grades of between 6.185, 5.8895 and 5.639 in Primary Teacher Examinations (PTE) for the years 2017, 2018 and 2019 respectively (Kenya National Examinations Council, 2017, 2018, 2019). These grades are low as compared to the highest expected grade of distinction one (1.000). The results also reveal that the number of students referred has been increasing year after year, for instance, there were 343 students were referred in 2017, 421 in 2018 and 551 in 2019 as a result of poor overall performance. This shows that between 60% and 72% of the candidates had been referred in various subjects including teaching practice within the past three years. It was further noted that at least 4% of the student teachers failed the examination every year. (Appendix VI, page 193).

In addition to poor academic performance cited above, the North Rift region is notoriously unstable in terms of security, posing numerous problems to student teachers throughout their teaching practice. Due to the semi-arid (ASAL) climatic conditions, this area is also designated as a hardship area. The topography is generally rugged and therefore, primary schools in this area are spread far apart from each other. Some schools are located on top of hills with rocky compounds; some are inaccessible due to impassable roads while others are occasionally closed down due to ethnic animosity. Furthermore, due to insecurity, several student teachers have been compelled to transfer from one school to another during the exercise to complete their teaching practice. This is thought to be a setback in their professional development and performance in the classroom. To the researchers' knowledge, there has also been minimal research on student teachers' perceptions of teaching practice and its influence on the teaching profession in the North Rift region's selected counties.

Individuals' attitudes, perceptions, and preferences may impact their behaviors, and their behavioral choices may provide experiences that shape their attitudes. While these linkages are expected to develop over time, the question of whether perceptions influence attitudes at a single point in time remains unresolved and a promising topic of research. Therefore, the study endeavoured to fill this gap. It investigated influence of student teachers' perception of teaching practice on attitude towards the teaching profession in Baring and West Pokot Counties in Kenya. It focused on student teacher perception of teaching practice and their relationship with their mentors, their perception of supervision during teaching practice.

1.4 Purpose of the Study

The purpose of this study was to find out how student teachers in Kenya's North Rift Region perceived teaching practice and how that influenced their attitudes towards the profession.

1.4.1 Objectives of the study

The study's objectives were to:

- i) Determine student teachers' perceptions of teaching practice
- ii) Establish student teachers' perceptions of their relationship with mentors during teaching practice.
- iii) Investigate the perceptions of student teachers regarding supervision during teaching practice.
- iv) Examine the attitude of student teachers towards the teaching profession with respect to gender, mode of study and location of teaching practice school.

1.4.2 Research Questions

With reference to objectives 1, 2, 3 and 4, the following questions guided the study:

- i) What are the student teachers' perceptions of teaching practice?
- ii) How do student teachers' perceive their relationship with mentors during teaching practice?
- iii) How do student teachers perceive their supervision during teaching practice?

1.4.3 Hypotheses of the study

The following null hypotheses guided the study:

H₀₁: There is no significant difference in attitude towards the teaching profession between male and female student teachers.

Ho₂: There is no significant difference in attitude towards the teaching profession between school based and regular student teachers.

Ho₃: There is no significant difference in attitude towards the teaching profession between student teachers in rural school settings and those in urban school settings.

1.5 Assumptions of the Study

The study was based on the following assumptions:

- i) Student teachers' perceptions of teaching practice are influenced by both internal and external influences.
- ii) The perception of teaching practice by student teachers has an impact on their attitude toward the teaching profession.
- iii) That respondents in public primary teacher training colleges are honest and trustworthy in their perception of teaching practice.

1.6 Scope of the Study

The study focused on how student teachers perceive teaching practice and how that affects their attitudes towards the profession. It was carried out in two primary teacher training colleges in Kenya's North Rift region. Moi-Baringo, Chesta, Tambach, and Mosoriot Teachers Training Colleges are the four public primary teacher training colleges in the region. The concluded study was conducted in two colleges in the volatile area, Moi in Baringo and Chesta in west Pokot Counties, were used in this study. The selected colleges had school based programmes which had been in existence for the last three years. For this study, twenty teaching practice primary schools, twenty six (26) lecturers, twenty (20) primary school head teachers, one hundred and fourteen (114) mentors (assistant teachers)

and three hundred (300) student teachers were involved. Second year school based (SB) and regular teacher trainees were sampled. This is because second year students had participated in teaching practice exercise for at least two sessions, therefore, their perception and attitude had developed at this stage.

1.7 Limitations of the Study

The following were the study's limitations:

This research was based on student teachers' and teachers' self-reports. As a result, there were some reservations about whether the students' and teachers' replies accurately reflected their genuine attitudes and perceptions about teaching practice and the teaching profession in general. In this case, triangulation of research instruments assisted to enhance the content validity and trustworthiness of the data collected.

Questionnaires for student teachers, mentors, and head teachers, as well as interviews with lecturers and document analysis guide, were used in the study. As a result, it would be simple to deliver socially acceptable responses. Other data collection methods yielded different results for the study. This constraint was overcome by comparing the outcomes of a range of data sources linked to the participants' dynamics on teaching practice. To address this further, respondents were informed that their replies would be kept private.

Another limitation of this study was the small sample size of participants, who came from two Kenyan colleges in two regions. The final findings could have been constrained by geographic location, and the sample could have included people who would have changed their minds about teaching throughout the course of the study. As a result, the results may not be representative of other locations or teacher education institutes. To counteract this,

the external validity of the study's findings was ensured by a large and diverse sample that was evenly distributed throughout the study area, making it typical of the entire population; hence, the findings could be extended to the entire community.

1.8 Justification of the study

Education is one of society's most pressing concerns. Improving educational quality is inextricably linked to hiring competent teachers. The quickly changing and developing conditions of the twenty-first century necessitate quality teacher training in education faculties, as well as increasing the experience, knowledge, and abilities of teacher candidates by providing the necessary tools and assistance in practice schools. One of the aspects that determine the quality of education is teacher training. It's a long-term process that necessitates a lot of collaboration and a lot of intertwined connections (Tran, 2012).

The importance of teaching practice in the preparation of teachers for the teaching profession cannot be overstated. It is a difficult but necessary aspect of teacher education, particularly in underdeveloped nations. Geographic distance, low and uneven levels of teacher expertise, a wide range of lack of resources and lack of discipline among a wide cross-section of learners and tutors, as well as insecurity, can all reduce or erode the effectiveness of teaching practice. If not addressed, these issues will have an impact on student teachers' performance during teaching practice. Kenyans from all walks of life have advocated for a reform in the Teacher Education Sector to address issues that have been noticed and reported in schools involving teachers. Further research on teacher education was advocated during the Kenya National Conference on Curriculum Reform (Kenya Institute of Curriculum Development, 2016).

Teaching frameworks throughout the planet are moving toward a worldwide advancement plan pointed toward accomplishing the Sustainable Development Goals (SDGs). The education objective of the Sustainable Development Goals (SDGs) is to ensure that all individuals approach top notch instruction and openings for long lasting learning. Target 4.c of SDG 4 purposes to considerably build the stockpile of competent instructors in non-industrial nations, especially least industrialized nations and minor island states, by 2030, including through worldwide cooperation for educator preparing. Instructors' preparation is one of the means of making progress toward accomplishing the SDGs and Kenya's Vision 2030, which tries to make the country universally viable and prosperous with a decent personal satisfaction.

All of the SDG 4 targets must be accomplished with the assistance of educators. Therefore, if educator applicants have a great viewpoint of teaching practicum and an uplifting outlook toward the teaching vocation, they will actually want to think and strive to meet the goals. Deficient and lopsided dissemination of appropriately instructed educators, particularly in underdeveloped regions, intensifies the value hole in schooling, which requires fast reaction with a more inescapable cutoff time. Educators ought to be engaged, fittingly selected and compensated, propelled, appropriately qualified, and upheld inside well-resourced, proficient, and very much supervised frameworks, as instructors are a crucial condition for guaranteeing incredible teaching. Subsequently, the research focused on teacher trainees' opinion of practicum and how it impacts on their outlook toward the calling. This investigation might reveal how Kenya has focused on overall EFA strategy, SDG 4 objective 4, Kenyan Vision 2030 and tutor preparing strategy.

1.9 Significance of the study

Firstly, the findings of this study will become a resource document for the Ministry of Education and other stakeholders involved in Teacher Education in the country (teacher training colleges and universities). It is intended that lecturers will gain new knowledge and improve their supervision tactics based on the needs of students as a result of the findings of this study.

The research could also aid student teachers in gaining a better grasp of how their perceptions of teaching practice affect their attitudes about the profession. It could assist the Teachers Service Commission in designing and developing interventions that suit the requirements of teacher trainees in primary schools during their practicum. The findings of this study may be used by the Ministry of Education and policymakers in Kenya to make informed and sound decisions about the teaching practice program in teacher training. The Ministry of Education and other stakeholders may use the findings of this study in making informed and sound decisions concerning the teaching practice programme in Kenya.

Secondly, from these findings lecturers and tutors will acquire new knowledge on student teachers' perceptions of teaching practice mentorship and supervision and their influence on attitudes towards the teaching profession. This will help improve on their mentorship and supervision strategies based on the needs of student teachers. The findings of this study will be useful to both student teachers and experienced teachers supervising student teachers during teaching practice. It is therefore hoped that the concluded study will act as a guideline towards achieving the best performance. Furthermore, it has revealed the problems and setbacks encountered by student-teachers during teaching practice with the aim of providing possible suggestions on how to effectively reduce their occurrences or

entirely solve them. The study also assessed the perceived impact of teaching practice on student-teachers attitudes towards teaching that is, whether it really stimulated or aroused the desire and love for the teaching profession in them.

Thirdly, findings of this study will also help student teachers have a better understanding of the influence of their perceptions of teaching practice on their attitude towards the teaching profession. It may help the Teachers Service Commission to design and develop interventions that meet the needs of teacher trainees during teaching practice and their prospective pupils in primary schools.

Fourthly, findings of this study will contribute to existing knowledge on Teacher Education in Sub-Saharan Africa and hence benefit future researchers. Teacher Education research has not been given a lot of attention in this region of the world and therefore these findings will act as a reference point for other researchers interested in this area of study.

1.10 Theoretical Framework

The study was guided by Lave and Wenger's (1991) Situated Learning theory and Daniel Katz's Functionalist Theory of Attitudes (FAT) (1960).

1.10.1 Situated Learning Theory

Learning is incidental and situated in genuine action, setting, and culture, as indicated by Situated Learning Theory (Lave & Wenger, 1991). Compared to teaching space learning exercises, which include theoretical information that is and isn't contextualized, Lave, (1991) claims that learning is arranged; that is, learning takes place within an activity, setting, and culture as it normally happens. It's likewise more regularly accidental than conscious. This is alluded to as "genuine fringe involvement" by Lave and Wenger (1991).

Information should be conveyed in genuine settings: settings and circumstances in which that information would customarily be applied. Arranged learning requires social contact and coordinated effort: students become engaged in a "local area of training" that epitomizes the ideal convictions and activities. As an amateur or beginner advances from the fringe to the focal point of a local area, the person in question turns out to be more dynamic and occupied with the way of life, at last assuming the character of a specialist.

Lave and Wenger (1991) likewise contend that learning is constantly arranged, that it is a course of support in networks of training, and that novices join such networks through a course of 'genuine fringe cooperation,' or learning by submersion in the new local area and engrossing its methods of activity and significance as part of the procedure of becoming a communal affiliate. In the perception of positioned action, the situatedness of doings seems to be a humble observed quality of daily action.

It denotes stress on all-inclusive indulgent encompassing the entire individual instead of 'receiving' a collection of genuine information about the world. The essential characterizing nature of learning as a set action is a cycle known as real fringe commitment. This alludes to the way that students are inseparably connected to networks of professionals, and that dominance of information requires novices to change on the way to complete involvement in educational observances of the public. 'Real fringe cooperation' is a method of discussing rookie old folk connections, just as exercises, personalities, ancient rarities, and networks of information and practice. It is about the cycle by which beginners become coordinated into a training local area. Through the most common way of turning into a full member in a socio-cultural exercise, an individual's aims to learn are

locked in, and the significance of learning is framed. The securing of realized capacities is remembered for, and rather subsumed by, this social cycle.

Arranged learning is a speculation concerning how individuals gain proficient capacities that expand apprenticeship investigation into how authentic sideline cooperation prompts enrollment into locale of training. Jean Lave and Etienne Wenger presented arranged learning as a model of learning in the community of training. Arranged learning, at its most fundamental level, is discovering that happens in a similar climate where it is applied. Picking up, as per Lave and Wenger (1991), is a social interaction where information is framed; they guarantee that such learning happens in a particular setting and is dug inside a particular social and actual climate.

Besides the normal comprehension of learning as an intellectual cycle in which people are independently drawn in as students, Lave and Wenger considered acquisition of knowledge as investment in the social world, suggesting that learning is an intrinsic and indivisible piece of social practice. Learning, in their viewpoint, is the interaction through which beginners get coordinated into a local area of training and progress toward full association. Students' support of the neighbourhood of training consistently suggests context oriented exchange and renegotiation of world importance. They fathom and experience the world through continuous experiences where they recreate their character (i.e., become an alternate individual) and develop the type of their local area enrollment as the connections among novices and long-lasting individuals change. Students are normally roused by their expanding worth of contribution and their longing to turn out to be full experts, as indicated by them (Lave & Wenger 1991).

Theorists (and critics) of contextual learning have identified a number of key qualities. Many of these scholars believe that the best learning environments are those that have the following features: the learning environments will include: realistic contexts that reflect how information will be applied in the actual world; access to expert performances and process modeling; and authentic activities; provide a variety of positions and viewpoints; encourage the creation of knowledge in a collaborative manner; at vital times, provide coaching and scaffolding; encourage reflection in order to build abstractions; encourage articulation in order to make tacit information explicit and allow for integrated learning assessment within the tasks.

This theory was utilized to clarify how instructors work in the study hall. The jobs of expert educators (coaches) and understudies (student teachers) in viable or situational learning are established on two ideas in instructing work: Learning is impacted by the setting, culture, and action in which it happens. Learning is seen as a cycle that happens in a participative social setting in this methodology. The expert instructors are available, while the disciple students are understudy educators. Students (understudy instructors) gain the data, abilities, convictions, and different attributes they need to prevail in the study hall through partaking in school exercises (educating practice). Accordingly, during practicum, they adjust the theoretical information they acquired in their foundations of study (trade schools) to genuine circumstances. "Local area of training" and "real fringe commitment" are two ideas that are important for situational learning. Students relate to exercises that are reasonable for a specific local area. A communal exercise is characterized by three components: common commitment of members in real life, exchange of a joint endeavor, and the advancement of a common collection (Lave and Wenger, 1991; Petro, 2013).

During their practicum educating under the oversight of experienced educators who fill in as guides, understudy instructors are legitimate fringe members in the exercises of the instructing local area.

Since learning is purposively arranged, understudy educators take an interest in networks of work on (instructing practice school networks), and as rookies, they learn by submersion in the new local area and retaining its methods of activity and which means as a component of the most common way of becoming individuals from the instructing calling. The motivation behind this review was to investigate understudy instructors' impression of practicing to teach and what that meant for their mentalities toward the calling. Therefore Situated Learning theory alone was not adequate enough for the study since it was only applicable to perception. The Functionalist Theory of Attitudes was therefore used alongside Situated Learning theory as a second theory to explain the influence of perception of teaching practice on attitude and the attitudes of scholars towards the teaching profession.

1.10.2 Functionalist theory of Attitudes

Daniel Katz proposed the Functionalist Attitudes Theory [FAT] (1960). Katz accepts that our mentalities are formed by the purposes they accomplish for us. Individuals embrace specific perspectives since they help them achieve their center targets. The motivation behind a mentality is more fundamental than whether it is right or precise. Mentalities are treated as subjective factors in FAT due to the meaning they give.

As such, mentalities are the autonomous variables of a set capacity (utilitarian, social-adjustive, and so forth) that influence both cognizance and conduct (subordinate factors). Individuals structure perspectives to serve their aims, as per specialists, and keeping in

mind that any given disposition might serve various capacities, it will by and large serve one more than the others (Katz, 1960; Smith, Bruner & White, 1956). The researchers posited that, while two people might have a similar valence of mentality, that disposition might play totally unique purposes for every one of them. While various mindsets serve distinctive mental capacities, it is vital to recollect that they are not totally unrelated, as comparative perspectives can create an assortment of reasons by various individuals. FAT likely helped better comprehend why these perspectives grow so that we can more readily see how to impact them (Harris & Toledo, 1997).

Mentalities serve an assortment of mental roles, as indicated by Katz. Instrumental/utilitarian, social-adjustive, esteem expressive, conscience cautious, and information are a couple of models. Instrumental/utilitarian is the main purpose. We make great perspectives towards things that assist or prize us, as per Katz. We need to augment benefits while decreasing punishments. As indicated by Katz, we procure mentalities that help us in accomplishing this point. In the event that changing our mentalities helps us to accomplish our objectives or forestall adverse results, we are bound to do as such.

Social-adjustive is the subsequent capacity. These are the capacities that oversee connections and permit individuals to ascend the social stepping stool by showing their status in manners that are thought to make them more delightful or famous according to other people. An individual with a social-adjustive demeanor is worried about their position, ubiquity, and how others see them, and will search out products that will assist them with accomplishing their ideal social picture (Carpenter et al., 2013).

The third role that mentalities satisfy is esteem expressive. Mental self portrait is built up when fundamental qualities are communicated; this implies that one's mental self view will cultivate perspectives that we accept and uncover such a basic belief. Worth expressive perspectives are among the most hard to grasp and impact; esteem expressive capacities assist individuals with communicating their visible inborn qualities. A few perspectives are important to an individual since they express perspectives that are principal to their self-idea (for example their thoughts regarding what their identity is). Subsequently, the demeanor is "important for what their identity is," and the manner in which they show it sends fundamental data about them to other people (Carpenter et al., 2013).

Hullett (2002) used worth pertinence as a proportion of a disposition's apparent utility in accomplishing an ideal end-state. It is an immediate proportion of the connection between a worth and a demeanor, as opposed to a proportion of the outflow of individual qualities related perspectives. While thinking about the connection between qualities, perspectives, and activities, zeroing in on esteem expressive correspondence of a demeanor, instead of worth significance, grants correspondence conduct to become the dominant focal point (Carpenter et al., 2013). Worth expressive mentalities have no direct outward drive and are best seen as a way for individuals to feel unmistakable and consistent with themselves. Individuals that have esteemed expressive perspectives are just worried about being certified to themselves (Carpenter et al., 2013).

The information task is the fourth. This helps people in understanding their general surroundings. People with an information demeanor try to comprehend occasions out of a craving to learn, not on the grounds that they are quickly pertinent to their necessities, yet essentially on the grounds that they need to know (Carpenter et al., 2013). Information

based mentalities help individuals in better understanding the design and activity of their current circumstance (Katz, 1960). Individuals live in a mind boggling world, and their perspectives might comprehend it without supporting some other requirements than comprehension. Others contend that the information work is answerable for mentalities that fill no other need than to find out with regards to the world as a way to an objective, in light of a fundamental need to know (Locander and Spivey, 1978). Mentalities establish a coordinated and significant climate. In our own casings of reference, we look for some level of request, lucidity, and steadiness. Mentalities fill in as a wellspring of evaluative standards. We can carry request and clearness to the complexities of human existence by utilizing mentalities like generalizations. Information based mentalities help individuals in better understanding the design and activity of their current circumstance (Katz, 1960). Individuals live in a complicated world, and their mentalities might comprehend it without supporting some other necessities than comprehension.

Conscience guarded is the fifth capacity. A few mentalities serve to safeguard us from confronting fundamental certainties about ourselves or life's brutal real factors. They go about as a type of protection. The individuals who have sensations of mediocrity, for instance, may foster an unrivaled mentality. People's personality cautious capacities shield them from both interior and outer disagreeableness. Individuals with self image protective perspectives can try not to acknowledge upsetting or frightful parts of themselves or the rest of the world. The protection of one's own confidence can be pushed by conscience cautious mentalities. Individual imperfections or awful conduct can be a danger to one's confidence. Personality guarded mentalities, as indicated by Katz (1960), Shavitt, and Nelson (2002), help to keep up with confidence through an assortment of components.

Katz's functionalist hypothesis likewise clarifies why individuals' mentalities shift. A disposition shifts, as per Katz, when it no longer fills its need and the person feels hindered or disappointed. That is, as per Katz, changing an individual's demeanor is accomplished by changing the individual's fundamental persuasive and character needs, as opposed to changing the individual's data or discernment about an article. Subsequently, trainee educators' impression of teaching practicum can impact their mentality toward the career in the event that it fills in as an inspiration for them to accomplish their essential objective of becoming proficient instructors.

While FAT has been demonstrated in various experimental examinations to be very valuable in anticipating expanded impact through useful coordinating, clarifications for why this impact exists presently seem not to arise. The coordinating with impact, as per Lavine and Snyder (1996), is because of one-sided preparing of practically connected messages, with people handling practically coordinated messages incidentally (ELM) or heuristically (HSM). In any case, research dependent on the ELM has yielded blended outcomes, and many investigations have neglected to recreate unique discoveries, requiring the utilization of speculations other than the ELM to grasp the capacity coordinating with marvel (Carpenter et al., 2013). On the other hand, FAT, is best perceived as a basic way to deal with social impact that can be based upon different models or cycles. It's incredibly helpful in light of the fact that it's easy to get a handle on and apply, all things considered, circumstances, permitting social forces to be reckoned with to expect the convincing allure that will best match their crowd's useful demeanor toward an item or thought.

Katz (1960) and Smith et al. (1956) set off to sort out why individuals have various mentalities. They found that mentalities exist to serve an assortment of capacities that are fundamental for individuals' physical, passionate, and social requirements. During the 1980s, their useful perspectives hypothesis started a flood of examination that had the option to observationally connect work coordinated with requests and contentions to expanded influence when introduced to individuals who were believed to be in that mentality role. Albeit the coordinating with speculation has been affirmed, studies endeavoring to demonstrate the connection that supports it have not. FAT is a reasonable hypothesis that permits social powerhouses to precisely foresee what kind of utilitarian allure ought to be utilized while convincing a group of people about an item or thought. While more exploration is expected to decide the reason for the coordinating with impact and to foster reliable disposition and character estimations.

Besides to the extent that reviews have not depended on one substantial meaning of utilitarian mentalities, FAT as a field of examination is exceptionally muddled in its hypothetical models of utilization. Katz (1960) and Smith et al. (1956) conceptualized comparable yet-various capacities from the start of the hypothesis, Herek's (1986) neofunctional hypothesis further parsed these capacities, and Snyder and DeBono (1985) research added the character factors of high versus low self-screens to FAT. It is not necessarily the case that these augmentations or contrasts negate any of their examination; rather, it's to bring up that the hypothesis could profit from a bunch of all around pertinent definitions and capacities.

Teaching practicum is a dual utilitarian exercise inside the field: procuring some useful encounters to get down to business understudy educators for the calling, and assessing such understudy instructors as far as the sum and nature of expert discovering that has happened in them. Showing practice is regularly seen as basically an evaluative program by understudy instructors. They nearly fail to remember that they are additionally expected to work out in the field. Subsequently, they are essentially worried about and inspired by the part of assessment (grade). Within the sight of the assessor, there is an inclination to put on a decent act, like the showcase and utilization of instructing/learning assets. All of this is done with expectations of getting passing marks, while when not administered, the inverse is quite often evident. The way that understudy educators are likewise brimming with excitement toward the beginning of the activity and want to effectively take an interest in the activity is additionally noted. They become more loose over the long haul, and they presently don't seem, by all accounts, to invest their best energy. They have motivation to celebrate toward the finish of the activity, having effectively explored the afflictions of practicum; however they cause it to appear to be a weight instead of a gainful encounter.

"How prepared (intellectually) are they to incorporate what they've realized when they at long last go into full-time instructing?" is the issue here. Realizing without doubt that the characteristics showed before the assessor were a consequence of the scholarly award. Practicum, then again, is expected to help them in creating instructing propensities so that the instructing system turns out to be natural to them.

The objective of this review, named "Understudy educators' view of teaching practicum and its effect on their demeanor toward the teaching career," was to decide the (positive

and adverse consequence) of showing practice on teacher trainees. It was likewise planned to check whether it had helped with the improvement of expert attributes in understudy educators, hence setting them up for this present reality of instructing.

The review took a gander at an assortment of issues teacher trainees face during their teaching work, including absence of certainty, absence of admittance to informative materials, quirk, acclimation to the setting, connections among guides and trainees, teacher trainees and administrators, trainee teachers and supervisors' perspectives toward teaching.

The student teachers' view of practicum, their relationship with their guides during teaching practice, and their supervision by their lecturers were totally inspected utilizing Situated Learning Theory. Functionalist Attitude Theory was utilized to find out the effect of teacher trainees' view of teaching practice on their perspectives toward teaching, based on how sexual orientation, method of study, and area of teaching practice school impacted teacher trainees' attitudes toward the occupation.

Situated Learning Theory was utilized to apply to objectives 1, 2, and 3, while Functionalist Theory of Attitudes was utilized to apply to goals 4 and 5. A conceptual framework was made to show the interrelationship among dependent and independent factors corresponding to these two speculations. The researcher could not gauge the respondents' attitudes based on situated learning theory. Subsequently, the utilization of Functionalist Attitude Theory to evaluate respondents' attitudes was required. Figure 1.1 below portrays the interrelationship of the factors.

1.11 Conceptual framework

A conceptual framework, according to Frankel and Wallen (2000), is a research tool designed to help a researcher develop awareness and understanding of the situation under investigation and to communicate this. The interrelationships among the various study variables related to teaching practice are depicted in Figure 1.

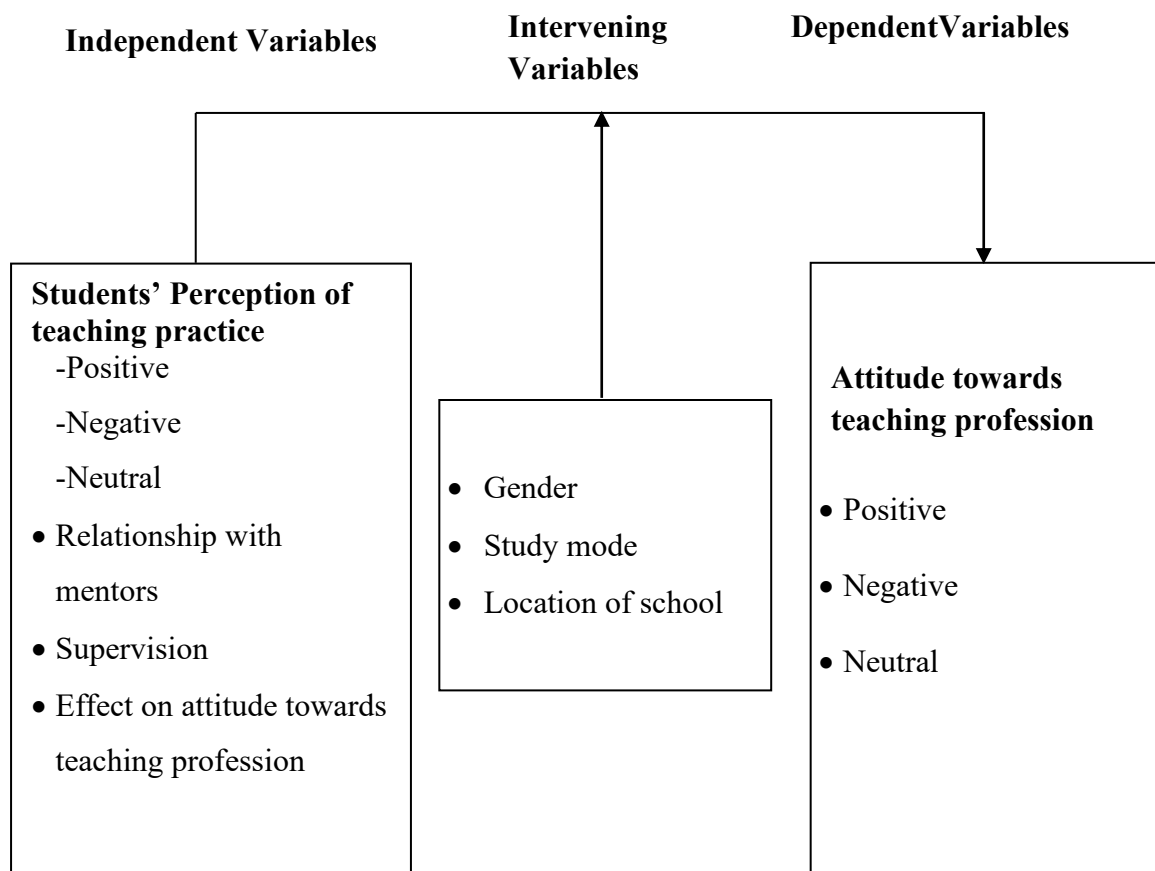


Figure1.1: A conceptual Framework showing the Relationship between perception of teaching practice and attitude towards the teaching profession among student teachers

Perception of teaching practice is an autonomous variable in this outline. Connections between teacher trainees and guides, view of supervision by teacher trainees and the effect of these discernments on outlook towards the instructing calling are a portion of the pointers of teaching practicum insight. The positive, negative, or unbiased impression of the connection between teacher trainees and their coaches straightforwardly affects the teacher trainees' view of instructing practice. Additionally, teacher trainees' views of oversight impact their impression of teaching practice. Thus, they were researched as far as how trainees see them comparable to the dependent variable.

The disposition toward teaching is the dependent variable in this research. The manner in which students see teaching practice might forthrightly affect how they feel about teaching. Nonetheless, moderating factors, for example, student related factors like sex, method of study, or area of the practice school can in any case make teacher trainees' foster positive or negative perspectives toward the teaching career. Mediating factors like sexual orientation, school area, and method of investigation of understudy instructors, which the specialist didn't have sufficient command over, may minorly affect the result. The view of practicum in teaching is thought to contrarily affect tainees' mentalities toward the educating occupation. Elements that repress or improve the advancement of inspirational perspectives toward instructing must be addressed all together for uplifting outlooks toward educating to be acknowledged, and these components incorporated students' sex, method of study, and area of practice school. These were held within proper limits by fusing them into the review as theories.

1.12 Operational Definition of Terms

The terms used in the study were defined as follows:

Attitude: This is a settled way of thinking, feeling, or opinion about someone or something which is reflected in one's behaviour. It refers to an individual's proclivity to evaluate some symbol, object, or aspect of his world in a positive or negative light. An individual's response to stimuli is influenced by their attitude, which is defined as a state of readiness shaped by experience. It is a predictor of behavior that ranges from favorable to unfavorable to neutral.

Influence: Refers to the impulsive and/or persuasive element, force, or control that causes an individual to change their behavior, idea, desire, values, or norms in either a positive or negative way (s).

Mentor: This is a teacher from the teaching practice school who supervises student teachers in the classroom during their practicum. A mentor teacher is a teacher who offers his or her classroom/learning environment to pre-service teachers in order to supervise, coach, and provide guidance or advice as they complete their professional experience placement and develop their teaching abilities. Mentor also refers to cooperating teachers in teaching practice schools in this study.

Negative attitude: A disposition, feeling or manner that is not constructive, cooperative or optimistic.

Perception: These are feelings, views, opinions or attitudes people form in their minds regarding a certain phenomenon, event, occurrence, observable fact, experience, or trend. It refers to how someone feels, thinks, or perceives another person or thing. It is the deliberate comprehension of someone by someone else. It also covers one's feelings, opinions, or ideas about other people, situations, and/or things. It can be subjective or objective, positive or negative, and it can form after a first meeting or over time. It was operationalized in this study to refer to student teachers' attitudes toward teaching practice.

Positive attitude: Being optimistic about situations, interactions and yourself.

Profession: Refers to an occupation or career which one pursues in life after training in specific skills and knowledge. In this study teaching is considered a profession which teachers pursue after training.

Regular Programme: A full-time study mode in which students are placed by the government.

Rural: Refers to countryside or areas comprising open country, large amounts of underdeveloped land or settlements with low population density located outside towns or cities. In this study, the term "rural" refers to schools that are located in rural areas.

School Based programme: A self-sponsored, part-time study mode usually conducted during holidays.

Student Teacher: A person who is studying to be a teacher and who observes classroom instruction or does closely supervised teaching in a school as part of their training. One who is enrolled in a pre-service teacher education programme. Students in tertiary institutions who are completing their teaching practice exercise, also known as teacher trainees, will be referred to as student teachers in this study.

Teaching: Refers to the transfer of knowledge and skills that will enable the learner to become a productive member of society.

Teaching Practice: In the case of colleges under study, it refers to a temporary period of teaching in a school under the supervision of a person who is training to become a teacher and is completed in three sessions for a period of three weeks each session.

Teacher Training: The term is used in this study to refer to the pre-service course that teachers take as part of their primary teacher education training.

Understudy Coaches: Refers to tutors or lecturers who train or assess student teachers during teaching practice. In this study they were referred to as supervisors.

Urban: Refers to a human settlement with a high population density (approximately 25 people per square kilometer) and built-environment infrastructure, as well as an area that includes large places and densely populated areas surrounding them. In this study, the term "urban" refers to schools that are located in urban areas such as towns and market centers.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This part analyzes the current collected works correlated to the research. It gives an outline of teaching practice in the worldwide, territorial, and Kenyan settings. The first section offers a global perspective on teaching practice, including certain trends that are relevant to the development of teaching practice programs in Kenya. It also includes a literature review depending on the study's goals. The literature is organized around four themes: student teachers' perceptions of teaching practice, student teachers' relationships with mentors during teaching practice, student teachers' perceptions of supervision during teaching practice, and finally, student teachers' attitudes toward the teaching profession. There are certain gaps in the literature that have been noticed.

2.2 Perception of teaching practice

The cycle through which creatures decipher and put together sensations to shape a significant feeling of the world is known as insight. To put it another way, an individual is confronted with a situation or incentives. In light of prior encounters, the individual deciphers the contributions to something important to him/her. Conversely, what an individual thinks or sees might vary altogether from the real world. Mentality and insight are inseparably connected. The focal point of this review was on teacher trainees' view of teaching practice and what that meant for their perspectives toward educating. Students, professors and practice teachers in Turkey were evaluated by Tore (2020) in teaching practice course in the Psychological Counseling and Guidance (PCG) division. The review utilized a qualitative design with seven scholars, five lecturers and five practice teachers

from three distinct schools and colleges in Istanbul as respondents. Content analysis was utilized to look at the information. The lecturers and practice teachers in the teaching practice course imparted and worked together sometimes, and the applications of the course were lacking. The study was done in two teacher training institutions and utilized a blended techniques research plan. 300 trainee teachers, 26 supervisors, and 114 guides participated in the study. Descriptive and inferential statistics were utilized to examine the information.

Students' advancement in practicum insight of Mathematics Education trainees in Indonesia and Malaysia was investigated by Retnawati, Sulistyaningsih, and Yin (2018). This was a subjective report that pre-owned phenomenology procedures. An open poll was utilized to gather information. This review included 23 seventh-semester students who had been executing teaching methodologies for a considerable length of time. The Bogdan and Biklen strategy was utilized to break down the information. The discoveries showed that while trainees' capacity to perform teaching practice was acceptable, they still needed to develop in handling the teaching space. Teachers' limitations were identified with learning guidelines and time apportionments, whereas students' issues were identified with learning tools, coordination, school strategy, and culture.

The current study utilized a mixed strategies research approach, while Retnawati et al. (2018) utilized a phenomenological-subjective examination worldview. An open-ended questionnaire was utilized to gather information for this analysis. The current research gathered information through open-ended and closed ended questions, interviews and document analysis, which was then, investigated utilizing ANOVA, regression, and descriptive statistics. Moreover, despite the fact that Retnawati et al. (2018) took a gender

at students' development in teaching practice, the current review studied teacher trainees' perspective of practicum and what it meant for their perspectives about the profession.

Kildan, Ibret, Pektaş, Aydnözü, Incikabi, and Receptoglu (2013) conducted a study in Turkey that zeroed in on 58 teacher students who were new to the calling. The review took a gander at how teacher learners felt about the teaching preparing measure in Turkey. The discoveries found that teacher applicants felt underprepared, especially as far as educational plan and subject arrangement and that teaching practice and school experience courses do not adequately set them up for their professions (Oguz, Unal, Murat, Duran, Lutfi & Ergun, 2013). Dissimilar to Kildan et al. (2013's) study, which centered around teacher preparation in Turkey, the current review zeroed in on teaching practice in Kenya. The respondents in the Turkey review were 58 learners, while the respondents in the current review were 460 trainee students, teachers, lecturers, and head teachers were among them.

In Portugal, Caires, Almeida and Vieira (2012) concentrated on trainee teachers' encounters and viewpoints of instructing practice. The encounters of 295 teacher trainees were analyzed. An Inventory of Experiences and Perceptions of Teaching Practice was utilized to analyze their sentiments. Part of the difficulties trainees encountered during this time were uncovered. Positive assessments of the course and differences in perspectives of teaching practice based on sexual orientation and graduate course foundation were uncovered. While Caires et al. (2012) sampled 295 student teachers; the current research had 460 participants who included teacher trainees, speakers, headteachers, and guides.

In a review carried out in Turkey by Cimen and Komur (2019) on teacher trainees' appearance on situation conditions in teaching practice, it was found that the issues understudy teachers pondered were identified as: arranging, overseeing, and leading the illustration. The past study took a subjective strategy to investigate, however the present study adopted a qualitative and quantitative strategy to explore. In contrast to the past study, this zeroed in on pre-service teachers' concern on conditions in practicum in Turkey, the current review zeroed in on trainee teachers' impression of practicum in Kenya.

Marina-Stefania, Hobson & Malderez (2011) utilized path analysis to investigate the encounters of student and early vocation stage teachers in a longitudinal study in England. Questionnaires and interviews with 1,322 students were utilized to gather information. One-year postgraduate learners felt less ready for the teaching task than those on undergraduate or school-based mode of study. A positive relationship with school-based coaches was found to impressively upgrade learners' certainty that their Initial Teacher Programme had viably pre-arranged them for instructing. Intentions of becoming a teacher, impacted students' evaluations of the achievement of the program through affecting how they encountered parts of their course. (Marina, Stefania & partners, 2011). While the past study utilized a survey and meetings to acquire information from 1322 learners in England, the present study utilized a blended strategies plan to gather information in Kenya using a cross-sectional approach to data collection. For the objective of triangulation, information was procured through archive examination, questionnaires and meetings. The review included teachings, tutors, and head teachers notwithstanding teacher learners.

Dogan, (2019) assessed pre-service teachers' practicum cycles and Mathematics teaching skills as a feature of a teaching practice course in Turkey. The study adopted a qualitative research design where, semi-structured interviews were used to collect data. The sample comprised of 17 elementary school teachers who had been allotted to function as training teachers. The discoveries uncovered that, while pre-service teachers' expert information was by and large great, their expert abilities were inadequate because of their incompetence. It was observed that, Pre-service teachers were ready to work with the teachers to plan for the course and had a positive relationship with the children in the school room; however, discipline issues could grow, particularly if the pre-service teachers were ill-equipped. This review zeroed in on arithmetic teaching abilities, while the current review zeroed in on teaching practice overall. The research included both qualitative and quantitative examination systems. The sample size was 17 primary teachers, which was limited the generality of the outcomes. Subsequently, the current research utilized a big sample of 460 respondents to guarantee that the outcomes were illustrative of the research populace and that the outcomes could be generalized.

Oral, (2012) explored classroom supervision apprehension among university teacher trainees in Turkey. The study utilized a sample size of 700 university student teachers. Data were analyzed using Pearson's correlation, t-test, and analysis of variance. Oral (2012) found that the student teachers experienced classroom organization apprehension while trying to control the classroom due to lack of the necessary knowledge about classroom management, inadequate experience and lack of field knowledge. While Oral (2012) examined classroom organization apprehension of university teacher trainees, the current review investigated student teachers' studying at teacher training colleges in Kenya.

In Ghana, Yarkwah, Arthur and Takramah (2020) researched on the hindrances that Mathematics Education trainees encountered during practicum. The research utilized a descriptive survey approach with a sample size of 35 final year students studying Bachelor of Education (Mathematics option). A basic arbitrary choice system was utilized to pick participants. Information was gathered by means of forms. As indicated by the discoveries, teacher trainees face ecological, educational, and administrative hindrances, for example, inadequate instructing and learning materials and remoteness of the schools. While Yarkwah et al. (2020) zeroed in exclusively on constraints Mathematics teacher trainees, during macro- teaching practice, the current review investigated how difficulties were perceived during overall practicum. The expressive review and ex post facto research plans were utilized in this research. Utilizing straightforward irregular, defined, purposive, and registration testing systems, a sum of 460 people were picked, contrasted with just 35 in the earlier research.

In the Department of Science Education, Faculty of Education, University of Calabar in Nigeria, Nja, Obi, Sampson and Sunday (2019) examined "teaching Practice Experiences of Science Student Teachers and their Effectiveness." Polls were utilized to gather information. Pearson Product Moment Correlation Coefficient was utilized to investigate information with 198 levels of independence. It was discovered that right direction, monetary help, teaching of a main subject area, and tutors' proficient principles all significantly affected teaching practice adequacy. While Nja et al. (2019) study exclusively used surveys to gather information; the current study likewise included interview plans, archive examination as information assortment gadgets notwithstanding polls.

Bolarfinwa (2010) did one more review to check out the effects of teaching practice on student teachers in Nigerian's tertiary establishments. It was a contextual investigation of 400 level teacher trainees from the University of Lagos' Faculty of Education's Department of Arts and Social Science. Forms were used to gather information from teacher trainees.

From the results teaching practicum has never been an exercise in futility, but instead has supported imparting proficient traits in teacher trainees, making them to be ready for the actual teaching space and school climate. While Bolarfinwa (2010) investigated the impacts of teaching practice on teacher trainees, the current research investigated the impression of teacher trainees' perspectives of teaching practice. The respondents in this review were university students, unlike the teacher trainees in primary teacher colleges in the current study. To gather information, surveys, interview guide and document analysis were used.

In Ekiti State University, Ado-Ekiti, Nigeria, Olugbenga (2013) examined teacher trainees' perspectives in regards to contribution in teaching practicum. The examination was utilized a descriptive research approach. The sample included 1200 students from the college's Faculty of Education, who were picked utilizing Stratified and basic arbitrary choice strategies. The review's information was assembled through a poll. The discoveries uncovered that most of the students had a negative perspective toward teaching practice. Nonetheless, the 400 level students have a more optimistic outlook toward the teaching practice. Olugbenga's (2013) study was conducted in a one university, unlike the current research which embraced two teacher training colleges in two counties. The present study utilized both descriptive and inferential designs to data analysis while the past study utilized a clear exploration approach.

Makaye and Madunge (2017) conducted a qualitative study in Zimbabwe's Hurungwe locale on student teachers' readiness to teach during instructing practice. Five teacher trainees, two heads, and five supervisors were interviewed on the components that impact students' readiness to class accomplishment and file planning and in what way the worth of students on teaching practice can be improved. The outcomes uncovered an assortment of qualities, going from character attributes to authoritative circumstances. Student teachers on practicum are not viably upheld by the two foundations of higher learning and site overseers to acquire proper work insight and succeed in their training. Makaye et al. (2017's) study contrasts the current research in that it had only 12 respondents. It is also different in terms of research approach, locale and area of focus.

In Ogun State, Nigeria, Olusola, Onabanjo and Olusile (2017) researched on forthcoming teachers' view of the advantages of teaching practice at two postsecondary organizations. A survey research approach was utilized. A sample of 400 students was picked arbitrarily. The respondents were given a Prospective Teachers Perception on Teaching practice Benefits Questionnaire. Mean Score, charts, percentages and t-test were utilized to inspect the information. As per the discoveries, potential teachers have a negative perspective of the rewards of instructing and they also experienced monetary and accommodation challenges. While the previous study used a poll to gather information, the current review utilized questionnaires, interview schedule and document analysis. While the past study utilized a survey research system, the present study utilized a blended methods approach.

Okendo (2018) led a research on teacher trainee's view of teaching practice evaluation at Mwenge Catholic University in Tanzania. A cross-sectional review configuration was utilized in this examination. Stratified random sampling was utilized to pick 75 student

teachers dependent on sexual orientation, year of study, and program of study. Information was assembled by means of polls. Descriptive and inferential statistics were utilized to analyse the information. The discoveries uncovered that teacher trainees had a favourable outlook toward teaching practice evaluation. There were no noticeably critical contrasts in trainees' perspectives of teaching practice appraisal by program of study or year of study. Conversely, there was a genuinely huge distinction in perspective of teaching practice evaluation among male and female student teachers. In contrast to the past study, which utilized stratified random sampling to choose respondents and questionnaire only to collect data, the current study utilized stratified and purposive sampling strategies to choose respondents with information gathered using questionnaires, interview and document analysis and investigated utilizing descriptive and inferential measurements.

At Tanzania's Sokoine University of Agriculture, Ranjan (2013) explored the teaching practice insight for undergraduate student teachers. The perspectives of undergraduate trainees on teaching practice insight as a procedure for figuring out how to instruct were explored in this review. In the division of instruction of the Faculty of Science, 351 second and third year undergraduate students participated. A qualitative research methods approach using opinion poll was used.

As per the discoveries, student teachers saw training practice as a pivotal instrument for figuring out how to teach on the grounds that it permitted them to acquire practice encounter and equipped them for this present reality. The discoveries likewise found that practicum is appropriately underscored, with the primary hindrances being an absence of monetary backing and a misalignment of the teaching practice time with the nearby

auxiliary school schedule. Ranjan (2013) utilized a qualitative exploration strategy to gather information from a sample of 351 undergraduate student teachers using surveys. In contrast, the current study utilized both qualitative and quantitative examination techniques to gather information from 460 respondents utilizing interviews, record investigation and polls. While Ranjan, (2013) deliberated on the teaching practice involvement for apprentice teachers at the University in Tanzania, this study focused on perspectives of teacher trainees in primary teacher training colleges on teaching practice as a whole in Kenya.

The training and administration of teaching practice procedure at the University of Nairobi in Kenya was explored by Odundo, Ganira and Ngaruiya (2018). The review depended on a descriptive survey approach, with 68 teacher trainees during practicum from 17 regions arbitrarily selected. Information was gathered by means of polls and interview guides. Descriptive and inferential statistics were utilized to break down the information. The discoveries showed that student teachers were satisfactorily equipped for teaching practice. Odundo et al. (2018) concentrated on university student teachers (secondary school option) while the current review took a gander at college teacher learners. The past study was conducted in Nairobi County, while the current one was carried out in Baringo and West Pokot Counties. While the past study utilized a qualitative study plan where a stratified sample of 68 learners was picked, the current review utilized a blended strategies procedure in which stratified and purposive sampling procedures were utilized to select participants and questionnaires, interview and content analysis were used to gather information for triangulation purposes.

The board of teacher training, the issue of offices and assets for getting ready teachers, morals of teaching, agreements of administration for teachers, and globalization of teacher training are solemn issues that can make an emergency in teacher instruction in case care is not taken, as per a review led by Kafu (2011) on emerging issues in teacher training at Moi University in Kenya. This is on the grounds that they have exclusive standards as far as coordinations, cost, assets, and aptitudes are concerned. The current study zeroed in on student teachers' impression of teaching practice in Baringo and West Pokot areas, while Kafu's (2011) research zeroed in on developing issues in teacher training at Moi University in Uasin Gishu County.

In an exploration led by the Kenya Institute of Curriculum Development (KICD, 2016) to examine the requirements for educational plan change in Teacher Education (TE) in Kenya, it was found that the teaching training area should have been changed to address troubles in schools including teachers. Further exploration on teaching instruction was additionally needed, as proposed by the Kenya National Conference on Curriculum Reform. The research utilized a Concurrent Mixed Approach, which included both quantitative and qualitative surveys. The review had a sum of 6,216 respondents. Trainee teachers, teachers, lecturers, head teachers, administrators, and significant authorities from all degrees of training and different partners from the nation over, were among the participants. Surveys, interviews and Focused Group Discussions were used to gather information (FGDs). Quantitative information was examined utilizing descriptive statistics while qualitative information was investigated thematically.

The current research examined student teachers' impression of teaching practice, while KICD (2016) investigated the requirement for curricular change in Teacher Education (TE) in Kenya. While the members in the past study came from the allover the country, those in the current review came from two counties in Kenya's North Rift Region: Baringo and West Pokot.

2.3 Student teachers' relationship with mentors during teaching practice

A mentor is a teacher from the practice school who oversees trainee teachers in the classroom during their practicum. Training is one of society's main concerns. Further developing instructive quality is inseparably connected to employing skilled teachers. The rapidly changing and creating states of the twenty-first century necessitates that magnificent teacher preparation be given in training resources, just as that teaching applicants' experience, information, and capacities be improved by giving the important means and backing by schools. Coaching involves giving guidance and counsel, just as the advancement of free capacities, decisions, individual and expert dominance, capability, trust, and fearlessness through time (O'Brien & Hamburg, 2014).

Molitor (2014) conducted a research in the Canadian region of Ontario. The exploration checked out the components that impact tutors' impression of and performance of their job as advisors. With a sample of 17 auxiliary school guides, a qualitative study strategy was utilized to gather information through semi-organized meetings. Whereas Molitor (2014) zeroed in on the elements that impact guides' agreement and execution of their situation as teaching pioneers, the current review zeroed in on student teachers' impression of mentorship for the duration of teaching practice. A subjective examination configuration

was utilized in the previous review, while the current review utilized a blended strategies approach. While the past study gathered information from 17 auxiliary school coaches through interviews, the current review gathered information from 460 respondents through surveys, interviews and content examination. Respondents included guides, headteachers, teachers and trainee teachers. The current review was led among primary school coaches, while the past study was led among auxiliary school tutors.

Aydin and Ok (2019) investigated coordinating teachers' coaching practices by zeroing in on student teachers' viewpoints on the satisfaction of tutoring jobs liabilities, and found that there were potential contrasts in these points of view dependent on teacher trainees' sexual orientation, eagerness to instruct, and university. The members were senior student teachers (N = 205) occupied with a Practice Teaching course in the spring semester of 2016 at two Turkish public foundations' English Language Teaching divisions. To procure quantitative information from respondents, a sixty-item test was utilized. The Statistical Package for Social Sciences was utilized to scrutinize the information utilizing descriptive measurements and MANOVA. Student teachers' evaluations of their coaches' job liabilities alternated from "agree" to "tend to agree," as per the exploration. While the mentees' sexual orientation made little difference to their decisions of the satisfaction of tutoring assignments and commitments, their readiness to instruct and their college had a significant effect.

Aydin et.al (2019) took a gander at collaborating teachers' tutoring strategies in Turkey, while the current review investigated pre-service teachers' impression of mentorship in Kenya. Members in this review were university teacher trainees, in contrast to those in this

research, who were elementary school guides, student teachers in primary teacher colleges, teachers and primary school headteachers. Quantitative information was gathered utilizing a sample of 205 individuals and a survey, which was examined utilizing distinct measurements and MANOVA. The current review gathered information from 460 respondents utilizing questionnaires, interview and descriptive and inferential insights were used to scrutinize the outcomes.

In their review in Romania, Capitanua and Dragan (2014) recognized and described the sorts of connections that exist during student teachers' practicum exercises. They investigated the manner by which these connections can impact the effectiveness of teaching execution, both of student teachers, subject coaches and teachers in the schools of practice. They examined certain characteristics concerning the impact of training practicum on the expert growth of student teachers, mentors and university managers, in association with real and conceivable concerns regarding the complete instructive procedure. Capitanua et al. (2014) explored such connections that exist during teacher trainees' practice exercises and analysed their effect on teaching proficiency, rather than the current review, which investigated student teachers' view of mentorship during educating practice. Coaches should be involved with learners, orientate them to school arrangements, scholastic and extra-curricular exercises, and guarantee that students get data about organization and association in the school setting, as per the University of South Africa (2014). Coaches are additionally expected to plan class perceptions for students, help with illustration arranging and actual teaching in the class. Some guide teachers, nonetheless, don't help students by any stretch of the imagination, while others are very useful. It was likewise shown that school-based coaches require appropriate preparing and backing to

adequately direct student teachers. The research in South Africa dwelled on mentors' roles during teaching practicum while this study concentrated on student teachers' perspectives of their relationship with mentors during teaching practice in Kenya.

The guide's duties for a student teacher in Initial Teacher Education (ITE) were expressed by Mpofu and Chimhenga (2016) in Zimbabwe as: to fill in as a positive good example, to enthuse the teacher trainee about their point and subject instructional method, to help the student teacher in understanding the school's setting and what it means for work, helping the student teacher in creating in an arranged way by giving a reasonable equilibrium between help and challenge dependent on the student teacher's advancement, be conversant with the ITE educational plan's objectives and assumptions, see how to survey the advancement of student teacher and have the option to do it precisely, Set SMART objectives for the teacher trainees in regard to the ITE proficient, guidelines/abilities, and course necessities, and make it simpler for the student teacher to associate with friends and exploit proficient improvement choices outside of their branch of knowledge.

Mpofu et al. (2016) researched on student teachers' points of view of the significance of tutoring in the Teacher Education programme at Zimbabwe Open University. 50 student teachers seeking after a Post Graduate Diploma in Education in the Department of Teacher Education participated in the review. Information was assembled through a survey. The discoveries uncovered that members have unmistakable inclinations toward the adequacy of coach teachings. They expressed a requirement for tutor teachers to be understanding, solid good examples, treat them as teaching applicants as opposed to students and give valuable analysis. While Mpofu et al. (2016) studied student teachers' viewpoints on the

benefit of coaching in teaching training in Zimbabwe, the current review zeroed in on teacher trainees' viewpoints on tutoring during teaching practice in Kenya. The respondents in this review were 50 student teachers while the current review incorporated a sample of 460 members enlisted from a few classes. While this review used a poll to gather information, the current review utilized surveys, talk with timetables, and archive examination to get information.

Obi, Sampson and Sunday (2019) explored the teaching practice encounters of science student teachers and their viability at the University of Calabar in Nigeria. Four theories were created to guide the examination to satisfy the review's objective. The review utilized a contextual investigation research plan with no inspecting strategy on the grounds that the all out number of members in the sample was equivalent to the entire populace. Surveys were used to gather information, and student's Pearson Product Moment Correlation Coefficient esteems were utilized to dissect information at the 0.05 degree of importance with 198 levels of opportunity. The discoveries uncovered that right direction, monetary help, instructing of a main subject area, and guides' proficient principles all significantly affected teaching practice viability. The current review, in contrast to Obi et al. (2019) study, depended on research questions and theories. The review utilized a blended strategies research plan, with members picked utilizing stratified random sampling and purposive choice methods. Polls, interview schedule, and document investigation were utilized to gather information. Information was analysed utilizing descriptive and inferential statistics.

Shumba and Shumba (2012) researched on insights of tutor guides in Zimbabwean schools of mentorship of student teachers on teaching practice. The exploration utilized a descriptive study plan that consolidated quantitative and qualitative strategies. A survey was given to a gathering of 120 tutors in two Zimbabwean regions. Meetings with a portion of the tutors were likewise led to affirm the consequences of the poll. Many coaches had not had formal mentorship preparing; they were uncertain of their jobs, and keeping in mind that they demonstrated that they supported mentees as well as could be expected, the help given to mentees changed from one tutor to another. Coaches were not counseled by school chiefs for mentee progress checks, and guides had nothing to do with the last appraisal of students under their watch.

While Shumba et al. (2012) studied teacher guides' view of student teachers' mentorship on teaching practice in Zimbabwean schools, the current review explored student teachers' assessments of mentors in Kenyan primary schools. Shumba et al. (2012) utilized an unmistakable study approach with 120 coaches as members, and utilized a poll and meetings as information assortment instruments. With a sample of 460 respondents comprising of student teachers, lecturers, heads and assistant teachers, the present study utilized mixed methods approach for triangulation.

In a review directed in South Africa, Ngoepe (2014) took a gander at how mathematics teacher trainees felt about the coaching they got during practicum. Information was gathered utilizing a normalized poll, which was then measurably, examined utilizing illustrative measurements. Guides helped them in recognizing teaching material, planning for classes, giving important input, and training them on the most proficient method to instruct, and the results were ordinarily certain. While Ngoepe (2014) investigated the

viewpoints of math teacher trainees on the tutoring they got during practicum, the current review investigated the impression of understudy teachers on coaching in all disciplines. A survey was utilized to gather information for this review, which was then measurably, examined utilizing illustrative insights. In contrast to the earlier review, which just utilized a survey, the current review utilized questionnaires, interview guides and content exploration to locate the information, which was then broken down qualitatively and quantitatively, rather than the past study, which just utilized a poll.

Utilizing an experiential learning hypothesis, Nkadimene (2017) endeavoured to investigate understudy teachings' encounters and reflections during instructing practicum in South Africa. Unstructured meetings were utilized in a qualitative multiple case study investigation research approach. A sum of fifteen learners from the University of Limpopo's Bachelor of Education final year was arbitrarily chosen. The discoveries found that student teachers face hardships in tutoring schools in light of the fact that many guide teachers neglect to give sufficient expert help and neglect to complete their jobs and commitments as per college standards. It was additionally found that viable work on educating requires devoted chiefs and staff individuals who make their school assets accessible to teacher trainees. The past research just took a gander at conclusive year Bachelor of Education understudies at the University of Limpopo, yet the current review checked out understudy teachers at rudimentary teacher training schools. Nkadimene (2017) utilized an unstructured meeting with fifteen members who were intentionally tested in a subjective numerous contextual analysis research plan. This is rather than the ebb and current study, which utilized a blended techniques research plan and located information

utilizing a few apparatuses with a sample of 460 individuals chosen through basic arbitrary, defined, and purposive sampling.

At the University of Cape Coast in Ghana, Boateng and Tagoe (2018) researched distance schooling learner teachers' impression of teaching coaches during instructing practice. Information was gathered utilizing a normalized poll, which was then genuinely broke down utilizing enlightening measurements. The discoveries proposed that, to foster quality teachings for the instruction area, more prominent accentuation ought to be paid to reinforcing mentorship of Distance Education learner teachers during teaching practice.

The members in the concentrate by Boateng et al. (2018) were college understudies, while the current review's objective segment was understudies in essential teacher preparation organizations. Boateng et al. (2018) utilized a survey to gather information and utilized spellbinding measurements to break it down quantitatively, though the current review utilized a poll close by different instruments to gather information and utilized graphic insights and inferential insights to dissect it both subjectively and quantitatively.

Majoni and Nyaruwata, (2015) tried to discover the difficulties in accomplishing compelling coaching during practicum in the teacher training organizations in Zimbabwe. The different contextual investigation configuration was utilized and five teacher schools took an interest in this review. The purposive inspecting strategy was utilized to choose the members. The members included teacher trainees and guides. Information was produced through center gathering conversations for both understudy teachers and speakers. Majoni et al. (2015) investigated the troubles of acquiring fruitful coaching during showing practice in teacher training foundations, though the current review investigated student

teachers' impression of mentorship during educating practice. While the past study utilized a numerous contextual investigation approach, the current review utilized a blended strategies plan. The current review utilized straightforward irregular, delineated, enumeration, and purposive examining techniques to pick respondents, while the past study utilized basic arbitrary, separated, statistics, and purposive inspecting approaches. Members in the new review included teacher trainees, tutors, teachers and heads, instead of understudy teachers and coaches in the past study. Center gathering talks were used to assemble information in this review, though the current review gathered information utilizing surveys, meetings, and report examination.

During practicum meetings at coordinating schools, Maphalala (2017) investigated how coach teachers comprehend and see their obligations as they get ready University of South Africa (UNISA) understudy teachers for their educating vocations. This review utilized a blended strategies research plan. A sum of 46 guide teachers finished the survey, and 15 of them were moreover met to enhance the review with more subjective information. Coaches saw their jobs as working with understudy teachers' socialization into the teaching calling by helping them in acquiring capability in different parts of school working, for example, class preparation and execution, schoolroom organization, fitting utilization of instructing methodologies and assets. The coaches showed that they comprehended the thought of mentoring,' however they looked for affirmation from UNISA that understudy teachers were being upheld as per the establishment's assumptions.

Maphalala (2017) examined how guides comprehend and see their jobs as they equipped university pre-service teachers for their teaching vocation during practicum. In this review,

data was assembled by a survey and a meeting, with information being gathered through a triangulation of instruments including questionnaires, interview and document examination. Just 61 guide teachers participated in this review, though 460 individuals partook in the current one.

During a four-week private practicum in a provincial climate in South Africa, Mukeredzi (2017) researched the school-based tutoring encounters of Bachelor of Education students and mentors. Information was gathered through detailed cluster dialogues and interpreted through content examination. Proficient help, illustration perceptions, analysis, collaboration, and demonstrating were all essential for the experience. Guides acquired fundamental expert information about teaching strategies and student commitment from understudies, regardless of the way that they were a wellspring of shrewdness in reasonable information for learners. Tutoring techniques were renewed because of coordinated efforts, which started thought, energy, and enthusiasm for their work. Helpless tutor correspondence, an absence of demonstrating illustrations, and objectivity in input are generally instances of non-formative circumstances. Despite the fact that members' general impressions were acceptable, there was proof of unequal tutor mentee associations and an inability to conceptualize the coaching system as an excursion of commencement into the existence job of the pre-administration teaching.

Mukeredzi (2017) researched Bachelor of Education understudies' and coaches' school-based tutoring encounters during practicum, though the present study centers around understudy teachers' view of tutoring during educating practice. The information in this review was accumulated exclusively through inside and out bunch talks, while the

information in the current review was gotten by triangulation: record investigation, surveys, and meetings. While this concentrate just included understudies and guides, the current review included understudy teachers, speakers, tutors, and heads. As opposed to the past study, which utilized substance investigation to inspect information, the current review utilized expressive insights and inferential measurements.

Mpolomoka, Banda, Muyangana and Dube (2016) explored the teaching methods of understudy teachers at Zambian Open University, University of Africa, and Nkrumah University College who were looking for four year certifications. The review adopted a blended techniques strategy. All understudy teachers who finished teaching practice at the three colleges in 2015 were remembered for the review's populace. 360 understudy teachings from the three colleges were inspected utilizing a basic irregular examining method. Information was gathered by means of a poll and center gathering conversations (FGDs). The discoveries were investigated utilizing clear and topical methodologies. The review's key discoveries showed the significance of encouraging involvement with working on comprehension of how to deal with educating getting the hang of, further developing the instructing learning climate, and conquering hindrances that teachers defy. While

Mpolomoka, et al. (2016) researched the teaching practices of student teachers at the university, this review zeroed in on teacher trainees' impression of practicum at primary teacher training colleges. While the current review utilized stratified arbitrary and purposive examining methods to pick 460 people, the past study utilized basic irregular testing to choose 360 individuals. In the previously mentioned study, information was gathered utilizing a survey and center gathering conversations (FGDs), and it was dissected

utilizing graphic and topical methodologies. This is as opposed to the current review, which gathered information utilizing a survey, meetings and content examination, with information investigation utilizing graphic insights and inferential measurements.

In Kenya, supervision by college directors and cooperating teachers is a significant component of teaching. Trainee teachers are presented to conditions including observing and overseeing students and creating a functioning association with mentors, school directors, and university supervisors, as indicated by Kiggundu and Nayimuli (2009). Cooperating teachers, nonetheless, have been displayed to have restricted contact with student teachers and to be dictatorial in their relationship, requiring teacher trainees to follow supervisors' programmes (Ong'ondo and Borg, 2011). Thus, the present research investigated the perception of the relationship between teacher trainees and their mentors.

2.4 Supervision of Student Teachers

Supervision is the evaluation of student teachers in the course of teaching practice exercise. All through the teaching practice exercise, student teachers are assessed by their lecturers (supervisors) to recognise their strong points and flaws dependent on the response from their supervisors on what occurred in the classroom during the teaching process. Forthcoming teachers may utilize the supervision exercise to re-consider their teaching and consequently improve their abilities. Reaction from the practicing school management, administrators, and imminent teachers should be viewed in a serious way all together for the teaching practice exercise to be useful in creating certainty, vision, and skill in the teaching career of forthcoming teachers. The pedantic perspective in teaching practice is management of teaching practice, in which the administrator helps the student in creating and refining their teaching abilities.

The school supervisor is an individual from an advanced education establishment who has instructional and teaching practicum capabilities and oversees this kind of preparing in organization with a tutor from the teaching practice school. The motivation behind the oversight cycle in the classroom is to support appropriate conduct among students and to certify and recognize best practices. It plans to expand the nature of student driven guidance by empowering self-reflection and continuous development in the improvement of teaching capacities. It additionally empowers students to get help from prepared experts and specialists. Customarily, school supervisors fill in as the association between the school/college and the cooperating teacher–student teacher. Their obligations incorporate directing their student teachers through the method involved with surveying and taking care of their own concerns, imparting programme measures and assessment rules, and giving a final grade (Nguyen, 2009). The school supervisor shows the student teachers how to monitor the coach's and associates' classroom exercises and draw experiences that will assist him with fostering his own teaching strategies.

In an examination on teaching practice done by Malik and Ajmal in Pakistan (2010), student teachers portrayed teaching practice as a distressing period including an incredible responsibility, being noticed, surveyed, and assessed by teachers, and insufficiency in classroom organisation. Numerous student teachers had deterrents during their teaching practice exercise, including observing, duties other than teaching, and instructive and subject understanding, as per the scientists (Goh & Matthews, 2011).

As indicated by a review directed in Italy (2014), the supervisor's role in teaching practice is that of an asset individual, specialist, criticism mediator, evaluator, and assessor. It is

important that the supervisor plans for the visit early. This incorporates informing students concerning the visit, holding discussions with the guide teacher and the school's head, and giving productive remarks to the child (UNISA, CEDU; 2012). The manager should be seen connecting with student teachers in informative conversation to work on successful teaching and learning just as student execution (Ayodele and Oyewole; 2012). Notwithstanding, the major liability of noticing student teachers and giving remarks and analysis on their classroom work, as indicated by Long, van Es, and Black (2013), the director takes three key capacities that should be adjusted. Coaching, assessing, and overseeing are the three administrative capacities laid out by Long et al. (2013).

During the math academic practicum at Ho Chi Minh City University of Education, Trung and Dung (2020) did a review in Vietnam on a community approach between teachers, student teachers, and lecturers. Observation was utilized to assemble information from student teachers teachers during their teaching practice in auxiliary schools. The supervisors' reports were utilized to break down the information. The outcomes revealed that lecturers' inclusion as supervisors improved because of this collective technique. Unlike in this research by Trung et al. (2020) which was carried out among Mathematics student teachers at the university in the course of their teaching practice in high schools, the present study was carried out among student teachers in primary teacher training colleges during their teaching practice. Information was gathered through a survey, meeting, focus group discussion and record investigation in the previous and current researches. While the above review utilized supervisors' reports to analyse information in the above study, the current review utilized both qualitative and quantitative information approaches where descriptive and inferential measurements were used to analyse data.

Teachers' perspectives of post-observation conferences were examined by Rehman and Al-Bargi (2014) in a preliminary year English language program at a Saudi Arabian university. Interviews with ten teachers were used to gather qualitative information, which was then examined qualitatively. The results revealed some concerns, including a few onlookers' means-situated viewpoint, obscuring of lines between formative management and assessment, post-perception gathering as a convention, contrasts of assessment among teachers and spectators, supervisors' accreditations, preparation and experience in supervision.

While Rehman et al. (2014) examined teachers' impression of post-perception gatherings among college students in a preliminary year English language program, the current review explored student teachers' view of supervision during teaching practice in middle level colleges for teacher training. This review utilized meetings to gather qualitative information from ten teachers, which were then broken down qualitatively, while the current review utilized surveys, meetings, and content investigation to gather information. Rather than the past study, which had only 10 teachers as respondents, the current review had 460 respondents. The information in the above review was analysed qualitatively, while the information in this review were examined quantitatively and qualitatively.

In the United States of America, Aguiton (2018) directed an elucidating investigation of teacher applicants' intelligent thinking during Literacy coaching clinical encounters. The review incorporated a sum of 15 teacher candidates. Pre/post polls, video accounts of questioning meetings, week by week example plan reflections, and leave slips were among the information sources. The discoveries uncovered that teacher up-and-comers' responses to freedoms to ponder bona fide mentoring encounters differed, and that they were utilized

for an assortment of objectives, including critical thinking, assembling thoughts, and looking for direction to upgrade their teaching capacity. While Aguiton (2018's) study was a descriptive survey, the present study utilized a blended techniques research approach. In the above study, only 15 teacher trainees were promptly tested, while the respondents in the current review were 460 individuals who were randomly and intentionally selected. Pre/post studies, video accounts of questioning meetings, week after week illustration plan remarks, and leave slips were utilized in the past study, while polls, meetings, and archive investigation were utilized in the current research.

In Nigeria, Owoh and Udensi (2017) researched the convictions of student teachers with respect to teaching and the examination of their exhibitions by coordinating and supervising teachers. A sum of 150 trainee teachers was sampled from Eha-Amufu College of Education and Alvan Ikoku College of Education in Owerri. The information was accumulated by means of a poll. The % was utilized in the measurable investigation. Student teachers accepted that cooperating teachers' remarks on their performance were not one-sided. While Owoh et al. (2017) explored student teachers' convictions about teaching and how co-working and directing teachers assessed their presentation, the current review examined student teachers' points of view on teaching practice supervision. In their review, 150 student teachers participated, though the current review had 460 respondents comprising of; teacher trainees, lecturers, heads and mentors. Owoh's research basically used a survey to assemble information, while the current review utilized triangulation to acquire information, using questionnaires, and interview and document analysis. In the concluded study, the information was analysed using descriptive and inferential statistics, rather than the earlier review, which utilized percentages to investigate information.

Sethusha (2014) researched on the challenges encountered by teaching practice administrators in a South African open and distance learning setting. Students' level of preparation, school position, school-based tutors who are not instructed to help and lead students and an absence of direction programs for teaching practice were perceived as difficulties. Sethusha concludes that, quality affirmation in the management of teaching practice programs should be focused on to guarantee that students are adequately prepared for the work environment. While Sethusha (2014) explored the challenges encountered by teaching practice supervisors in South Africa, the current review zeroed in on the view of student teachers in Kenya on teaching practice supervision.

Supervisors are relied upon to see how trainee teachers get ready, teach the lesson and behave as individuals from the teaching profession and are relied upon to encourage the students on the best way to further develop their teaching abilities, as indicated by Chimhenga (2017), who carried out a research in Zimbabwe on student teachers' view of teaching practice management as an activity for evaluating or improvement. A descriptive survey design was utilized. A sum of 50 second-year Diploma in Education student teachers who had finished teaching practice in 2016 participated. The students were picked randomly. The information for this review was assembled by means of a poll. Most of student teachers who partook in the teaching practice said that supervisors allocated grades that didn't mirror the remarks made with respect to the student teachers' teaching execution. A descriptive survey research design was utilized in the above study by Chimhenga (2017); however, the current study utilized a mixed techniques research procedure. As opposed to the current review which utilized a sample of 460 members'

including, student teachers, lecturers, heads, and teachers, 50 student teachers were deliberately picked and a survey was utilized to get data for the review.

Chimhenga (2017) noted that in Zimbabwean teacher training colleges, the trend is to supervise and assess students at the same time. Teachers perform twofold responsibility as assessors and supervisors. The way that a coach grades and advice a student ingrains fear in the student, this might impede the student's actual attainment of the work of a teacher. For work finished by students, the mentor for the most part gives a grade or imprint. When reviewing students, the teacher or supervisor should gather satisfactory information to have the option to give right grades. It's additionally important that the redresses and criticism given ought to be clear and accommodating to help students in working on their teaching. Supervisors ought to be aware of this in obligations forced on them by reasonable concerns and framework requirements. As a result of this methodology, the supervision part has endured, and the assessment has been seen with doubt by students who accept they have not been taken care of reasonably. As indicated by research, a mentor and additionally a supervisor fundamentally affect a student teacher's performance during teaching practice (Chimhenga 2017).

The view of History student teachers on teaching practice supervision at the University of Cape Coast in Ghana were researched by Selormsосу, Paddy, Adade, and Ativui (2014). Utilizing a case study analysis approach, the scientists utilized an interpretive phenomenological procedure. Twelve (12) individuals were picked by means of purposive sampling comprising, six (6) males and six (6) females. The researchers utilized focus group discussion to gather information, which they then, investigated into themes. As per

the discoveries, history student teachers were to a great extent unsatisfied with the teaching practice supervision due to irregularities and biasness and as perceived in the overall strategy utilized. Respondents had varied feelings about the effect of the supervision. Lastly, the review demonstrated that History student teachers encountered an assortment of difficulties, one of which was getting to be assessed by their supervisors. Nonetheless, as these supervisors carry out their obligations during teaching practice, they are criticized. These disapprovals comprise discrepancy in the process used for supervision and the short time for supervision which to student-teachers reduced the value of the teaching practice supervision (Rosemary, Richard & Ngara, 2013). These inadequacies in the supervision affected the general worth of the teaching practice supervision. The current study therefore sought to investigate the student teachers' perception of teaching practice supervision.

The assessment of History student teachers on teaching practice supervision were researched by Selormsusu et al. (2014). While the previous review zeroed in on student teachers' assessments of teaching practice oversight in Ghana, the current study focused on perception of teaching practice supervision in Kenya. While the past study utilized a contextual investigation way to deal with interpretive phenomenological strategy, the current review utilized a blended strategies configuration to take a positivist point of view. As opposed to the past study, which utilized purposive sampling to pick twelve (12) respondents, the current review utilized straightforward arbitrary, delineated, and purposive inspecting to choose 460 members. A center gathering conversation was used to gather information that was then broken down into topics, while the current review gathered information utilizing surveys interviews and content examination, and both qualitative and quantitative investigations.

Gravett and Jiyane (2019) researched the pragmatic learning encounters of student teachers at a South African university's rural campus. Quantitative information was gathered utilizing a poll, while qualitative information was gathered utilizing focus group discussion with 100 student teachers. Information was investigated both descriptively and through constant comparative method of data analysis. Notwithstanding impediments like teacher absenteeism and an absence of direction, the outcomes exhibited that the work on learning encounters added to the student teachers' development as teachers at the training school as well as at the schools where they were partaking in work incorporated learning. Interest at these schools could prompt a superior familiarity with the issues that numerous South African schools face.

Mokoena's (2017) research centers around student teachers' points of view on teaching practice in a South African open and distance learning (ODL) foundation. The sample included 65 fourth-year students seeking after a Bachelor of Education with an auxiliary school teaching specialization. A blended techniques research design was taken on, which included both quantitative and qualitative approaches. Information was accumulated using a survey and interview. To survey quantitative information, descriptive statistics was used. To analyse qualitative information, content analysis was used. Student teachers confronted difficulties as far as on-time placement in schools, management and coaching, as indicated by the review.

Mokoena's (2017) study zeroed in on student teachers' encounters with teaching practice in an open and distance learning climate in South Africa while the current review zeroed in on student teachers' impression of supervision during teaching practice in Kenya. While the above review's sample comprised of 65 fourth-year students, the current review's sample

included 460 members drawn from student teachers, lecturers, heads and teachers. The respondents in the Mokoena's study were fourth-year secondary school practicing students, while the current review zeroed in on student teachers in primary teacher training colleges. In the current review, information was gathered through questionnaires, interview and document analysis notwithstanding the previous. Descriptive statistics and content examination were used to assess information in the above study, whereas the current study utilized inferential and descriptive measurements to data analysis.

The work of the supervisor comprises observing student teachers' class performances, guiding on teaching space organization; appraising a student teacher's presentation in practice teaching circumstances and conversing his/her development with him/her and giving feedback to the institute and the student teacher concerning the student teacher's progress. Using this approach, they sustain expert uniqueness of student teachers (Ayodele and Oyewole, 2012).

Ayodele and Oyewole (2012) explored the means and mode in which teaching practice supervision was being directed in Nigerian universities with the purpose of proposing possible procedures that may possibly benefit in guaranteeing qualitative supervision of teaching practice for viable development. Results showed that, supervision gives an assortment of viewpoints and powers student teachers to think about their expert practice, individual qualities, and private matters. Student teachers can work on their expert ability through reflecting and getting criticism. This review investigated the hardships that directors have while supervision. A qualitative research design was adopted using a narrative case study while content analysis was used to analyze data. While the past study investigated the issues that directors face during teaching practice, the current review

investigated student teachers' view of management during teaching practice. The current study utilized a blended techniques research plan, while the past study utilized a qualitative examination plan with a narrative case study. While the information in the past study was broken down utilizing content analysis, the information in this review was dissected utilizing descriptive and inferential measurements.

Richard and Ngara (2013) led an overview in Zimbabwe to discover how forthcoming teachers and student teacher supervisors felt about the viability of teaching practice supervision as a quality confirmation apparatus. Members saw supervision and evaluation as a fundamental apparatus in guaranteeing quality in teacher education; notwithstanding, the adequacy of management was hurt by delays in supervision, supervision happening at various occasions, almost no discourse, and supervisors' absence of agreement in managing comparative issues. By convenience sampling, twenty students from three primary teacher training colleges in Masvingo region who were doing Teaching Practice in Masvingo metropolitan were picked. Information was gathered through surveys and presented qualitatively as tables and figures.

The current study was carried out in two counties in Kenya, while the study by Richard et al. (2013) was conducted in one area in Zimbabwe. Rather than the past study, in which just twenty (20) students partook and were conveniently sampled, the current review had 460 people who were picked utilizing stratified random and purposive sampling. Since convenience sampling has a low likelihood, it is problematic in research. Surveys were utilized to assemble information in above study, while triangulation was utilized to acquire information in the current review using questionnaires, interview and document analysis.

Mulkeen (2010) found that in Zambia, student teachers were deliberately sent to distant country schools in his article named "Teachers in Anglophone Africa: Issues in Teacher Supply, Training, and Management." This exacerbated the calculated difficulties of checking, decreasing the recurrence of outside supervision and restricting the supervision of student teachers by organization guides. Coaches were needed to visit every student multiple times during the extended time of Teaching Practice in Malawi, for instance. But, transportation issues and an absence of cash prevented this from occurring. The research additionally discovered that the impact of Teaching Practice was hurt by the way that it assumed a particularly minor part in student teachers' final assessments. In certain circumstances, a student teacher's performance in teaching practice made little difference to their last grade. In Zambia, for instance, teaching practice was excluded from the general grade of the student. While Mulkeen's review in Zambia focused on teacher supply, preparing, and management, the current study in Kenya zeroed in on student teachers' impression of teaching practice supervision.

Azeem (2011) led research on difficulties of potential teachers during teaching practice. A sum of one hundred (100) B.ED students participated in the exploration. The sample was picked through convenience sampling. The information for the study was accumulated through a questionnaire. The current review was conducted among students in primary teacher training colleges though Azeem's (2011) study was carried out among university student teachers. As opposed to the current review, which inspected 460 members utilizing stratified random and purposive sampling with questionnaire, interview and content examination as information assortment tools, 100 members were conveniently sampled while information was acquired utilizing a poll. Information procured utilizing a

convenience sampling addresses the perspectives on a particular gathering as opposed to the whole populace, and certain gatherings are over-addressed while others are under-addressed, possibly influencing the validity of the results.

As per Azeem (2011), most of the schools neglected to set up a schedule for student teachers, most of students were not conversant with regards to the standards and guidelines regarding the practicing schools, the assent of student teachers in regards to school decision was not considered significant, and student teachers were not given hands on preparing in different teaching strategies prior to being sent for teaching practice. As indicated by a similar review by Azeem (2011), 20% of members did not have their lessons checked consistently by concerned supervisors, while the other 80% accepted their illustrations were checked regularly. Moreover, 23% of the members accepted that class teachers were often present in their classrooms during teaching practice, while the excess 77% accepted that class teachers or guides were often missing from their classes during teaching practice.

Mtika (2011) did a qualitative case study to check whether teaching practicum is a significant part of teacher training in Malawi. During teaching practicum engagement, the review addressed a few difficulties and concerns identified with responsibility, poorly characterized tutoring backing, and utilization of specific educational methodologies. Respondents were selected through purposive sampling and information was accumulated through interviews. The information uncovered that student teachers have an assortment of encounters during their teaching practicum, a large number of which are challenging. The absence of officially characterized cooperating teachers and a conventional design of help

and community connections, constrained student teachers to go about as "peripheral" individuals inside educational systems.

Mtika (2011) utilized a qualitative case study, while this study utilized a blended techniques approach. While the past study focused on the difficulties and worries around responsibility, not well characterized mentorship support, and the presentation of specific academic directions during teaching practicum exercise, the current review zeroed in on teaching practice supervision perception. The current review utilized purposive and stratified random sampling to choose respondents, while the past research exclusively utilized purposive sampling to enroll participants. In contrast to the present study, information for the above study was obtained by interview, while information for current study was accumulated through questionnaires, interview and document analysis.

Okonkwo, Ogochukwu, and Chikwelu (2013) directed a review in Nigeria to decide the impediments that student teachers at the Federal College of Education (Technical), Umunze during teaching practice. For the review, a survey design was utilized. There were 339 respondents in their third year from five schools in the Federal College of Education's certification unit. The data was accumulated from the respondents by means of a poll. Classroom organization, ecological issues, educational program creation and guidance, and administrative difficulties were distinguished as a portion of the review's discoveries. Unlike Okonkwo et al. (2013), who utilized a survey design, the current review utilized a blended methods approach. While the past study had 339 students as respondents in their third year of degree schooling from five unique foundations, the current review had 460 participants, with 300 of them being student teachers in their second year of study from two

distinct teacher training colleges. In this examination, a poll was utilized to extricate data from the respondents, yet in the current review, different information assortment instruments were used including questionnaires, interview and document analysis.

Jusoh (2013) performed research in Malaysia to more deeply study the encounters of student teachers during their 12-week placement in school. The information for this review was gathered through interviews with two students from a public university, who had recently completed a three-month teaching practicum and, was picked by means of convenience sampling. As indicated by the results, student teachers encountered an assortment of issues going from relational to instructive in nature. While Jusoh (2013) needed to know what student teachers went through during their teaching practice, the current review took a gander at how teacher trainees felt about supervision of teaching practice. In Jusoh's review, a meeting was used to get information, yet the current review utilized a meeting, a poll and document investigation, to acquire information. Just two students from a public organization who had finished a three-month instructing practicum were picked as respondents by convenience sampling. Since comfort examining presents issues in information assortment and constancy, the current review utilized both arbitrary and purposive inspecting to guarantee the information gathered was dependable.

Yaman (2013) checked out management and the jobs of supervisors in pre-service teacher training in Turkey. Student teachers saw teaching practice management as helping pre-administration teachers in the practicum interaction, coordinating teaching encounters, sharing thoughts on the whole teaching measure, discovering answers for troubles experienced while teaching, noticing student teachers while teaching, giving criticism on

the teaching, and assessing student teachers, as indicated by Yaman (2013). Thus, these student teachers saw teaching work on observing by means of a constructivist focal point. To them, observing is a way of making it simpler for understudy teachers to figure out how to educate.

Yaman (2013) proceeded to say that student teachers consistently saw management as an emotive part of figuring out how to instruct, and that they expect supervisors to give both intellectual and emotional help. Thus, when directing student teachers, teaching practice directors ought not just glance at the student teacher's intellectual and psychomotor abilities, but in addition attempt to consolidate the student teacher's emotive side as much as plausible. Thus, teaching practice supervision can be seen as all encompassing (intellectual, affective and psychomotor). While Yaman's (2013) study zeroed in on supervision and administrative obligations in pre-service teacher education in Turkey, the current review zeroed in on student teachers' view of teaching practice supervision in Kenya.

As per a review directed in Nigeria a few supervisors don't have the opportunity to sit down and talk about their perceptions and remarks with the student teachers. Since the supervisor is frequently in a rush to continue on to the following school, the short exchange between the supervisor and the student teacher before going to the class, which should offer the student teacher the chance to assess his qualities and deficiencies, is here and there neglected (Nakpadia, 2011 in Samson, 2019). The above study was conducted in Nigeria while the current study was carried out in Kenya.

Rosemary et al. (2013) led a review in Zimbabwe to discover student teachers' opinion on teaching practice supervision. Their discoveries proposed that student teachers considered teaching practice supervision as basically advantageous in giving them direction in fundamental parts of teaching, propelling them, and expanding their certainty to teach. Rosemary, et al. (2013) examined the negative provisions of teaching practice supervision, tracking down that some student teachers saw the supervision to be one-sided because of supervisors' absence of unanimity in managing comparable hardships. Moreover, some teacher trainees viewed the TPS to be demotivating. These student teachers' points of view on teaching practice supervision are consistent with the discoveries of Eya and Chukwu (2012), who expressed that bias, an absence of expert attributes, and an absence of want are a portion of the obstructions to effective supervision. While the above study was conducted in Zimbabwe, the present study was done in Kenya.

Teaching practice stretches out past realizing what to teach and how to teach everything out, as per an investigation of the deterrents encountered by history student teachers during teaching practice supervision. The goal of teaching practice, as per Rosemary, et al. (2013), is to foster different capabilities in the teacher trainee, including; relational, instructive, intercultural, and mental skills. Notwithstanding the impressive readiness that student teachers get during teaching practice, they deal with different issues that limit their ability to benefit from the programme (Ranjan, 2013). The above study focused on challenges encountered by student teachers during teaching practice supervision while the current study concentrated on perception of teaching practice supervision as a whole.

Okobia, Augustine, and Osagie (2013) examined the Perceived Challenges that teacher trainees face during teaching practice. The review investigated the challenges that student teachers face during teaching practice. For the review, a survey design was utilized. 200 students were picked indiscriminately from 300 and 400 level students who had taken an interest in the teaching practice at the Faculty of Education, University of Benin, in the 2010/2011 session. Information was gathered utilizing a (21) item four-point likert scale poll named "Survey on Challenges during Teaching Practice Exercise (QCTP)." The procured information was inspected utilizing mean measurements and the free sample t-test. Most of student teachers saw fifteen of the 21 items as substantial issues during the teaching practice exercise, as per the review. It was likewise found that the location of the school made little difference to the obstructions experienced by student teachers.

The essential impediments faced by student teachers during teaching practice management, as per Okobia et al (2013) in a review in Nigeria, were the brief time frame of supervision and helpless relations between student teachers and supervisors. As indicated by Okobia et al. (2013), student teachers and supervisors had stressed connections. Supervision obligations incorporate directing, advising, and being companions with the student teachers. Notwithstanding, on the grounds that supervisors are undesirable to student teachers, the student teachers feel uncomfortable when teaching before them.

In a review conducted in Nigeria by Okobia et al. (2013), student teachers saw a lack of teaching assets and supervisors that were terrible as a test during teaching practice management. Thus, student teachers accepted that a uniform way of supervision was what they really wanted, however their failure to get or be presented to a normalized procedure

for teaching practice management left them stuck, as they were uncertain what to do in their future practice.

Student teachers will in general be very agreeable because of their supervisor's attitude toward them, as per Smith (2010), on the grounds that they are caused to feel sub-par and powerless. A few supervisors accept that students are now enriched with the data and capacities important to teach and are henceforth reluctant to assist them with getting the crucial abilities they require. This absence of supervision and preparing by the supervisor influences the viability of pragmatic guidance and can bring about a terrible teaching experience.

Appraisal of teaching capacities or abilities is a subject of conversation and improvement (Smith, 2010). As per Mattsson and Rorrison (2011), this is because of boundless despondency with the expert appraisal strategies now being used in Australia. Besides, Mattsson et al. (2011) called attention to the many issues with evaluation techniques which come from a failure to accommodate customary appraisal practices with the sorts of learning results that can be anticipated in reality. The positive insight in teaching exercise, as indicated by Gujjar (2010), is worried about student teachers' developing information and capability, their expanding feeling of adequacy, adaptability and immediacy in their presentation and communications, and the familiarity with having accomplished healthy degrees of acknowledgment and acknowledgment among the school local area. On the negative side, it was said that teaching practice is seen as an upsetting period described by huge misery, changes in psychophysiological measures, and an expanded impression of weariness and delicacy.

Yaman (2013) investigated the view points of student teachers on teacher training overall in his examination. student teachers saw teaching practice supervision as helping pre-service teachers in the practicum interaction, coordinating teaching encounters, sharing thoughts on the whole teaching measure, discovering answers for hardships experienced while teaching noticing student teachers while teaching, giving criticism on the teaching, and assessing student teachers, as per (Yaman, 2013). Subsequently, these student teachers saw teaching work on observing through a constructivist focal point. To them, supervision is a way of making it simpler for student teachers to figure out how to teach.

The low recurrence of supervision by supervisors was a hindrance for some student teachers, as indicated by Gautam (2010) in a review of teaching practice supervision on History student teachers in Nepal. However, as indicated by Gautam (2010), the supervisors who should watch over them were lopsided in their supervision as far as attendance is concerned. While most of the student teachers couldn't acquire their utmost supervision of three hours from their supervisors, others were effective. Accordingly, the student teachers' fundamental issue about teaching practice management was that it worked conflictingly. The nature of teaching practice has been remarked about by Jekayinfa, Yahaya, Yusuf, Ajidagba, Oniye, Ogiyangi and Ibrahim (2012). The authors communicated their disappointment with the present status of the undertaking. In view of this weakness, students take part in assessment misconduct (Cornelius, Ukpepi and Erukoha, 2012).

As indicated by Nakpadia (2011), the twelve-week term is excessively short since it doesn't give the student teacher sufficient opportunity to get the experience that the activity is intended to advance. A few supervisors, as indicated by the author don't have the opportunity to sit down with the student teacher and talk about their perceptions and

remarks. Since the supervisor is frequently in a hurry to carry on to the following school, the short exchange between the supervisor and the student teacher just after the class, which ought to permit the student teacher to understand his qualities and deficiencies, is now and then neglected. Understudies are relied upon to investigate every illustration they instruct, ponder their own proficient turn of events, and exhibit an exhaustive comprehension of the teaching's job.

A prolonged stretch of time of school-based exercises like perceptions, conversations, arranging, instructing, estimating, assessing, and reflecting establishes the teaching practice insight. These errands are completed under the supervision of a guide. Teaching practice is an interaction wherein teacher learners are evaluated and positioned on their pace of progress as they progress through their preparation. Teaching practice follows all evaluation standards and guidelines to guarantee that the capacities procured by students in the field are appropriately recorded and positioned. As indicated by Anumaka (2016), the work of supervisors in Teacher Education in Sub-Saharan Africa (TESSA) is to give student teachers the fundamental abilities and capacities to perform adequately in the classroom. Since the teacher works intimately with the student teacher nearby and in the field, it is imperative for school supervisors to be knowledgeable in those capacities of teaching practice supervision.

Otanga and Mwangi (2015) investigated whether anxiety correlates with satisfaction in teaching practice at Kenyatta University in Kenya. A sum of 101 students were utilized, every one of whom having finished three months of teaching practice. Information was accumulated by means of a questionnaire. Assessment was demonstrated to be the most

anxiety prompting circumstance. Supervisors at universities, specifically, inspired the most elevated anxiety. Fulfillment with teaching practice is considerably affected by one's age and the kind of school where one teaches. As opposed to the past study, which attempted to decide whether tension is connected to fulfillment with teaching practice, the current study examined student teachers' view of teaching practice supervision. While Otanga et al. (2015) did their investigation at a university, the current review focused on primary teacher training schooling colleges. In the study by Otanga et al. (2015), 101 students participated, while the current review utilized a sample of 300 students. While the above study basically utilized a questionnaire only to assemble information, the current review utilized questionnaires, a interview and document investigation to get information.

In Kenya, Ong'ondo and Borg (2011) found issues among supervisors, which brought about more prominent anxiety among student teachers. Since most supervisors' jobs, travel distances, and time imperatives constrained them to rush from one school to the next, hence student teachers could be supervised twice in a day or after authorized times at the supervisor's suitability. Besides, student teachers were uncertain of what might be assessed, and administrative visits were unannounced. Most student teachers communicated misgiving about being directed. Concerning the impact of sexual orientation on student teachers' tension, research discoveries are as yet uncertain.

Ong'ondo et al. (2011) found that student teachers saw the supervision cycle as brief, ungraceful, and that the criticism they got was basically evaluative, orderly and zeroed in on nonexclusive, as opposed to subject-explicit teaching methods. Therefore, the supervision these student teachers got was intended for appraisal, however it additionally needed one key part that student teachers have since quite a while ago wanted: subject-

based supervisors to assess student teachers. While Ong'ondo et al. (2011) zeroed in on student teachers' view of teaching practice supervision; the current research considered student teachers' perception of the whole teaching practice exercise.

During a practicum in Kenya, Ong'ondo et al. (2011) explored the process of supervision of student teachers and its effect on English language student teachers. The student teachers were registered in a four-year Bachelor of Education option for teaching English at secondary school level. This examination, in view of the viewpoints of teacher educators, cooperating teachers, and student teachers, revealed that supervision was brief and clumsy and that the response given to student teachers was fundamentally evaluative, directive and zeroed in on broad instead of subject-explicit instructional methods. Student teachers' fundamental worries during the practicum were satisfying their supervisors and getting a pass mark, which restricted the degree to which student teachers fostered the academic thinking that both the Kenya government and current writing consider to be the primary objective of teaching practice. The study by Ong'ondo et al. (2011) focused on secondary school student teachers while this study examined perceptions of primary teacher trainees.

Wanyonyi (2017) researched on the effect of student teacher connection practices on student teacher execution at Kenyan state funded colleges. The examination was directed utilizing a descriptive study research approach. The review had an aggregate of 2,239 members, comprising 2,234 student teachers for the Western region and 5 heads of school connection units in Kenyan public universities. An aggregate of 344 individuals were inspected utilizing multistage sampling. A poll for student teachers, an interview guide for head of school connection units, and record examination were utilized to gather information. Information was examined inferentially utilizing different straight relapses

and graphically utilizing means and z-scores. The discoveries uncovered that student teacher scores in teaching practice were connected to the recurrence of supervision, supervisors' capabilities, picked school includes, and chose student teaching view of college assessors.

Wanyonyi (2017) researched the impact of school connection practices on student teaching execution in teaching practice in Kenyan state funded colleges, though the current study investigated student teachers' view of teaching practice oversight in primary teacher training colleges in Kenya's North Rift region. The current study utilized a blended strategies research approach, while the past study utilized a spellbinding review research plan. While the past study included 2,239 respondents, comprising 2,234 teachers for the Western area and 5 heads of school connection units in Kenyan public establishments, the current review had 1533 members, including student teachers, lecturers, guides, and head teachers. In the past study, multistage inspecting was used to pick a sample of 344 individuals, and information were gotten utilizing a poll and archive investigation, though information were gathered utilizing a survey, interview guide, and record examination in the current review. Information were broke down illustratively utilizing means and z-scores and inferentially utilizing different straight relapses in the earlier review, while information were dissected both descriptively and inferentially in current examination.

In Kenya, Wambugu (2013) investigated student teachers' perspectives toward teaching practice evaluation. Three practice zones were picked indiscriminately: Kericho/Bomet, Uasingishu/Keiyo, and Nyeri/Kirinyaga. Utilizing a defined irregular examining procedure dependent on sex and point region forte, 68 students were looked over the zones. The information was gathered utilizing a poll with an unwavering quality coefficient alpha of

0.906 and a spellbinding review research procedure. Both spellbinding and inferential insights were utilized to examine the obtained information. The discoveries uncovered that student teachers' mentalities in regards to teaching practice evaluation were positive. There were no genuinely huge changes in their decisions dependent on their space of specialization, as indicated by the discoveries. Be that as it may, at the alpha degree of 0.05, a genuinely critical distinction in perspectives on teaching practice evaluation existed among male and female student teachers.

While Wambugu's (2013) study saw student teachers' mentalities toward teaching practice evaluation in Kericho/Bomet, Uasingishu/Keiyo, and Nyeri/Kirinyaga zones, the current review investigated student teachers' perspectives with respect to teaching practice oversight in Baringo and West Pokot Counties. Wambugu (2013) utilized arbitrary choice and purposive inspecting to pick 68 members dependent on sexual orientation and branch of knowledge strength, though the current review utilized stratified random sampling examining and purposive testing to choose 460 people. While this review utilized an illustrative study research plan and a poll to gather information, the current study used a mixed methods study plan and information was obtained utilizing surveys, meetings, and archive examination.

2.5 Attitude towards the teaching profession

"Attitude is a psychological or neural condition of status, coordinated by experience, displaying a mandate or dynamic effect over a person's conduct to all articles and circumstances with which it is related," as per Allport (1935) in Elina (2016). Moreover, attitudes allude to an individual's proclivity to react well or contrarily to an article, individual or gathering of individuals, establishments, or occasions," as per Morris and

Maistro (2005) in Elina (2016). Nobody is brought into the world with any assumptions. Attitudes, like interests, are learnt by means of life encounters that shape how an individual demonstration toward individuals, callings, things, issues, and conditions with which they are involved. Accordingly, one's disposition essentially affects one's activities. Individual mentalities can be positive (good) or negative (troublesome) (ominous). In Elina (2016), Kreinter and Kinicki (2007) found that perspectives have three parts: full of feeling (sentiments or feelings), intellectual (convictions or thoughts), and psychomotor (development) (conduct towards a person or thing). On the off chance that a teacher has a negative demeanor, he cannot dominate in his field.

As indicated by Enyi (2014), a calling is an occupation that has a restrictive collection of information that is essential to society and whose individuals have acquired extraordinary abilities and capacities through preparing. The inquiry isn't simply whether educating is a calling, yet additionally in the event that it partakes in similar degree of polished skill as different callings like clinical, law, designing, and bookkeeping (Nwite, 2012). Relegating the most elevated level of polished methodology to educating would serve to raise the spirit of both current and forthcoming teachers by eliminating any questions regarding if instructing is a calling. Teachers molded legal counselors, specialists, and clinical experts, among others. Notwithstanding the colossal work that teachers do in the public arena, there are as yet far and wide misinterpretations about teaching. The general population has a negative impression of the teaching and his employment. The expression "teaching" and fellow articulations in the public dictionary signify outrageous destitution, social oddballs, and social mavericks (Okemakinde, 2013). As indicated by Okemakinde (2013), teaching is an incompetent occupation for ladies, the old, and the devastated. Teachers themselves

accepted this since they believe themselves to be less lucky than different callings, thinking that their prize is in paradise. This view of teachers might assume a part in students' negative perspectives toward the teaching calling.

Teaching, being a powerful movement, requires an inspirational perspective and some specific skills from the individuals who participate in it. Teachers' capacity to teach is controlled by their attitude toward the calling. The teacher's acceptable conduct helps with the making of a favorable, student well disposed homeroom environment. This decidedly affects the youngsters' learning. Since disposition is a social develop, it is affected by an assortment of attributes like sexual orientation, social class, age, instructive foundation, and past work insight. To reveal insight into what sway sex and instructive stream have on student teachers' attitudes toward teaching, a review was directed using a pre-arranged instrument. Non-ancestral male and female logical stream, non-ancestral male and female sociology stream, ancestral male and female science stream, ancestral male and female sociology stream, ancestral male and female science stream, ancestral male and female sociology stream were totally contemplated. 96 students out of a sum of 100 reacted. To discover the distinction in mentalities of various classes toward guidance, the mean scores were considered and the't' esteem was determined. The reason for this review was to decide student teachers' perspectives toward teaching dependent on the classifications of normal and school-based review programs, just as the area of teaching practice schools (metropolitan and rural) and sex (male and female).

Babu and Raju (2013) directed examination on student teachers' attitudes with respect to their calling. An aggregate of 437 student teachers from seven Indian foundations of

instruction took an interest in the review. The agents utilized a self-developed instrument (teachers' attitude) to manage to them. The instrument comprised of 60 items partitioned into seven classifications: proficient issues, teacher pay scales, opportunities and different advantages, nature of work and responsibility, teachers' advantage in student, teachers' attitude toward the board, and teaching expert status. The mean and standard deviations of the acquired information were determined, and a t-test was utilized to assess a few theories. There were critical sexual orientation inconsistencies just as contrasts between subjects. The perspectives of male and female understudy teachings toward instructing change altogether. The mentalities of student teachers from different subjects change enormously when it came to teaching. The current review was done on a sample of 460 respondents, including student teachers, lecturers, headteachers, and tutors, rather than Babu and Raju's (2013) study, which was based on a sample of 437 student teachers considering 7 foundations of training in India. This present review's information was gotten utilizing a self-built device and dissected utilizing mean, standard deviations, and t-test, though the current review's information was broken down utilizing descriptive and inferential statistics.

Pancholi (2015) led study in India on the attitudes of student teachers about the teaching profession. The financial position and expert status of teachers are both low, as per this review. Especially at the essential level, it misses the mark regarding assumptions, notwithstanding various endeavors to further develop it. Due to the decent compensation rate and Vidya-Sahayak status, the youthful age isn't keen on teaching on the grounds that they get negligible income. As demonstrated by Gunotsav's most current numbers on Gujarat's teaching circumstances, this affects teaching quality. The nature of teaching as a

scholastic subject should be improved, which could be one of the deciding components in school teaching turning into a calling comparable to others like law, medication, and designing. It is undesirable to have exclusive standards of our teachers and to have appropriate attitudes about their work except if teaching is raised to the position of a high calling and teachers are perceived as experts. In the scholarly year 2015-16, 35% of the seats apportioned for student teachers were not filled, showing that the respectable calling of teaching can't draw in ongoing teachers. Subsequently, it's basic to become familiar with teachers' attitudes toward their work. In contrast to Pancholi's (2015) study, which focused on student teachers' perspectives toward teaching in India, the current review focused on student teachers' mentalities toward teaching profession in Kenya.

Pancholi (2015) utilized the graphic review technique in a similar examination. The accentuation in this work was on utilizing an inferential quantitative method to think about the different factors. The populace included Gujarati medium B.Ed. students from the Ahmedabad region, just as all B.Ed. students. A sample of 100 B.Ed. studentrs was picked utilizing a stratified arbitrary inspecting method. Information was gathered utilizing an attitude scale towards instructing and assessed utilizing percentages and mean. Most of student teachers were found to have a negative or ominous attitude about the teaching calling. Teachers were isolated into two gatherings dependent on their sex, each with an alternate degree of expert attitude. Males displayed a more negative disposition toward their positions than females. This infers that male teachers have a more troublesome expert attitude than female teachers. For a decent instructive framework, teachers should have an postive perspective toward their job (Pancholi, 2015).

Pancholi (2015) utilized a descriptive research technique, though this review utilized a blended strategies approach. The current review utilized both a qualitative and quantitative strategy, and utilized an inferential quantitative and descriptive way to deal with the various factors. While the sample in the above review comprised of 100 B.Ed. students picked by a delineated arbitrary inspecting method, the respondents in this review were 460, picked through stratified random and purposive examining. In the past study, information was gathered utilizing an attitude scale in regards to teaching profession, but in the current review, information was gathered utilizing polls with both open and shut items, an interview and document investigation. As opposed to past examinations, which utilized rate and intend to dissect information, the current review utilized descriptive and inferential insights to break down information.

In the Indian territory of Odisha, Khamari and Tiwari (2015) researched on teachers' attitudes toward teaching, with an emphasis on Caste and sex. A simple random technique sampling methodology was utilized to pick 1000 secondary school option teachers and information was gathered utilizing a questionnaire. The examination philosophies utilized were mean and F-ratio. While Khamari et al. (2015) led a review on teachers' attitudes toward teaching with a unique spotlight on standing and sex in Odisha, India, the current review utilized a mixed techniques approach. While the current review utilized a scope of examining approaches and tools to gather information, the past study utilized a simple random sampli technique to choose 1000 secondary school teachers and a questionnaire to gather information. This review utilized mean and F-ratio as information analysis approaches, unlike in the current review, which utilized mean, percentages, ANOVA and regression.

In India, Andronache, Bocos-Bintintan, and Macri (2014) led a correlational report on likely teachers' attitudes toward teaching. Graduate students in instructive sciences made up the sample. Information was assembled through a questionnaire. As indicated by the discoveries, the intellectual and emotional measurements have a significant positive affiliation. Simultaneously, the review shows that the size of the social and intellectual angles, just as the passionate part, has no huge connection. While Andronache et al. (2014) did a correlational report in India on imminent teachers' perspectives toward teaching; the current review in Kenya was a blended techniques study. The sample in Andronache, et al. (2014) was comprised of graduate students in instructive sciences, though the sample in the current review was comprised of student teachers, lecturers, headteachers and mentors. In this review, information was gathered just by a questionnaire, while in the current study, information was acquired through triangulation instruments comprising, questionnaires, interview and document analysis.

Soibamcha and Pandey (2016) led a correlational research in India to check whether there was a connection between teachers' instructive degrees and their perspectives toward teaching. Straightforward arbitrary inspecting was utilized to pick 150 teachers (75 males and 75 females) from thirty secondary schools in the Imphal West District of Manipur (India). The Teacher Attitude Inventory (TAI), made by Ahluwalia, was utilized to gather information (2006). Teachers' perspectives with respect to teaching were observed to be negative, as indicated by the discoveries. Nonetheless, higher-qualified teachers (59%) seemed to have more ideal perspectives than lower-qualified teachers (41%). Also, more youthful teachers (59%) seem to have more great perspectives than more established ones (41 %).

In contrast to the current review, which investigated the attitudes of student teachers in Kenya, the study by Soibamcha, et al. (2016) in India looked to build up a connection between teachers' instructive capabilities and their attitudes about the teaching profession. While in the past study, a sum of 150 teachers from thirty auxiliary schools were picked indiscriminately and information was gathered utilizing the Teacher Attitude Inventory, in the current review, a sum of 460 respondents from different classes were picked using stratified random and purposive sampling strategies and information was gathered utilizing interview, questionnaire and archive examination.

In Turkey, Onsekiz and Uener (2015) examined student teachers' perspectives about teaching. The study utilized a mixed design. The exploration sample comprised of 118 students from a state funded college's English Language Teacher Training (ELT) Department. Open-ended questions and an attitude scale were utilized to gather information. The after effects of the information investigation uncovered that most of students have a positive attitude toward teaching. Female students had more positive opinions than male students, as per the qualitative information examination. There were no critical varieties between groups when perspectives of students were surveyed by school graduation.

Dissimilar to Onsekiz et al. (2015), who focused on learner teachers' attitudes toward teaching in Turkey, the current review focused on student teachers' perspectives toward teaching in Kenya. The sample in the above study comprised of 118 students from an express college's English Language Teacher Training (ELT) Department, while the sample for the current review was comprised of 460 individuals. While the past study utilized open-ended questions and an attitude scale to gather information, the current review

utilized questionnaires with open-ended and closed-ended questions, interview plan and document investigation.

Parhi (2017) led a review to evaluate the attitudes of Bachelor of Education student teachers proceeding with their expert examinations in India toward teaching. For this situation, 120 student teachers were chosen as the sample, and their perspectives toward teaching were evaluated utilizing a normalized device created by the specialist. Female student teachers were found to have a more positive disposition toward teaching than male student teachers. Rather than the current review, which was directed among student teachers in middle level teacher training colleges in Kenya, Parhi (2017) evaluated the sorts of perspectives toward teaching calling of B.Ed. student teachers in India. This review included 120 student teachers, and their attitudes toward teaching were estimated utilizing a normalized apparatus created by the examiner, while the current review included 460 respondents, and information was gathered utilizing questionnaires, interview and document analysis, instead of the past study, which utilized a normalized device created by the specialist.

Sahayarani and Stanly (2014) led a review in India to examine Bachelor of Education students' mentalities with respect to teaching. An aggregate of 104 students were picked randomly from four distinct foundations of schooling in Pondicherry. In the subcategories of sex, subject, and area, the outcomes uncovered extensive contrasts in attitudes about teaching. While 104 students from four unique foundations of instruction were randomly selected as members in the concentrate by Sahayarani et al. (2014), the current review involved 460 respondents who were picked arbitrarily and deliberately.

In a review done in Estonia by (Opetajaameti kuvand, 2016), it was found that the teaching calling is both significant and underestimated. As per the discoveries of the overview, various partners appraised the picture and allure of the teaching calling, just as the standing of teachers' positions, as great or acceptable, with teachers and students being the most basic. Beside notoriety and public discernment, students' inspiration and excitement in teaching are key components to think about when settling on a lifelong way. The inherent, benevolent and extraneous intentions in youngsters to mull over teaching would all be able to be delegated, inborn, unselfish and outward (Heinz, 2015).

Many explorations have been concentrated on student teachers' and teacher applicants' expert intentions and commitment, as indicated by (Heinz, 2015). There have been undeniably less explorations on students' perspectives toward teaching profession. Notwithstanding, these two components - students' impressions of teaching and teachers' perspectives about their positions – are inseparably connected (Egwu, 2015). The manner in which teachers feel and view their job, just as how they act in it, is reflected in their communications with students, which affects students' perspectives toward teaching and their readiness to seek after it. Regard for teachers is declining, as per specialists from different nations. The fundamental clarification given is that the teachers' work is inappropriately underestimated as estimated by their pay (Sokolova, 2011). Based on the above studies this study therefore investigated the student teacher's attitude towards the teaching profession in Kenya's North Rift Region.

Numerous researchers have noticed that teaching is not interesting to numerous Nigerians, including Lawal (2012), Usman, Anupama, and Parthy (2014), Aklahyel, Ibrahim, and Adam (2015), and Elina (2016). This is because of low compensation, awful working

conditions for teachers, unpredictable compensation installments, an absence of a bound together compensation scale, helpless school offices, an ominous school climate, low open impression of teachers, an absence of motivators, lacking inspiration, and non-installment of stipends. Regular teacher transfers, transportation issues, stuffing in classes and an absence of reality with respect to students are among the others. These things can demotivate teachers and lessen their excitement for teaching. A few teachers, because of an absence of occupation fulfillment, get frustrated with the teaching profession and therefore, take part in deceptive action.

In a review directed in Nigeria on the effect of teachers' attitudes toward teaching on undergraduate non-education students' view of teacher education, Odike and Nnaekwe (2018) found that teachers' perspectives toward teaching can either empower or deter students from seeking after a vocation in instructing. The examinations additionally tracked down that a few teachers were clumsy at presenting their lessons, that a few teachers requested cash from students to pass their tests, and that the issue of male teachers getting to know female students contrarily impacted college students' view of teaching. The study was carried out utilizing descriptive survey plan. Every one of the 3641 non-education college students from three colleges were selected for the study. Yamane's (1964) factual strategy was utilized to test 360 students. Information was gathered utilizing a normalized poll, which was then analysed utilizing the mean, standard deviation and ANOVA. Odike et al. (2018) explored the effect of teachers' perspectives toward teaching on non-education students' view of teacher training whereas the current research zeroed in on student teachers' attitudes toward teaching.

Odike et al. (2018) utilized a descriptive survey design while the current study utilized a mixed techniques research procedure. The the study populace in the current study was 1533 comprising student teachers, lecturers, headteachers and mentors while the populace for the above study comprised of 3641 non-education students from three colleges. While Yamane's (1964) factual method was utilized to test 360 students for this review, random sampling and purposive examining were used to pick 460 members. A poll was utilized to assemble information in the past study, which was then investigated utilizing the mean, standard deviation and ANOVA, however, the current review had a sample of 460 respondents selected using stratified random and purposive sampling from whom data was gathered utilizing questionnaires, interview and document analysis for triangulation to which was then examined by means of mean, percentages, ANOVA, and regression.

Egwu (2015) led a review in the Faculty of Education, Ebonyi State University, Abakaliki, Nigeria, to explore students' perspectives toward teaching. A 15-item poll was filled by 300 students. The examination questions were addressed utilizing mean scores. The review's discoveries uncovered that students have a negative view of teaching, that teaching is a troublesome endeavor, and that teachers are not well remunerated in contrast with different occupations. While Egwu (2015) zeroed in on students' perspectives in regards to teaching among university students in Nigeria, the current review was done among Kenyan middle level colleges undergraduates. In previous review, a sample of 300 students addressed a survey, and information was examined utilizing the mean, as opposed to the current review, in which a sample of 460 respondents was utilized with polls, meetings and document examination as data collection tools and information was investigated descriptively and inferentially.

Kiggundu and Nayimuli (2009) examined the encounters of Vaal University Postgraduate Certificate in Education student teachers during their 10 weeks of teaching practice in South Africa. Information was gathered through interviews with all student teachers, with content examination used to find topics and investigate the information. It was found that, notwithstanding sure encounters during teaching practice, student teachers dealt with issues that affected their view of teaching. While Kiggundu et al. (2009) examined the encounters of student teachers at the Vaal University of Postgraduate Certificate in Education during their teaching practicum in South Africa, the current review zeroed in on student teachers' attitudes toward teaching. In the current study, information was gathered through polls, interviews and archive examination and was broken down utilizing descriptive and inferential statistics. In the previous review, information was gathered through surveys and examined through content analysis.

2.6 Summary of the Knowledge Gap

There are many gaps in the assessed researches that this study expected to fill. Firstly, it was apparent that, most of the researches on teaching practice were out of date, requiring the obtaining of more current information on teaching practice to evaluate teacher students' present impression of teaching practice.

Secondly, many prior studies on student assessments and encounters depended on information from student interviews and focus group discussions (for example Buckley 2011; Lindsay et al. 2002; Robertson and Blackler 2006). Students, both undergraduate and postgraduate, perceived advantages just as problems, when connections between assessment and teaching were stressed, as indicated by various studies. In view of the

restricted usage of examination instruments, the researches could not gather sufficient information for investigation. Therefore, various methods were utilized in the current review, including, questionnaires for head teachers, tutors and student teachers, an interview guide for lecturers and document investigation guide in applicable workplaces. The researcher had the option to gain sufficient information for examination and speculation through triangulation of tools.

Thirdly, past research on practicum had fundamentally been attempted at universities; however the present study was done in primary teacher training colleges. Moreover, these studies had been done in other regions of Kenya, rather than the Northern Rift valley region, specifically Baringo and West Pokot Counties, where the current research was conducted.

Fourthly, most of the previous studies analyzed utilized descriptive research design. For instance, Cimen and Komur (2019) utilized a descriptive survey strategy in their investigation of student teachers' considerations on dilemma circumstances in teaching practice in Turkey. The current review utilized a mixed techniques approach, which joined qualitative and quantitative information gathering and examination methods. Therefore, the review assembled adequate information for examination utilizing both qualitative and quantitative techniques.

Fifthly, as opposed to earlier investigations, which had small samples of respondents, for instance, Caires, Almeida, and Vieira (2012) in Portugal had a sample size of 295 respondents, while Babu and Raju (2013) in Iran had a sample size of 34 respondents. The current research included a large sample size (460 members). This ensured the collection of

adequate data which guaranteed validity and generalization of the results to the entire population.

Lastly, regardless of a careful evaluation of the writings on teaching insights and mentalities, for example, an examination led by (Koross, 2016) at the University of Eldoret on student teachers' encounters during teaching practice and their effect on their impression of the teaching profession. Clearly not many studies have been attempted on pre-service teachers' view of teaching practicum and its effect on their perspectives toward the teaching calling. Accordingly, this study investigated pre-service teachers' view of teaching practicum and what that meant for their perspectives toward the teaching career.

Table 2.1: Summary of Literature Review

Author	Focus	GAPS	HOW THE GAPS WERE FILLED
Cimen and Komur (2019)	Title; student teachers' reflections on dilemma situations in teaching practice	Methodology; Locale: Turkey Design: qualitative approach Respondents: Student teachers Knowledge Gap: student teachers' perception of teaching practice	Methodology; Locale: Kenya Design: Mixed methods Respondents: Student teachers, lecturers, headteachers, mentors Knowledge Gap: student teachers' perception of teaching practice
Yarkwah, Arthur and Takramah (2020)	challenges faced by Mathematics Education student-teachers during macro-teaching practice	Methodology; Location: Ghana Design: descriptive survey Sample size: 35 S.Techniques: Simple random Respondents: B. Ed. students Knowledge Gap: Student teachers' perception of teaching practice &	Methodology; Locale: Kenya Design: mixed methods Sample size: 460 S.Techniques: Stratified & purposive Respondents: Primary teacher trainees, lecturers, headteachers, mentors. Knowledge Gap: Student teachers'

Makaye and Madunge (2017)	State of preparedness to teaching of student teachers during teaching practice	its influence on their attitude towards teaching Methodology; Locale: Zimbabwe Design: qualitative study Sample size: 12 Tools: interview Respondents: student teachers, heads & lecturers Knowledge Gap: Student teachers' perception of teaching practice Methodology: Locale: Tanzania Design: cross-sectional survey Sample size: 75 Respondents: Student teachers. S. Techniques: stratified random sampling Tools: Questionnaire Knowledge Gap: Student teachers' perception of teaching practice & its influence on their attitude towards teaching. Methodology; Locale: Kenya. Design: descriptive survey Sample size: 68 trainee teachers - 17	perception of teaching practice & its influence on their attitude towards teaching Methodology; Locale: Kenya Design: mixed methods Sample size: 460 Tools: questionnaire, interview, document analysis guide. Respondents: student teachers, lecturers, headteachers, mentors. Knowledge Gap: Student teachers' perception of teaching practice Methodology; Locale: Kenya Design: Mixed methods Sample size: 460 Respondents: Student teachers, lecturers, headteachers, mentors S. Techniques; Stratified & purposive Tools: questionnaires, interview, document analysis guide. Knowledge Gap: Student teachers' perception of teaching practice & its influence on their attitude towards teaching. Methodology; Locale: North Rift Region-Baringo& West Pokot Design: Mixed methods Sample size: 460-2 counties
Okendo, (2018)	student teachers' perceptions of teaching practice assessment		
Odundo,Ganira and Ngaruiya (2018)	preparation and management of teaching practice process		

Nkadimene, (2017)	student-teachers' experiences and reflections during teaching practicum Bachelor of Education's final year student	Counties S. Techniques: simple random Respondents: Teacher trainees Knowledge Gap: Student teachers' perception of teaching practice & its influence on their attitude towards teaching. Methodology; Locale: South Africa Design: qualitative multiple case study Respondents: B.Ed. students	S.Techniques:Stratified & purposive Respondents: trainee teachers, lecturers, headteachers, mentors Knowledge Gap: Student teachers' perception of teaching practice & its influence on their attitude towards teaching. Methodology; Locale: Kenya Design: Mixed methods Respondents: Primary teacher trainees, lecturers, headteachers, mentors
Boateng and Tagoe, (2018)	perceptions of distance education trainee teachers on teacher mentors during teaching practice	S. Techniques: purposive Sample size: 15 Tools: unstructured interviews Knowledge Gap: Student teachers' perception of teaching practice & its influence on their attitude towards teaching. Methodology; Locale: Ghana. Design: Analysis-descriptive statistics. Respondents: teacher trainees Tools: Questionnaire Knowledge Gap: Student teachers' perception of	S.Techniques:Stratified & purposive Sample size: 460 Tools: Questionnaires, interview, document analysis guide. Knowledge Gap: Student teachers' perception of teaching practice & its influence on their attitude towards teaching. Methodology; Locale: Kenya Design: Mixed Methods Respondents: student teachers, lecturers, headteachers, mentors Tools: Questionnaires, interview, document analysis Knowledge Gap: Practicum in primary teacher colleges

Trung and Dung, (2020)	a collaborative model between teachers, student teachers and lecturers during the Mathematics pedagogical practicum high schools	teaching practice & its influence on their attitude towards teaching Methodology; Locale: Vietnam Respondents: student teachers, lecturers Knowledge Gap: Perception of teaching practice among student teachers in primary schools. Analysis: supervisors' reports.	& primary schools. Methodology; Locale: Kenya Respondents: student teachers, lecturers, headteachers, mentors Knowledge Gap: Practicum in primary teacher colleges & primary schools. Analysis: Descriptive and inferential statistics
Babu and Raju (2013)	Attitude of student teachers towards their profession.	Methodology; Locale: India Sample size: 437 Respondents: Student teachers Knowledge Gap: Student teachers' perception of teaching practice & its influence on attitude towards their profession	Methodology; Locale: Kenya Sample size: 460 Respondents: student teachers, lecturers, headteachers, mentors Knowledge Gap: Student teachers perception of teaching practice & its influence on attitude towards their profession

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research paradigm, research design, study area, target population, sampling techniques, sample size, data collection instruments, data collection procedure, research instrument validity and reliability and statistical techniques for data analysis.

3.2 Research Paradigm

Aparadigm according to (Kuhn, 1962) is a way of viewing the world and a basis from which to know the human experience. It is a way of framing what we know, what we can know and how we can know it. Critical Theory research paradigm was used in this study. Critical theory is any research that challenges those conventional knowledge bases and methodologies whether quantitative or qualitative, that makes claim to scientific objectivity. It attempts to reveal the socio-historical specificity of knowledge and to shed light on how particular knowledge reproduces structural relations of inequality and oppression. It is concerned with the critical meanings of experiences as they relate to gender, race, class and other kinds of social oppression.

This paradigm was developed by Calhoun, Gerteis, Moody, Pfaff and Virk, 2007 and Fraser (1989). Researchers in the critical paradigm aim to foster positive change in the research participants and the systems being studied as well as collect important data.

They also assume that social reality is historically created and that it is produced and reproduced by people. Although people can consciously act to change their social and economic circumstances, they recognise that their ability to do so is constrained by various forms of social, cultural and political domination. The main task of critical research is social critique, whereby the restrictive and alienating conditions of the status quo are brought to light. It focuses on the contest, conflict and contradictions in contemporary society and seeks to help eliminate the causes of alienation and domination.

Critical theorists argue that our understanding of the educational situation depends on the context within which we encounter it and our own theoretical knowledge and assumptions influence our observation. These factors create our ideological frames of reference that act as the lenses through which we see the world. They assert that what counts as valid social science knowledge arises from the critique of the social structure and systems as revealed through the analysis of the discourse in society. They lay bare the current discourses in society and analyses them in terms of the system within which they operate with the aim of disclosing the power relationships within the system and its structures so that the oppressive nature of the system can be revealed.

3.3 Research Design

A research design is a framework for bringing together various concepts (Fraenkel, 2012). It's a research strategy for obtaining answers to research questions. A researcher must be aware of the approach to use to conduct the research, the type of research, the hypothesis area of investigation or how research questions must be reached in order to use any

research design, and the strategy that was used to investigate the issue in order to use any research design (Mertler, 2018).

Mixed-methods research design was chosen because it combines quantitative and qualitative approaches by including both quantitative and qualitative data in a single research study (Gay, Mills & Airasian, 2009). Mixed methods research is defined by Creswell and Plano (2011) as studies that include at least one quantitative and one qualitative strand. The strand covers the fundamentals of conducting quantitative or qualitative research, including posing a research question, gathering and analyzing data, and interpreting the findings. This design combines the strengths of qualitative research with the weaknesses of quantitative research (large numbers of participants, generalization) (small number of participants, emerging design). This is a one-phase design, which means that the quantitative and qualitative aspects of the study are carried out simultaneously by the researcher. This implies that both types of research are equally important (Sheperis, Young & Daniels, 2010).

Mixed Methods research, according to Mukherji and Albon (2018), focuses on collecting and analyzing quantitative and qualitative data persuasively and rigorously based on research questions. Using these procedures in a single research study, mixing, integrating, or linking the two forms of data either concurrently by combining or merging them, sequentially by having one build on the other, or embedding one within the other, giving priority to one or both forms of data, based on research questions and the emphasis of the research. The duality of data collection, analysis, and interpretation is the focus of mixed methods research design.

Because one data source is insufficient for this study, this design was appropriate. Qualitative data allows for a thorough examination of a phenomenon of interest, but only with regard to a small number of people. Quantitative data, on the other hand, can provide information from a much larger group of people, but the depth of that information is certainly limited. Depending on the goals and research questions of a study, one type of data may not be enough to provide a complete picture or adequately answer the research questions. Furthermore, the results of qualitative and quantitative data may be incompatible, which is impossible to detect if only one type of data is collected and analyzed. As a result, combining both types of data in a single research project provides both depth and breadth.

It is also necessary to extrapolate the results. In this case, qualitative data is collected to learn more about the setting or participants, and then a quantitative study is conducted to generalize and test what was learned during the initial investigation. Mixed methods research can also help to improve a study by adding a second method to help with understanding of a phase of research that is embedded within the primary method (Mukherji & Albon, 2018). This method aids in the most effective application of a theoretical stance, which may necessitate the collection of both quantitative and qualitative data. It also determines whether data should be collected concurrently or sequentially, with one type of data building on top of the other. Furthermore, through multiple research phases, the researcher is able to comprehend the research objective.

This mixed methods study used a Convergent Parallel Design. The researcher collects both quantitative and qualitative data at the same time, usually with perspectives and research questions in mind (Mukherji & Albon, 2018). Both qualitative and quantitative data will be

analyzed separately, but the results will be combined to produce an overall interpretation in which both data sets lead to similar and supporting conclusions regarding the research questions investigated. Figure 2 shows the Convergent Parallel Design.

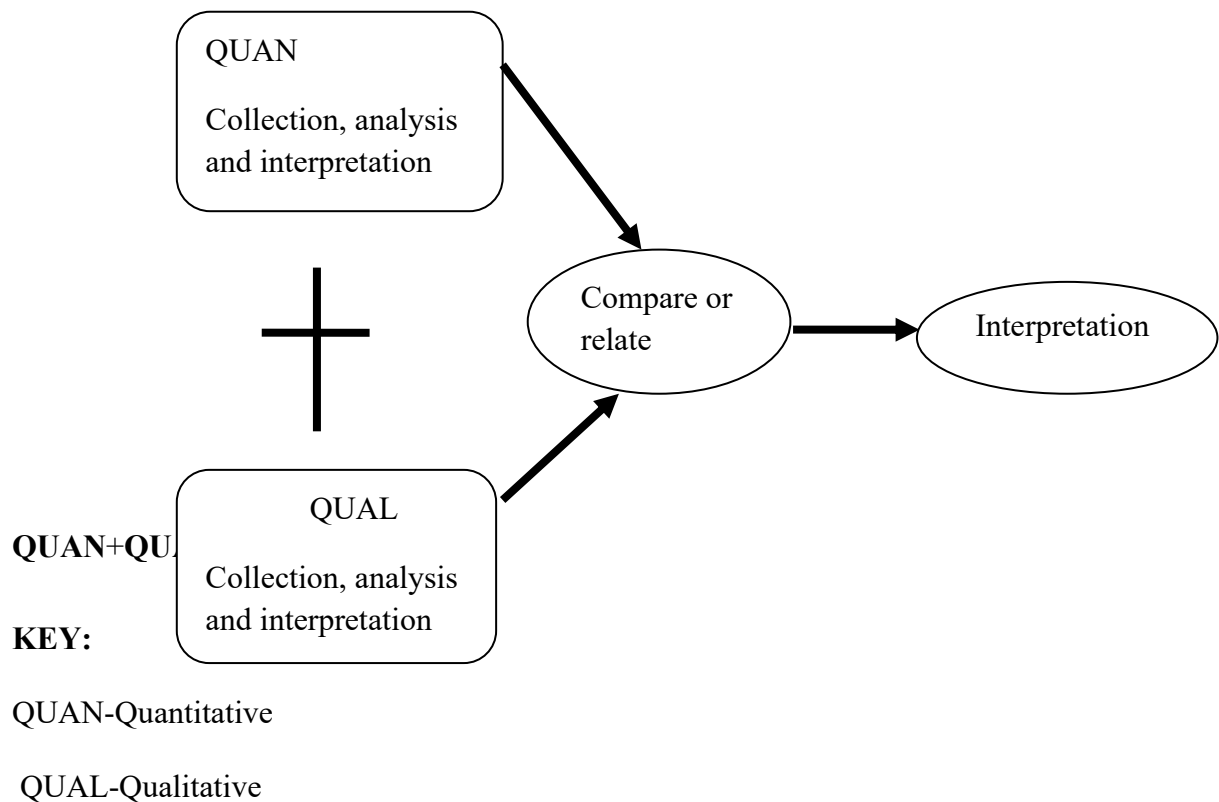


Figure 2.1: Convergent Parallel Mixed-Methods Research Design

Source: Adapted from Creswell and Plano Clark (2011)

The current study used an interactive level of Convergent Parallel mixed methods, in which the two methods were mixed at different points throughout the research process before the final results were interpreted.

Mixing, according to Creswell and Clark (2011), is the deliberate merging of the quantitative and qualitative strands of the investigation. This can be done at any point in the research process, including interpretation, data analysis, data collecting, and research

design. Mixing was done at the research design level in this study. This means that the quantitative and qualitative methodologies were mixed throughout the bigger design stage of the research process, where they were interlaced throughout the investigation.

In this study, mixed methods research was chosen because it helps to explain, clarify, and extend research findings; it answers research questions that may require both types of data; one type of data and analysis can be used to compensate for the weaknesses of the other; and it is considered more practical. According to Clough and Nutbrown (2012), quantitative and qualitative research should not be seen as mutually exclusive. They're a good match for each other. This research used a mix of quantitative and qualitative methodologies, including structured surveys and semi-structured interviews. The objective of triangulation is to collect information via many methods, with the strength of one way compensating for the weakness of the other.

The goal of triangulation, according to Kasunic (2005), is to "get confirmation of findings through convergence of different perspectives." This could be accomplished by employing more than one researcher, more than one theory, or multiple methodological approaches (Edwards, 2010). The convergence, complementarity, and dissonance of results on linked research issues derived from several methodological approaches, sources, theoretical perspectives, or researchers are investigated using triangulation. It has been suggested that if different methodologies provide convergent findings, the validity of conclusions is improved.

Descriptive survey was used to collect and analyse quantitative data. Descriptive survey was chosen because it allows not only for data collection, but also for investigating and

attempting to establish the existence of pre-existing correlations between dependent and independent variables. It is used to gather information about people's attitudes and views (Mugenda, 2008).

According to Kerlinger (2004), the survey approach was appropriate for the study since it was used to investigate situations or events that have previously occurred but are still present in the field. It looks into and aids in determining the nature of the relationship between the variables at a specific point in time. It is suggested for social scientific study, such as schooling. Kerlinger is complemented by Orodho and Kombo (2006), who state that a descriptive survey is a way of gathering information by interviewing or administering a questionnaire to a sample of people. It can be used to gather information on opinion, education, or societal issues. Using questionnaires and interviews in Baringo and West Pokot Counties, the current study attempted to gather information from respondents on their attitudes or opinions about teaching practice.

In addition to Descriptive survey, Case Study method was employed to collect and analyse qualitative data. A case study is an in-depth study of one person, group, or event. In a case study, nearly every aspect of the subject's life and history is analyzed to seek patterns and causes of behavior. Case studies can be used in a variety of fields including psychology, education and social work. The hope is that learning gained from studying one case can be generalized to many others. A case study allows researchers to investigate things that are often difficult to impossible to replicate in a laboratory, collect a great deal of information on rare or unusual cases and develop hypotheses that can be explored in experimental research (Baxter, Pamela, Jack & Susan, 2010).

3.4 Location of the Study

The research was carried out in primary teacher training colleges in the North Rift region. The North Rift region is surrounded by the South Rift, the Eastern, the North Eastern, and the Western regions. Tiaty, Baringo North, Baringo Central, Baringo South, Eldama Ravine, and Mogotio are the six (6) sub-counties that make up Baringo County. It is surrounded to the north by Turkana and West Pokot, to the east by Samburu and Laikipia, to the south by Nakuru and Kericho, to the west by Uasin Gishu, and to the west by Elgeyo Marakwet. It has a land area of 11,075.3 SQ.KM2. Baringo County is located between the latitudes of 00' 13' south and 1' 40' north, and the longitudes of 35' 36' and 36' 30' east. (Appendix VII a, page 225). According to the 2019 census, the county has a population of 666,763. The Tugen, Lembus, Pokot, Njemps and Nubians live in the county. (2019 Location in Baringo County)

The county's economy is primarily centered on agriculture. Maize, pigeon peas, beans, Irish potatoes, sweet potatoes, sorghum, cassava, and finger millet are the principal food crops farmed, while coffee, cotton, macadamia, and pyrethrum are cash crops. Honey, beef, mutton, and hides and skins are examples of livestock products. Lake Bogoria, Kapedo Hot Springs, Lake Bogoria Game Reserve, Lake Baringo, Lake Baringo Snake Park, Lake Kamnarok, Kabarnet National Museum, Kipsaraman Community Museum, and Ruko Conservancy are among the major tourist attractions (Baringo County, economic activities, 2014).

West Pokot County is approximately 9,169.4 square kilometers in size and runs 132 kilometers from north to south. Turkana County borders it on the north, Baringo County on the east, Elgeyo-Marakwet County on the southeast, Trans Nzoia County on the south, and

Uganda on the west. The county has a population of 621,241 people, according to the 2019 census (West Pokot County Informaion, 2019).

The county is divided into five subcounties: Kacheliba, Kapenguria, Sigor, Pokot South, and Pokot West. West Pokot County is situated between 10 1400 North 3500700 East and 01.233330 North 035.11670 East. It has an area of 8.418 square kilometers (Appendix VII b, page 226). The Pokot and Sengwer people live in the county. Agriculture and cattle farming are the mainstays of the West Pokot county economy. Maize, finger millet, coffee, beans, onions, sweet potatoes, green grams, peas, mangoes, oranges, bananas, and pyrethrum are among the principal crops farmed. Zebu cattle are raised for meat, whereas dairy breeds, particularly Ayrshire and Friesian, are raised for milk. (2019 Kenya Population and Housing Census)

West Pokot County has 320 primary schools, whereas Baringo County has 660. In West Pokot County, 18 elementary schools are used for teaching practice, whereas 48 primary schools in Baringo County are used for the same reason. The location was chosen because of the peculiar circumstances in which student teachers find themselves and are compelled to endure during teaching practice. This is a problematic location in terms of security, making several teaching practice schools unavailable. This primarily affects the northern half of Baringo County as well as a portion of West Pokot County. This is also a semi-arid region that relies heavily on government assistance for food and other necessities.

Over the years, there has been recurrent poor performance in Primary Teacher Examinations (PTE) in Baringo and West Pokot Counties (The Kenya National Examinations Council 2017, 2018, 2019). One of the examinable core units, teaching

practice, adds to this poor performance. The poor mean scores obtained over the last three years attest to this (Baringo County Education Officer, 2017- 2019). The statistics also show that the number of pupils referred has been increasing year after year; for example, throughout the last three years, between 60% and 72% of applicants have been referred in several courses, including teaching practice. It is also worth noting that every year, at least 4% of student teachers fail the examination. (See table 3.1 on page 192). The purpose of this study was to explore student teachers' perceptions of teaching practice and their attitudes about the teaching profession.

3.5 Study Population

The respondents for this study were drawn from a total population of 1533, which included lecturers from selected teacher training colleges, primary school head teachers, mentors or cooperating teachers from teaching practice schools, and student teachers from selected colleges in Baringo and West Pokot Counties. The two colleges employed for this study: Moi-Baringo and Chesta teachers training colleges had both school-based and regular teacher training programs. Twenty-six (26) lecturers, twenty (20) primary school head teachers, one hundred and fourteen (114) mentors (cooperating teachers), and three hundred (300) second year School Based (SB) and regular teacher trainees were among those who responded. Moi Teachers Training College, Tambach Teachers Training College, Mosoriot Teachers Training College, and Chesta Teachers Training College are the four public primary teacher training colleges in the Northern Rift Valley region. In this study, Moi Teachers Training College and Chesta Teachers Training College were employed.

3.6 Sampling Techniques

Purposive sampling was used to pick colleges since they were located in low-income communities and offered both school-based and regular programs. The study was interested in these qualities.

The stratified sampling technique was utilized to pick student teachers based on their level of education, mode of study, and gender. Mentors were also chosen using stratified sampling. This is a more efficient approach of picking participants than relying on basic random sampling (Mertler, 2018). The purpose of the stratified sampling technique in this study was to achieve desired representation from the various subgroups in the population. Thus, respondents were chosen using stratified random sampling in such a way that the existing subgroups or strata in the population were more or less represented in the sample. The stratified random sampling technique was appropriate since it ensures that the features of each group are represented in the sample, hence ensuring the study's external validity (Mukherji & Albon, 2018). As a result, second-year student teachers were chosen based on their level of training, method of study -regular or school-based and gender.

Lecturers and Head teachers of primary schools were chosen using a purposive sampling technique. The researcher was able to employ samples with the required and focused information in relation to the study's aims thanks to the usage of the purposeful sampling technique. Purposive or criterion-based selection, according to Johnson and Christensen (2012), is similar to theoretical sampling in that examples are chosen that provide the information needed for the investigation (Robinson, 2011). Purposive sampling is frequently employed in qualitative studies involving focus groups, according to Setia (2016), where participants are chosen based on their ability to provide information on

specific topics. It was relevant in this study because it allowed lecturers from colleges' teaching practice departments and primary school principals from teaching practice schools to be handpicked because they were informative or had the required features. Because of their experience with curriculum concerns, lecturers and head teachers were included in the study. They make up the group that develops, implements, and assesses the curriculum. In addition, they supervise student teachers during their teaching practice. Table 3.1, page 109 shows the sample distribution.

The colleges chosen for this study were chosen based on a number of characteristics. The teachers' college had to be three things: first, it had to be in the North Rift region, second, it had to be public, and third, it had to have had a School Based curriculum for at least three years. The primary schools chosen were public and located in the North Rift region, notably in the counties of Baringo and West Pokot, and they were among those used for teaching practice.

3.7 Sample size

In the social sciences, Gay (2009) considers a sample size of 10-30% of the overall population to be suitable. Because the complete population cannot be used due to time, energy, and resource constraints, this is termed a manageable sample. A total of 460 respondents were chosen from a population of primary teacher training colleges in the North Rift region, accounting for 30% of the overall population of 1533 people. Two (2) colleges representing 30% of the population were chosen as study units based on the distribution of public primary teacher training colleges in the region. Moi teachers training college in Baringo and Chesta teachers training college in West Pokot Counties, respectively, are located in the hazardous north rift region. The chosen colleges also have

school-based programs that had been in place for at least three years. In accordance with this, 300 student teachers and 114 mentors (cooperating teachers) were chosen using stratified random sampling from teaching practice primary schools in Baringo and West Pokot Counties, representing 30% of the total population of 1000 second year student teachers and 380 mentors (cooperating teachers). This ensured that all members had an equal chance of being chosen (Coolican, 2014).

A stratified sampling strategy was utilized to pick samples based on the students' category, which included their program of study, gender, and teaching practice school location. This included students from the school based and Regular programs, male and female students, as well as urban and rural based teaching practice trainees. Respondents from each stratum, on the other hand, were chosen at random. Stakeholders, including twenty-six (26) lecturers and twenty (20) elementary school principals, were chosen using a purposive sampling technique. Table 3.1 below is a summary of the distribution the population, sample size and sampling techniques.

Table 3.1: Sample Distribution

Category of participants	Population (N)	Sample size (n)	Percentage (%)	Sampling Techniques
Student teachers	1000	300	30	Stratified
Lecturers	85	26	30	Purposive
Mentors	380	114	30	Stratified
Head teachers	66	20	30	Purposive
Total	1533	460	30%	

Source: Researcher, 2020

3.8 Data Collection Instruments

The nature of the data to be collected, the amount of time available, and the study's objectives all influence the research techniques chosen. The overall goal of this research was to look into student teachers' perceptions of teaching practice and how this influenced their attitudes toward teaching. The study collected data using a triangulation method, which entails using more than one instrument. According to Edwards (2010), no single method of data collection is perfect; hence using multiple methods is advised. To fulfill the study's goals, data was collected utilizing a number of data gathering instruments. Questionnaires, interview schedules and document analysis guides are all examples.

3.8.1 Questionnaire

A questionnaire is a printed list of questions or statements with room for people to respond or to which respondents' answers are recorded (Kumar, 2014). According to Johnson and Christensen (2017), questionnaires are often used to gather information on topics such as knowledge, attitudes, views, opinions, and values, as well as experiences and behavior. They frequently include demographic and background information inquiries, such as age, gender, socio-economic class, and years of teaching. The main focus of this study was on the respondents' perspectives, opinions, feelings and attitudes. The survey included student teachers, elementary school principals, and teachers. The sample size was also high (460 respondents), and given the time limits and distances involved, using a questionnaire to collect data was the best way to avoid history of maturation. The target demographic was also literate, therefore responding to the questionnaire items was unlikely to be problematic. (See appendices ii, iii, and iv for more information).

3.8.2 Questionnaire for student teachers

A questionnaire was filled out by student teachers to offer information (Appendix II, page 211). The questionnaire was divided into five sections. Part A gathered information on the backgrounds of student teachers (gender, age, school location and study programme). Part B included closed-ended questions about student teachers' perceptions of teaching practice, which respondents had to select from a list of options. Part C featured closed-ended questions about the difficulties that student teachers face during their teaching practice. Part D included closed-ended questions aimed at gathering information on student teachers' perceptions connection with their mentors during teaching practice. The closed-ended items were rated on a 5-point Likert scale as follows: strongly agree, strongly disagree, strongly disagree, strongly disagree, strongly disagree, strongly disagree, strongly disagree, strongly disagree, strongly disagree, strongly. Agree=5; Disagree=2; Strongly Disagree=1; Undecided=3; Disagree=2; and Strongly Disagree=1. The information gathered from the student teachers' survey was quantitative.

According to Cleave (2019), the Likert Scale employs a universal approach of data collection that is simple to comprehend. It's simple to create conclusions, reports, outcomes, and graphs from responses when working with quantitative data. Furthermore, Likert Scale questions use a scale, so participants aren't obliged to voice an opinion; instead, they can opt to remain neutral, agree, or disagree with the statements supplied. It is fairly simple to analyze all of the responses once they have been received. This form of survey is also very quick and simple to conduct, and it can be sent out via any mode of communication, including text messaging. Since a "don't know" or "neither agree nor

disagree" is a perfectly valid response on a five-point Likert scale, the mean average is a sort of magic number, and everything converges towards the mean.

3.8.3 Questionnaire for Head teachers

The questionnaire for head teachers is divided into two sectors (Appendix III, page 220). Section A considered biographical information about Head Teachers (gender, age, teaching experience, level of training, marital status). The purpose of Section B was to gather data on how headteachers viewed teaching practice. The researchers employed a closed-ended questionnaire with a 5-point Likert-type scale and an open-ended question. As a result, both qualitative and quantitative data came from section B of the Headteachers' questionnaire.

3.8.4 Questionnaire for mentors

The questionnaire for teachers was divided into two sections (Appendix IV, page 222). Section A was looking for biographical information on teachers (gender, age, teaching experience, level of training, marital status). The purpose of Section B was to gather data on how teachers saw teaching practice exercise. The researcher utilized a closed-ended questionnaire with a 5-point Likert scale and an open-ended inquiry to find out what the study might have missed. As a result, both qualitative and quantitative data came from section B of the teachers' questionnaire.

3.8.5 Interview Schedule

Interviews are discussions between the researcher and the study participants. They can be done with individuals or groups of people (Mertler, 2019). The presentation of oral verbal stimuli and response in terms of oral-verbal responses are part of an interview schedule (Mertens, 2015). When interviewing respondents, the interviewer asks a set of questions. It enables the collection of data needed to address the study's unique objectives. The

researcher can collect information that cannot be immediately observed or is difficult to write down, such as historical information, using an interview schedule. The researcher also has more control over the path of questions, and the information acquired is more reliable, systematic, time-saving, and thorough (Coolican, 2014). In the current study, teachers were asked to respond to questions posed by the researcher in regard to the study's aims. (Appendix V, Page 223).

3.8.6 Interview Schedule for Lecturers

In the current study, the lecturers' interview schedule comprised of researcher-made items drawn from the study objectives (Appendix V, page 195). The lecturers were to give their responses by answering questions that the researcher asked in three sections. Section A consisted of demographic information (age, school, gender, academic qualification and teaching experience) of the respondents. Section B consisted of open-ended items on perception of teaching practice. All the items in the schedule yielded qualitative data. This was meant to ensure some level of standardization. Furthermore, Fielding and Thomas, (2015) note that, there is greater flexibility to probe for more detailed information related to particular responses as opposed to structured interviews. This is because the interviewer can tailor the questions to the interviewee's level of understanding. The interview schedule aided in the clarification of responses and the collection of information not captured by questionnaire items.

Before beginning the interviews on the data collecting day, the researcher confirmed that each lecturer was still willing to participate. The respondents were reminded of the ethical rules of withdrawal, secrecy, and anonymity. All interviews began with an informal session to build rapport by exchanging greetings and asking general questions about the college's

daily routine. Specific interviews with lecturers lasted 30-40 minutes after class hours or at other times depending on the availability of individual lecturers. The researcher read the items on the interview guide personally to the respondents, who then asked for their opinions. Where appropriate, assistance with the instructions or clarification of questions was provided. The researcher asked the interview questions and recorded the responses in the field note book, which was read back to the respondents after each interview for confirmation as a factual record of the interaction. The researcher thanked the responders for their involvement after confirming the encounter. (Appendix VI, page 224).

3.8.7 Document Analysis Guide

Document analysis guide is useful when the researcher intends to obtain information through critical examination of public or private recorded information related to issues under investigation. It is used to obtain unobtrusive information at pleasure of the researcher without interrupting the research. It enables the researcher to obtain the language and words of the informants, access data at his convenient time, obtain data that is thoughtful in that the informants have given attention to compiling them, which saves time and expense in transcribing (Denscombe, 2014).

Secondary data was collected to complement and supplement primary data. Secondary data were collected from College and school documents such as, class registers and school monthly returns. Meetings and minutes in line with teaching practice were also reviewed. Document analysis guide was used to collect data from head teachers. Secondary data from the internet, Library research from journals, theses, periodicals, books and government publications was also collected. These data helped to validate primary data of the study. Documents from the County director of Education were reviewed.

3.9 Piloting of the Research Instruments

This is an exploratory phase for the researcher to become acquainted with what occurs during teaching practice in elementary schools in Baringo and West Pokot Counties. Piloting is used to fine-tune research equipment like questionnaires and interviews. According to Marshall and Rossman (2010), piloting also helps with broader and more important issues including validity, ethics, representation, and researcher health and safety. According to Smith (2007), doing pilot interviews aids in the understanding of oneself as a researcher and removes general barriers such as skepticism of the agenda as well as more specific barriers such as respondents' aversion to offering their ideas. The pilot study also allows for the selection of purposive sample units for the main study, as well as the development, modification, and testing of instrument feasibility, as well as determining the size of the final sample (Nanyama, 2019).

The pilot study enlisted the participation of 10% of the target population. During the last session of teaching practice, 46 student teachers from Tambach teachers training college in Elgeyo Marakwet County were used to pilot the instruments. The respondents from the pilot study were not included in the final analysis. The instruments were updated in light of the findings of the pilot study.

3.9.1 Validity of the Research Instruments

An instrument's validity is a measure of how well it measures what it's designed to measure. It refers to how accurate and generalizable study conclusions can be. According to Edwards (2010), validity in qualitative research is defined as the ability to provide as accurate a depiction of the field of study as the research methodologies allow. It is the degree to which data analysis results accurately reflect the phenomena under investigation

(Graig et al., 2007). As a result, it has to do with how correctly the data acquired in the study represents the study's variables.

The research tools' content and face validity were determined before they were employed in the study. The representativeness of the items on the instrument in relation to the complete domain or universe of the material being measured is referred to as content validity. To ensure the research instruments' content validity, they were examined and verified by professionals from Masinde Muliro University of Science and Technology's (MMUST) Department of Educational Psychology. This is in line with Best and Kahn (2004), who believe that validity should be based on a thorough examination of instructional objectives and the actual subject matter evaluated by numerous experts.

The questionnaires were created using the study's objectives, research questions, and assumptions. The final instruments for the study were created based on their critique, revisions, and suggestions. The instrument's attractiveness and look are referred to as face validity (Edwards, 2010). Face validation was determined by rearranging and formatting the questionnaire items to match the study's aims and research concerns. On the basis of the overall research findings, the accuracy and usefulness of the instruments were determined. Furthermore, the researcher carefully studied and selected the items that were included in the instruments, as well as making modifications based on expert advice.

3.9.2 Reliability of the Research Instruments

Kerlinger (2004) defines dependability as a measurement of an instrument's accuracy. It means the instrument is dependable, steady, consistent, and accurate in the context of study. The degree to which additional researchers would arrive at comparable results if

they researched the same case using the same methodology as the first researcher is referred to as reliability (Gall, et al, 2003).

Before preparing the final instrument, the instruments in this study were pilot tested to guarantee dependability. This was necessary not just to ensure reliability, but also to aid in the discovery of any flaws in the instrument that might not have been obvious merely by looking at the things (Wiersman, 1995). The instruments were put through their paces at Tambach Teachers Training College in Elgeyo Marakwet County, which shares ecological characteristics with Baringo and West Pokot counties. The test re-test approach was used to determine whether research instruments were dependable. The questionnaires were distributed to student teachers and teachers over a two-week period. These individuals did not make up the study's final sample.

For the questionnaire to be regarded credible in gathering the required data, the (r) value achieved must be 0.7 or above. According to Smith (2003), a reliability index of greater than 0.7 is usually regarded as satisfactory. The minimum reliability coefficient value required to classify an instrument as trustworthy is 0.5. (Koul, 1984).

The findings of the pilot tests were analyzed so that the researcher could make necessary adjustments to various elements in order to improve the instruments. Through the pilot study, certain potential challenges encountered by respondents in offering their opinions were discovered for the interview guide. The instruments were updated in light of the findings of the pilot study. Some elements were removed, others were updated, and new items were added to the tools to improve their reliability. In addition to pilot testing, the researcher employed built-in cross-validating questions, which placed extremely similar

items in different portions of the questionnaire to ensure that the replies given were consistent. After running the reliability test, the Cronbach Alpha of the coefficient was obtained. The outcomes were as follows:

Table 3.2: Reliability Test

Reliability Statistics	
Cronbach's Alpha	Number of Items
0.863	118

The Cronbach Alpha coefficient value obtained from the reliability statistics was 0.863 for the complete questionnaire item, meaning that the data was reliable and hence eligible for further study.

3.10 Data Collection Procedure

The researcher obtained the necessary permission from the National Commission for Science, Technology and Innovation (NACOSTI), (refer to Appendix (IX, page234) through Masinde Muliro University of Science and Technology, Kakamega, after ensuring that the instruments for data collection were reliable and valid. The researcher made preliminary visits to relevant education offices, colleges, and schools to get acquainted with them and plan for an appropriate study time. The researcher wrote a letter of introduction and sent it to the schools and colleges that were chosen for the study to let them know about it (refer to Appendix 1 for introductory letter, page 177). The researcher collected data by handing out questionnaires to respondents on specific dates. For responders who were unfamiliar with the questions on the data collecting instruments, the required clarifications were provided. The anonymity required on the questionnaire ensured

confidentiality, as respondents were urged not to provide personal information on the questionnaire.

Secondary data were gathered through a library literature search. Reading relevant books, journals, local newspapers, and internet sources were all part of the process. Using questionnaires and an interview schedule, primary data was acquired from the respondents, who included lecturers, student teachers in primary teacher colleges, primary school heads, and teachers in Baringo and West Pokot Counties. The identified schools were visited, and formal self-introductions were conducted in the offices of the Principal, Deputy Principal, or Senior Teacher, depending on who was available at the time of the visit. Permission was then requested to meet with the student teachers and the teachers. Teachers who were present during the visits were briefed on the activity and asked for their permission to participate. Those who decided to participate had their names, addresses, and phone numbers written down in a notebook.

Only those who agreed to take part in the study were given questionnaires to fill out in their spare time with any information they thought was relevant. Finally, they were called via mobile phone on the exact day and time to collect the completed questionnaires. The maximum amount of time respondents were given to complete the surveys was one week; however, those who requested more time for various reasons were given an additional week.

3.11 Data Analysis

Data was analyzed both qualitatively and quantitatively. This was due to the fact that the study used a mixed methods research design, which resulted in the collection of both

qualitative and quantitative data. The data was analyzed in accordance with the study's objectives.

3.11.1 Qualitative Data Analysis

This is where data gathered during research is verbatim recorded, transcribed, and organized into themes and sub-themes. According to Frankfort-Nahmias & Nachmias (2006), qualitative analysis entails gathering extensive information about a topic under investigation and identifying patterns and trends based on the data. The technique also entails categorizing the data and generating categories and topics to provide sense to the massive amounts of data acquired. In this study, the researcher deductively analyzed qualitative data from interviews and organized the data into themes, concepts, and explanatory sets. In addition, the questionnaire's open-ended questions were grouped into study-related themes. The researcher evaluated the value of the information provided by the respondents when analyzing the data in order to establish logical generalizations. When making inferences to others with the same or comparable features as the participants in the study, this is known as logical generalization (Mertens, 2009).

3.11.2 Quantitative Data Analysis

The majority of quantitative analysis is based on numerical measurements of certain features of phenomena (Thomas, 2003). As a result, numerical and statistical methodologies were employed. The data were analyzed using descriptive and inferential statistics. For analysis, data were sorted, edited, coded, categorised, and tabulated. After coding, according to Denscombe (2010), quantitative data should be sorted or arranged into some type of order called an array of raw data. This is then turned into a tally of how often

that particular value appears. The Statistical Package for Social Sciences (SPSS) version 23.0 was used to analyze the data. To summarize the overall results, it was further evaluated using descriptive statistics such as percentages, means, frequency counts, and standard deviations, and presented in the form of tables and graphs. The data on perception were analyzed with a one-way ANOVA at an alpha level of .05. All ANOVA findings were assessed. Simple Linear Regression Analysis was used to analyze the attitude data collected.

Table 3.3: Summary of Data Variables and Approaches

No	Objective	Independent variable	Dependent variable	Statistics
1	Determine the student teachers' perception of teaching practice	Perception of teaching practice	Teaching practice	Descriptive statistics
2	Establish the student teachers' relationship with mentors during teaching practice	Relationship with mentors	Teaching practice	Descriptive statistics
3	Investigate the perception of student teachers regarding the supervision provided by their lecturers during teaching practice.	Perception of student teachers regarding supervision	Supervision	Analysis of variance (ANOVA)
4	Examine the influence of the student teachers' perception of teaching practice on their attitude towards the teaching profession by category.	Influence of the student teachers' perception on teaching practice	Attitude towards the teaching profession	Regression Analysis
5	Find out the attitude of student teachers towards the teaching profession	Attitude of student teachers towards the teaching profession	Teaching profession	Regression Analysis

3.12 Ethical considerations

A number of ethical problems were addressed during the research. The researcher received approval to conduct the study from the Ministry of Education's County Director's office. Potential research participants were given pertinent information so that they could make an informed decision about whether or not to join in the study. After being properly told about the goal of the study and being asked to participate voluntarily, informed consent was obtained from the respective school head teachers, cooperating teachers, and individual students. The participants' privacy and confidentiality were guaranteed by the consent form. They were also told not to write their names or any other personal information on the paperwork they were given. The identities of the participants and the information they provided were kept private. The respondents were also informed that participation in the study was entirely voluntary, and that they could leave the study or stop answering questions at any time.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

The purpose of this study was to investigate the influence of student teachers' perception on attitude towards the teaching profession. The study's specific objectives were to: determine the student teachers' perceptions of teaching practice, their relationship with mentors during teaching practice, the student teachers' perception of supervision provided by their lecturers during teaching practice and the student teachers' attitude towards the teaching profession. The purpose of this chapter is to discuss data analysis and presentation. The data is divided into two types: qualitative data from lecturers' interviews, which were coded and reported according to emerging themes, and quantitative data from questionnaires completed by Headteachers, mentors (assistant teachers), and student teachers, which were analyzed using descriptive and inferential statistics. Analysis of Variance was used to examine the hypotheses (ANOVA).

4.2 Questionnaire Return Rate

The survey involved 460 respondents from two public primary teacher training institutes in Baringo and West Pokot districts. This comprised of 300 student teachers, 26 lecturers 20 headteachers and 114 mentors. Three hundred (300) questionnaires were distributed to student teachers and 275(91.7 %) were returned back after being filled. For head teachers, twenty (20) were distributed and 16 (80.0%), were c back. One hundred and fourteen (114) questionnaires were given to assistant teachers (mentors) and 103(90.4%) were collected back. Therefore, the response rate of the student teachers, headteachers and mentors in

quantitative data collection was 91.7%, 80.0% and 90.4% respectively. For qualitative data, data was collected from 23 lecturers out of 26 translating to a response rate of 88.5%. A total of 434 questionnaires were sent to the respondents, with 388 of them being completed and returned correctly. This resulted in an 89.4 percent return rate, which is deemed acceptable by Kothari (2004), who stated that a return rate of higher than 50% is acceptable in social science research. The Questionnaire Return Rate for the three sampled groups who participated in the research study is shown in Table 4.1.

Table 4.1 Questionnaire Return Rate

No	Sampled group	Total issued	Total returned	Percent Returned
1.	Student Teachers	300	275	91.7
2.	Mentors	114	103	90.4
3	Head Teachers	20	16	80.0
Totals		434	388	89.4

The high return rate from study respondents was due to the fact that they were in school at the time the research was conducted. Secondly, the questionnaires were not completed and returned by all of the respondents. This could have been triggered by their daily school routine, making it difficult to find time to answer. In each school, the researcher distributed three types of questionnaires to be completed by student teachers, mentors and head teachers. Given the study's focus on student teachers' perceptions of teaching practice and how it affects their attitudes toward the profession, respondents may have thought the study was relevant and would shed more light on perceptions of teaching practice and how they affect attitudes toward the profession.

4.3 Demographic Characteristics of Respondents

Respondents' demographic traits allude to their background information. To establish the respondents' background information and so contextualize the study, several questions were asked. Gender, style of study, location of teaching practice school, academic qualifications, age, marital status, and teaching experience were all asked about respondents' backgrounds. They are described in the subsections that follow.

4.3.1 Distribution of Respondents by Mode of Study

The study determined which program student teachers were part of. This was the first demographic question posed in this research. Figure 4.1 gives a summary of the findings.

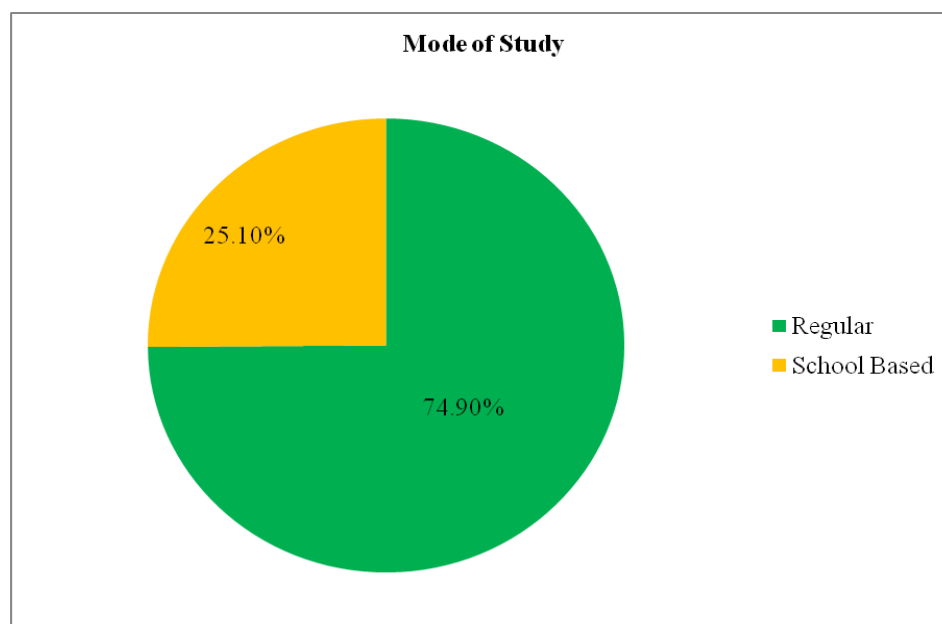


Figure 4.1 Mode of Study

According to Figure 4.1, 206 (74.9%) student teachers were enrolled in a regular program, whereas 69 (25.1%) of the student teachers who responded to the survey were enrolled in a school-based program. The purpose of the statement was to gather information on students'

perceptions of teaching practice and attitudes about the teaching profession from both school-based and ordinary students.

4.3.2 Distribution of Respondents by Gender

The gender of the head teachers and mentors was determined in order to see if gender influenced student teachers' perceptions of teaching practice and attitudes toward the profession. Table 4.2 shows the response to the gender distribution of respondents.

Table 4.2: Distribution of Respondents by Gender

Category	Gender	Frequency	Percent
Student Teachers	Male	145	52.7
	Female	130	47.3
	Total	275	100.0
Mentors	Male	49	47.6
	Female	54	52.4
	Total	103	100.0
Head Teachers	Male	12	75.0
	Female	4	25.0
	Total	16	100.0

According to Table 4.2, there were 145 male student teachers (52.7%) and 130 female student teachers (47.3%) who participated in the survey. Furthermore, out of 103 mentors, 47.6% were male and 52.4 percent were female, according to the findings. Separately, male head teachers made up 75% of the total, while female head teachers made up 25%. This finding contradicts the Kenyan constitution's declaration of gender equality (2010). The study concluded that the high number of male head teachers compared to female head teachers was due to the fact that headship in primary schools is still seen as a male-dominated position. Despite the gender imbalance, both genders are well represented.

4.3.3 Distribution of Respondents by Age.

Respondents were asked to state their age, in this example, head teachers and mentors. This was necessary to determine whether the respondents' age influenced their perceptions of teaching practice and attitudes about the teaching profession among student teachers. Respondents were asked to choose the age bracket that best fit their age. Table 4.3 summarizes the findings.

Table 4.3: Distribution of Respondents by Age.

Category	Age Bracket	Frequency	Percent
Mentors	20 to 29	43	41.7
	30 to 39	38	36.9
	40 to 49	18	17.5
	Above 50	4	3.9
	Total	103	100.0
Head Teachers	30 to 39	1	6.3
	40 to 49	11	68.8
	Above 50	4	25.0
Total		16	100.0

According to Table 4.3, the majority of the mentors who took part in this study were between the ages of 20 and 39 (81 respondents). On the other hand, the bulk of the 11 head teachers who participated in this study or 68.8%, were between the ages of 40 and 49 years old. The age of the majority of responses is significant since it is a productive age in determining the success of learners (Sin, 2010). Second, most head teachers are over 40 years old, which could be due to the fact that they have spent more time in the teaching profession before being offered the opportunity to lead a school.

4.3.4 Distribution of Respondents by Academic Qualification

Respondents were asked to state their educational background. This was significant for the study because it was meant to find out if the head teachers' and mentors' academic backgrounds influenced how they viewed student teachers' perceptions of teaching practice and how that influenced their attitudes about the profession. Table 4.4 summarizes the findings.

Table 4.4: Distribution of Respondents by Academic Qualification

Category	Qualification	Frequency	Percent
Head teachers	Masters	1	6.3
	Degree	3	18.8
	Diploma	12	75.0
	Total	16	100.0
Mentors	Degree	23	22.3
	Diploma	80	77.7
	Total	103	100.0

The majority of the respondents held a diploma in education, as shown in Table 4.4. This meant that the sample was representative of the population and that the respondents possessed the necessary skills to complete the surveys. Furthermore, they had sufficient information to assist the research team in determining student teachers' perceptions of teaching practice and its impact on their attitudes about the profession.

4.3.5 Distribution of Respondents by Teaching Experience

Respondents were asked to state whether or not they have taught before. This was crucial for the study to determine whether the head teachers' and mentors' years of teaching experience played any effect in shaping their perceptions of teaching practice and its impact on the attitudes toward the teaching profession. Table 4.5 summarizes the findings.

Table 4.5: Distribution of Respondents by Teaching Experience

Category	Experience	Frequency	Percent
Mentors	1 to 5	5	4.9
	6 to10	40	38.8
	Over 10	58	56.3
	Total	103	100.0
Head Teachers	Over 10	16	100.0

Table 4.5 shows that all of the head teachers who took part in the study had at least ten years of experience teaching in schools. Separately, the majority of mentors (56.3 percent, or 58 respondents) had more than ten years of experience. The percentage of people with 6 to 10 years of experience was 38.8%. Years of experience were a key element in this study because they revealed how equipped the respondents were to manage teaching practice programs targeted at determining student teachers' perceptions of teaching practice and its impact on their attitudes toward the profession.

4.3.6 Distribution of Respondents by Marital Status

In addition, respondents were asked to state whether or not they were married. According to Table 4.6, 93.8 percent of the head teachers who took part in the study were married, whereas 6.3 percent did not say whether or not they were married. Mentors, on the other hand, were married 90.3 percent of the time and unmarried 9.7% of the time. This was crucial for the study to determine whether assistant teachers' and head teachers' marital status influenced their perceptions of student teachers' teaching practice and attitudes toward the teaching profession.

Table 4.6: Distribution of Respondents by Marital Status

Category	Status	Frequency	Percent
Mentors	Married	93	90.3
	Single	10	9.7
	Total	103	100.0
Head Teachers	Married	15	93.8
	-	1	6.3
	Total	16	100.0

4.3.7 Distribution of Respondents by Location

The student teachers who took part in the study were asked to indicate where their teaching practice school was located. This was crucial to the study's goal of establishing whether the location of the teaching practice school influenced student teachers' perceptions of teaching practice and their attitudes toward the profession. Rural life is generally more consistent, homogeneous, and less complex than urban life, with cultural diversity, which is often suspected of influencing students' perceptions and attitudes. This is because urban regions receive preferential treatment when it comes to the provision of social amenities such as; piped water, electricity, and healthcare facilities, whereas rural areas receive preferential treatment. This is also true when it comes to the allocation of educational resources and teachers. As a result of the current circumstances, learning opportunities in schools vary depending on the locality. As a result, it appears that urban student teachers have greater educational options than their counterparts in rural schools. While some studies have found a favorable impact of school location on students' learning outcomes or accomplishment, others have found a negative impact (Alordiah, Akpadaka & Oviogbodu, 2015). The outcomes are depicted in Figure 4.2.

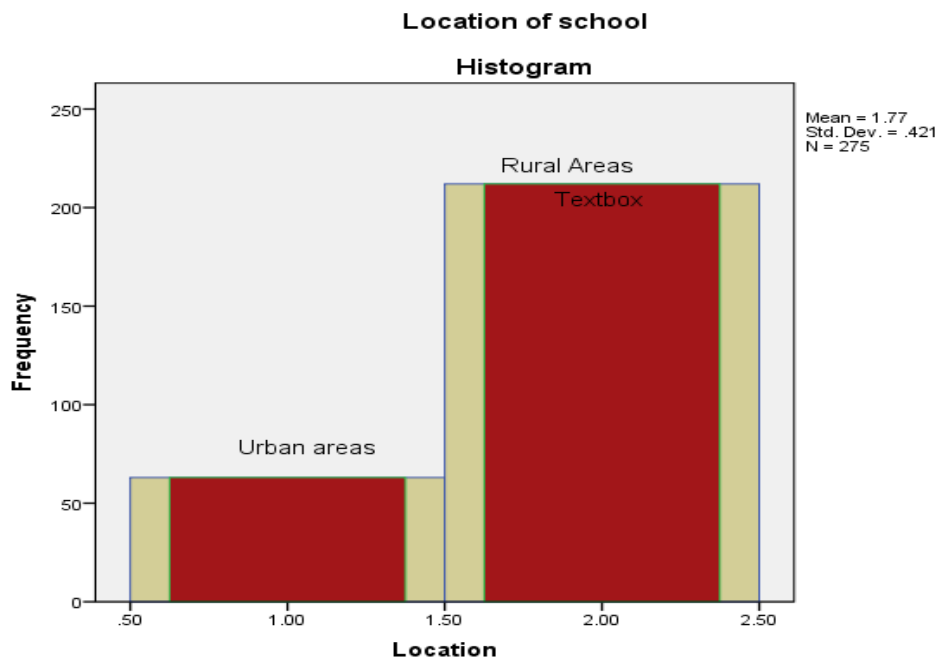


Figure 4.2: Location of Teaching practice school

Figure 4.2 shows that among the 275 student teachers who took part in the study, 212 (77.1%) practiced teaching in rural schools, whereas 63 (22.9%) practiced teaching in urban regions. This is due to the fact that Kenya, as a developing economy, has the majority of its schools in rural areas. It's also worth noting that the survey included schools from both rural and urban areas.

4.4 Test Results for the multiple regression model Assumptions

The regression model was utilized to test the research hypotheses in this study. As a result, diagnostic tests utilizing a general regression model were conducted before the study could proceed using the model. For the multiple regression assumption, three key diagnostic tests were performed: normality test, multi-collinearity test, and heteroscedasticity test. They were as described in the sub-sections below.

4.4.1 Linearity and Normality Tests

Before analyzing the linear regression model, it is necessary to perform a linearity test. The coefficient alpha is a good way to distinguish between variation attributed to subjects and variance attributable to subject-item interactions (Keya & Rahmatullah, 2016). The linearity test compares the form of a normal curve to the shape of the study sample distribution. Whether the residuals were linearly distributed or not, the study employed plot to establish the assumption of normality. In most circumstances, residuals should be independent of one another to presume the usage of a regression model. As a result, the linearity test was used to qualify the regression model's employment in the research investigation. Figure 4.3 depicts the outcomes.

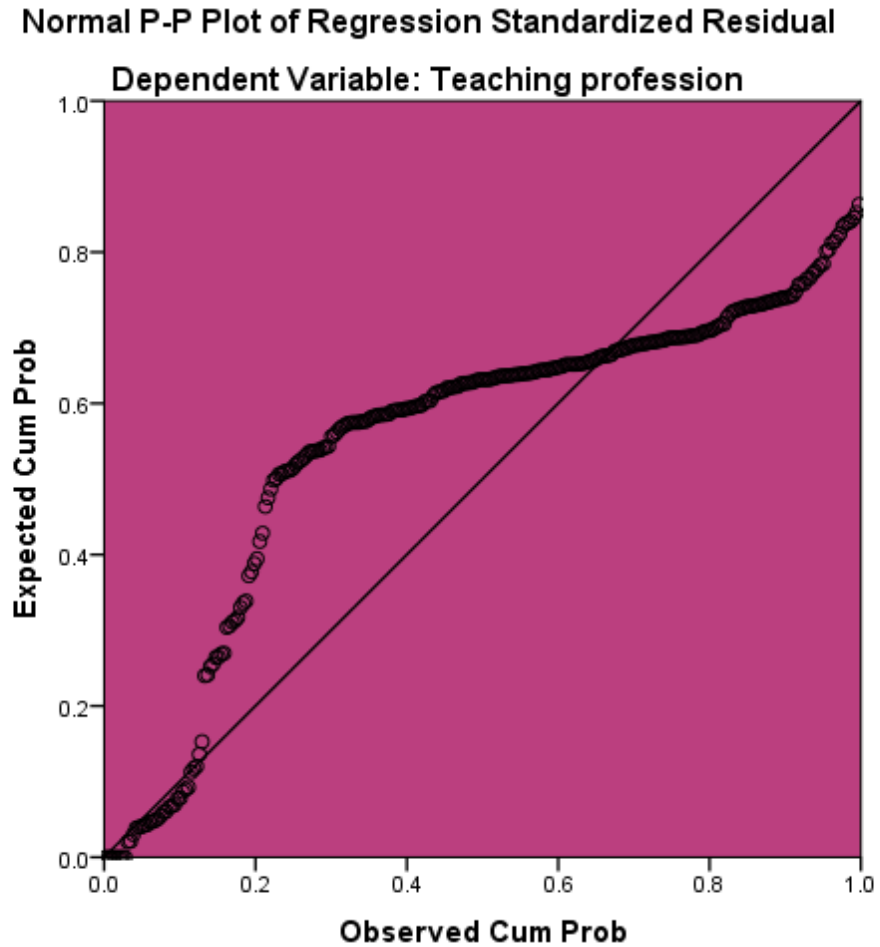


Figure 4.3: Linearity Plot.

From figure 4.3, the residuals are normally distributed. The study used skewness and kurtosis test to assess whether data was normally distributed. Given that the skewness and kurtosis of normally distributed data is zero, values generated from data should be close to zero. Hair, (2010) argued that data is considered to be normal if skewness with standard errors in consideration range nearly at -2 and +2, while kurtosis is between -7 and +7. Table 4.7 shows the results of the normalcy test.

Table 4.7: Normality Test

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Perception	275	-1.345	.260	4.231	.300
Mentorship	275	2.211	.260	5.451	.300
Supervision	275	1.645	.260	3.301	.300
Attitude	275	2.655	.260	3.431	.300
Teaching Profession	275	1.7543	.260	2.532	.300

From the results in Table 4.7, perception had skewness value of -1.345 with kurtosis of 4.231. Mentorship had skewness value of 2.211 with kurtosis of 5.451, supervision had skewness 1.645 with kurtosis value 3.301 while attitude had skewness 2.655 with kurtosis of 3.431. On the other hand, teaching profession had skewness 1.7543 with kurtosis 2.532. From the results, according to Hair et al., (2010), the data was proven to be normally distributed given all skewness values and also considering the standard error terms were ranging between -2 and +2, while kurtosis is between -7 and +7. Given that the data is normally distributed, it meant that it was suitable for regression modelling between variables.

4.4.2 Multi-Collinearity Test of Independent Variables

Multi-collinearity occurs when at least two independent variables in a statistical model are linearly associated and the correlation coefficient R is less than zero, according to Alin (2010). The variance inflation values were to be in the range of 1- 10. However, if the Variance Inflation Factor (VIF) does not fall within this range, multicollinearity will arise. The study's findings are shown in Table 4.8.

Table 4.8: Multicollinearity Test

Model	Collinearity Statistics
	VIF
(Constant)	
Perception	4.291
Mentorship	3.032
Supervision	4.057
Attitude	2.358

Dependent Variable: Teaching Profession

VIF= Variance inflation factor

From the results in Table 4.8, perception towards teaching practice had a VIF of 4.291, relationship with mentors had 3.032, perception of supervision had VIF of 4.057 and attitude towards teaching profession had VIF of 2.358. Thus indicating the variance inflation values from the data was not suffering from multi-collinearity.

A normal Probability Plot revealed that there was normalcy between student teachers' impression of teaching practice and their attitude toward the teaching profession based on the results in Figure 4.4. The Probability Plot is a useful tool for determining whether data differs from other distributions. The scatter plot depicts the connection between the observed values and the predicted values if the data were regularly distributed. The Covariance between the independent and dependent variables was moving in the same direction as the variance inflation components, making regression modeling possible.

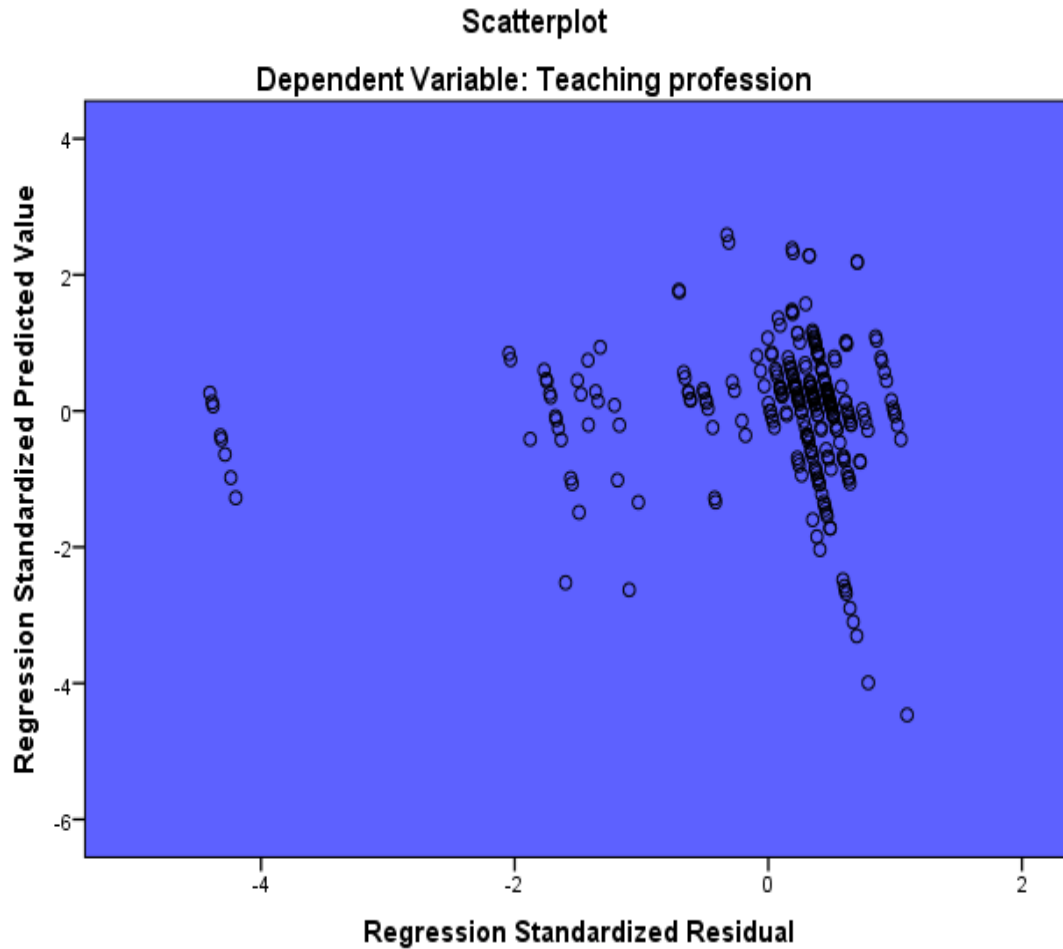


Figure 4.4: Normal Probability Plot of Residuals

The data's theoretical quantile line is fitted and the normal Probability Plot shows that the observed vs predicted normal values are randomly distributed along the line of best fit, implying that the dependent variable is normally distributed. For a variable to be normally distributed, the theoretical quantile line should be crossed by the majority of the points (Shenoy & Madan 1994). It is clear from the Probability Plot that the variation between the independent and dependent variables was creating some patterns, making regression modeling necessary.

4.4.3 Heteroscedasticity Test.

The variance of the disturbance term is constant, which is one of the key assumptions of multiple regressions. This is known as the homoscedasticity assumption. Heteroscedasticity is defined as the absence of constant variance in disturbance terms (errors) (Gujarat, 2003). If the model summary had a value greater than 0.5, it meant that, the variables were well-fit. The study determined whether the F-test was significant by considering the p-value, which should be less than 0.05, suggesting that the independent variable was significant in explaining the dependent variable. The heteroscedasticity test was performed, and the results are shown in Table 4.9.

Table 4.9: Heteroscedasticity Test

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	323.528		80.882	10411.20	.000 ^b
Residual	18199.759		67.407		
Total	18523.287				

Dependent Variable: Teaching Profession

Predictors: (Constant), Attitude, Mentorship, Supervision, Perception

The F-statistics number in Table 4.9 is 10411.2, which is greater than 0.5. The p= value (Sig) is 0.000, which is less than 0.05, indicating that the data was not heteroscedastic. Because the data was homogeneous, it was acceptable for additional analysis using a regression model in the research study's later portions.

4.5 Descriptive Statistics

The purpose of this study was to find out how student teachers in Kenya's North Rift Region perceived teaching practice and how that influenced their attitudes about the profession. The study's specific goals were to determine the student teachers' perceptions of teaching practice, their relationship with mentors during teaching practice, the student teachers' perception of supervision provided by their lecturers during teaching practice and the student teachers' attitude towards the teaching profession.

4.5.1 Perception of respondents on teaching practice

The study's first objective was to find out how student teachers in primary teacher training institutes in Baringo and West Pokot Counties felt about teaching practice. The mean and standard deviation values of statements on perceptions of teaching practice were determined among the respondents who took part in the study. Respondents were asked to indicate how much they agreed with specific assertions by ticking in the blank areas given. According to their genuine feelings, the respondents were to agree with some of the assertions stated and disagree with others of the five choices supplied. There were five different responses that would be given: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). Appendix Viii on page 227 contains a summary of detailed statistics. Table 4.10 summarizes the findings concerning respondents' perceptions of teaching practice.

Table 4.10: Descriptive Statistics

Category	N	Mean	Standard Deviation
Student Teachers	275	4.0489	1.1664
Mentors	103	4.1445	1.1800
Head teachers	16	3.4513	1.4213

Student teachers' perceptions on teaching practice had a composite mean of 4.0489 with a standard deviation of 1.1664, mentors' perceptions on teaching practice had a composite mean of 4.1445 with a standard deviation of 1.18, and head teachers' perceptions on teaching practice had a composite mean of 3.4513 with a standard deviation of 1.4213, according to Table 4.10. With a composite mean of 4.0489 and a standard deviation of 1.1664, student teachers agreed with statements on their perceptions of teaching practice, according to descriptive statistics. The aggregate mean on the Likert scale was near 4, indicating agreement (A). The mentor's composite mean on perception of teaching practice was 4.1445, with a standard deviation of 1.18, indicating that they agreed with the supplied claims. Furthermore, the composite mean of head teachers' perceptions of teaching practice was 3.4513, with a standard deviation of 1.4213, indicating that they were indecisive because the composite mean value was between 3 (Undecided) and 4 (Agree) on the Likert scale. As a result, it was determined that student teachers had a favorable impression of teaching practice. This may be due to the mentoring offered by collaborating teachers as well as the conducive working atmosphere provided by teaching practice school communities.

The current study's findings on student teachers' positive perceptions of teaching practice are consistent with those of Retnawati, et al (2018). ' study on students' development in mathematics teaching practice experience in Indonesia and Malaysia, which found that students' ability to conduct teaching practice was good. However, this finding on student teachers' positive perceptions of teaching practice contrasts with those of Malik et al. (2010), who found that student teachers in Pakistan perceived teaching practice as a stressful period involving a heavy workload, being observed, assessed, and evaluated by

teachers, and inadequacy in classroom management. In a similar vein, the findings contradict those of a study conducted in Turkey by Kildan, et al. (2013), which found that teacher trainees felt insufficient, particularly in terms of curriculum and content knowledge, and that teaching practice and school experience courses did not contribute adequately to their profession.

When asked to give their opinion on their perception of teaching practice generally, majority of the student teachers expressed positive views concerning the teaching practicum programme. They expressed the views that they had high prospects and thought that the teaching practicum would be exciting and gratifying. Most of them were very eager and looked forward to the teaching practicum. For them this is their chance to put in practice what they have studied with respect to teaching. Regardless of having high hope and good response to this teaching practicum, some of them felt anxious and uneasy because of lack of confidence. When asked about how they found the practicum, most of the student teachers said that this teaching practicum is not so easy for them. Majority of them put it as average. Some of them stated that it is very tough and only a few highlighted that this teaching practicum is easy.

4.5.2 Challenges student teachers experience during teaching practice

The study also intended to uncover issues that student teachers experience in their classrooms. The respondents were asked to rate their level of agreement or disagreement with the statements using a Likert scale of 1 to 5, with Strongly agree (SA) equaling 5, Agree (A) equaling 4, Neutral (N) equaling 3, Disagree (D) equaling 2, and Strongly disagree (SD) equaling 1. Appendix VIII, page 227 has detailed statistics for each statement. The findings are summarized in Table 4.11.

Table 4.11: Descriptive Statistics of challenges faced by student teachers during Teaching Practice.

Statistics	Values
Minimum	1.00
Maximum	5.00
Mean	3.2897
Standard Deviation	1.1143
Skewness	0.6351
Std. Error of skewness	0.147
Kurtosis	-0.40711
Std. Error of Kurtosis	0.293

The respondents scored a composite mean of 3.2897 with a standard deviation of 1.1143, reflecting a wide range of responses to the questions posed about obstacles faced by student teachers during teaching practice, as shown in Table 4.11. The value of skewness was 0.6351 with a standard error of 0.147, while the value of kurtosis was -0.40711 with a standard error of 0.293. The survey indicated that respondents were unsure about the obstacles they generally confront during teaching practice, based on the composite mean of 3.2897, which ranged from Neutral (3) to Agree (4).

This contradicts the findings of a study on teaching practice conducted by Malik et al. in Pakistan (2010), which found that student teachers viewed teaching practice as a stressful period involving a heavy workload, being observed, assessed, and evaluated by teachers, and inadequacy in classroom management. In a similar vein, they cited supervision, non-teaching workload, and pedagogical and topic understanding as obstacles faced by many student teachers during their practicum (Goh & Matthews, 2011).

They were further asked to give some of the challenges they came across during the period of teaching practicum. Most of them stated that their main problem was the learners themselves. Majority of the teacher trainees complained that their pupils have social problems. They alleged that the pupils were so mischievous, and they did not respect the tutors' instruction. Student teachers also faced problem with classroom management where most of them admitted that their class most of the time was in chaotic situation. Student teachers also stressed lack of cooperation from the other teachers and staff at their participating school. This made it very difficult for them to seek advice and guidance from well experienced teachers especially pertaining with preparation of lesson plan. Even worse some of the student teachers reported that their presence had been taken advantage by other teachers. They were asked to do many kinds of works. Some were asked to draw paintings. Another aspect that student teachers had to face is classroom cleanliness where, poor level of cleanliness affected the teaching and learning process. The class was littered with rubbish, especially at the back of the classroom. Even though dustbins were provided, it was still dirty.

During the course of the practicum the student teachers experienced a varied series of outlooks as well as variations in these feelings. Some of the students stressed that they were not encouraged and felt that the teaching practicum was a problem for them. They felt disheartened when thinking about teaching and wish to sit in the final examination rather than going out for teaching practicum. The practicum was alleged as a 'testing time', rather than a 'learning time' and errors were seen as 'failures' rather than 'learning chances'. Even though student teachers had to face many challenges during teaching practicum, they

confessed that the practicum itself gave them a new experience pertaining with teaching. During practicum they learnt not just how to deal with pupils but also how to adapt with their new environment.

Majority felt that it was something new and a very fun experience. With teaching practicum, they had chance to escape from normal classes and avoid final exam which is held every semester. Others emphasized on pupils that they had taught, even though most of them admitted their pupil so naughty and troublesome, they had a good time together. Student teachers and pupils created a strong relation along the way through the teaching practicum. They felt some kind of strong bond with each other. Majority of the student teachers stated at the end of the study that the "ups and downs were a part of being a student teacher". These findings on challenges faced by teacher trainees are consistent with the findings by Oral (2012) who found that the student teachers experienced classroom organization apprehension while trying to control the classroom due to lack of the necessary knowledge about classroom management, inadequate experience and lack of field knowledge.

4.5.3 Relationship with Mentors during Teaching Practice

The study's second objective was to find out how student teachers felt about their mentoring relationships during their teaching practice. As a result, the study attempted to learn about student teachers' perspectives on their mentors' relationships throughout teaching practice. They were asked to indicate how much they agreed with the statements on the relationship between student teachers and their mentors during teaching practice by ticking in the blank spaces given. The results were ranked on a five-point Likert scale,

with SA standing for "Strongly Agree." A= I concur. U stands for "undecided." D stands for "disagree." SD stands for "Strongly Disagree." Table 4.12 is a summary of the findings.

Table 4.12: Descriptive Statistics of Student Teachers' Relationship with their mentors

Descriptive Statistics			
		Mean	Std. Deviation
My mentor was supportive	275	3.6109	1.40043
My mentor gave useful feedback on my entire teaching techniques.	275	4.1164	1.07438
My mentor encouraged me	275	4.1600	.69660
My mentor provided enough guidance	275	4.462	1.0187
My mentor abandoned the class to me	275	4.7964	.52872
My mentor supervised me closely	275	4.2291	1.22111
My mentor provided me with useful feedback after my teaching	275	4.0727	1.11156
I had a cordial relationship with my mentor	275	3.4836	1.43303
Composite Mean and Standard Deviation	275	4.1751	1.0303

The composite mean of statements describing student teacher relationships with their mentor was 4.1751, with a standard deviation of 1.0303, as shown in Table 4.12. This meant that the respondents agreed with all of the claims except statement one, "My mentor was supportive," and statement eleven, "I had a cordial connection with my mentor," which had mean values of 3.6109 and 1.40043, respectively, and mean values of 3.4836 and

1.4330, respectively. According to the descriptive statistics, student teachers had a friendly relationship with their mentors during their teaching practice in their schools.

The current study's findings on the existence of a cordial relationship between student teachers and their mentors contradict those of Aydin and Ok (2019), who looked into cooperating teachers' mentoring practices and found possible differences in these perspectives in relation to student teachers' gender, willingness to teach, and university. Student teachers' assessments of their mentors' role ranged from "agree" to "tend to disagree," according to the research. While the mentees' gender had no bearing on their judgments of the fulfillment of mentoring tasks and obligations, their readiness to teach had a substantial impact.

4.5.4 Student Teachers' Perception of supervision during teaching practice

The third objective was to learn how student teachers felt about supervision during their teaching practice. The respondents were asked to express their feelings about the statements about student teachers' perceptions of supervision during teaching practice by indicating how much they agreed or disagreed with them. The assertions were rated on a Likert scale of 1 to 5, with Strongly agree (SA) equaling 5, Agree (A) equaling 4, Neutral (N) equaling 3, Disagree (D) equaling 2, and Strongly disagree (SD) equaling 1. Appendix VIII, page 196, contained detailed results. As seen in Table 4.13, the findings were as follows.

Table 4.13: Descriptive Statistics of Student Teachers' Perception of supervision during teaching practice

Statistics	Values
Minimum	1.00
Maximum	5.00
Mean	3.1801
Standard Deviation	1.5369
Skewness	-1.5369
Std. Error of skewness	0.147
Kurtosis	2.2761
Std. Error of kurtosis	0.293

The respondents scored a composite mean of 3.1801 with a standard deviation of 1.5369, reflecting a wide range of responses to the questions posed about student teacher perceptions on supervision during teaching practice, as shown in Table 4.13. The value of skewness was -1.5369, with a standard error of 0.147, while the value of kurtosis was -0.2761, with a standard error of 0.293. The study concluded that respondents were unsure about the perception of supervision during teaching practice, as the composite mean of 3.1801 ranged from Neutral (3) to Agree (4). These findings contrast with those of a study conducted in Nigeria, which found that the short discussion between the supervisor and the student teacher immediately following the lesson, which should allow the student teacher to appreciate his strengths and weaknesses, is frequently ignored because the supervisor is often in a hurry to move on to the next school (Nakpadia, 2011 in Samson, 2019).

A study conducted in Zimbabwe by Richard and Ngara (2013) to determine the perspectives of prospective teachers and student teacher supervisors on the effectiveness of teaching practice supervision as a quality assurance tool revealed that participants viewed supervision and assessment as an essential tool in ensuring quality in teacher training. As a

result, the current study's findings in which respondents were inconclusive on their perception of supervision during teaching practice depart from the previous research conclusions.

Concerning the time given for assessment, most of the student teachers said that they were given adequate time to get ready for the observation. They agreed that the time given by their supervisor was satisfactory and adequate. However some students stated that the time given was insufficient since they were not ready for the assessment. Another feature stressed by the student teachers was the preparation of the lesson plan. According to them, it appeared like there was no consistent layout to follow. Although there was briefing held by the teaching practice department relating to lesson plan, the supervisors appeared to want their own style in writing lesson plan. This state mixed up student teachers because they did not know which one to follow. A number of students also stated that their observer only observed them for the first few minutes of the lesson, while others said that their observers were with them from the start to the conclusion of the lesson. This kind of things made students wonder whether they all were properly assessed or not.

About the kind of relations with the supervisors, most student teachers said that they had official interactions with their supervisors. They said this kind of communication restricted their opinion on definite topics. They were afraid and hesitant to express their views and thoughts to the supervisors. Conversely there were some who remarked that they had good relations with the supervisors. They said their supervisors gave lots of guidance relating to coaching. Some student teachers observed that informal deliberations with their supervisors aided them a lot. With informal communication they learnt to be more exposed and able to express their feelings and were no longer hesitant to share their opinions.

On the skills that they have advanced, majority of the student teachers said that their teaching capabilities and confidence have improved. They also learned that their classroom abilities such as managing learners in the class and their ability in using Audio Visual Aids for instruction have also developed. They also believed that the their social relation with staff and other teachers was also improved

4.5.5. Student teachers' attitude towards the teaching profession

The respondents were asked to express their feelings about student teachers' attitudes about teaching by indicating how much they agreed or disagreed with the statement. The assertions were graded on a Likert scale of 1 to 5, with Strongly agree (SA) equaling 5, Agree (A) equaling 4, Neutral (N) equaling 3, Disagree (D) equaling 2, and Strongly disagree (SD) equaling 1. The findings are summarized in Table 4.14.

Table 4.14: Descriptive Statistics of Student teachers' attitude towards teaching profession

Descriptive Statistics			
	N	Mean	Std. Deviation
Most teachers always complain of not receiving as much salaries as other professionals	275	4.7018	.59667
Teachers complain of not being respected by their students/pupils	275	2.9345	1.47834
Some teachers do not attend their classes regularly	275	2.8109	1.32104
Some teachers always complain of not being paid their salaries	275	3.1709	1.56952
Students see teaching as a noble profession	275	4.1745	1.28838
Students prefer teaching to other profession	275	3.1855	.87450

Students see teaching a feminist profession	275	3.3800	.56620
Students see workload in teaching as a difficult task	275	2.8000	1.26433
Students feel like joining teaching profession so as to be popular in the society	275	3.1418	1.40056
Students feel that the tedious nature of teaching job is not equivalent to the salary and incentives receivable by teachers	275	3.3636	1.20769
Students feel that teachers are strictly monitored by school supervisors and mentors	275	3.3200	1.26410
Students feel that teachers do not have time to enjoy themselves like others	275	4.5491	.97802
Composite Mean and Standard Deviation		3.4611	1.1508

The respondents scored a composite mean of 3.4611 with a standard deviation of 1.1508 in response to the questions asked about student teacher attitude toward teaching profession, as shown in Table 4.15, implying a wide range of responses to the questions asked about student teacher attitude toward teaching profession. Given that the composite mean of 3.4611 ranged from Neutral (3) to Agree (4), the study indicated that respondents were undecided about their feelings toward teaching.

4.6 Hypotheses Testing

The investigation was guided by the following null hypotheses: Ho1: There is no significant difference in attitudes toward the teaching profession between male and female student teachers, Ho2: There is no significant difference in attitudes toward the teaching profession between school-based and Regular student teachers, and Ho3: There is no significant difference in attitudes toward the teaching profession between student teachers in rural and urban areas. They were discussed in the subsections that followed.

4.6.1 Difference in Attitude towards the teaching Profession between Male and Female Student Teachers

The study's null hypothesis was as follows:

H₀₁: There is no significant difference in attitudes toward teaching profession among male and female student teachers.

The researcher also wanted to see if the gender of the students had an impact on their attitudes toward teaching. The results of the Chi square test are summarized in Table 4.16.

Table 4.15: Chi square Test Comparing attitude towards teaching and Gender

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.096 ^a	17	.005
Likelihood Ratio	35.107	17	.006
Linear-by-Linear Association	1.915	1	.166
N of Valid Cases	275		
a. 16 cells (44.4%) have expected count less than 5. The minimum expected count is 1.89.			

The Chi square value (χ^2) of 32.096 at $p=0.005$, which is less than 0.05, showed that there was a relationship between attitude toward teaching profession and gender of the students, based on the results in Table 4.16. As a result, the study indicated that students' attitudes toward teaching are influenced by their gender. This finding is consistent with Parhi, (2017), who found that female student-teachers had a more favorable attitude toward teaching than male student-teachers in a study that assessed the types of attitudes toward teaching profession of B.Ed. student-teachers continuing their professional study in India. The researcher used an ANOVA test to find out if there was a link between students' attitudes toward teaching and their gender. Table 4.17 shows a summary of the findings.

Table 4.16: ANOVA Test Regarding Attitude towards the Teaching Profession and Gender

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	197.170	1	197.170	112.922	.007 ^b
Residual	28010.735	273	102.603		
Total	28207.905	274			

Dependent Variable: Attitude
Predictors: (Constant), Gender

The F-statistics of 112.922 at $p=0.007$, at a 95% confidence level, implied that the model fitted between the attitude toward teaching profession and the gender of pupils, according to the results in Table 4.17.

As a result, the study rejected the null hypothesis and indicated that students' attitudes toward teaching are influenced by their gender. The current study's findings are comparable to those of Erdamar et al., (2016), who investigated the influence of gender on preservice teachers' views regarding the teaching profession in Turkey. It brought together the results of 35 researches with a total of 4,289 male and 6,073 female pre-service teachers. To identify fixed and random effects and to simplify comparison using meta-analysis methods, a Group Difference model was adopted. On an unimportant level, a significant effect size ($d=0.271$) in favor of female pre-service teachers' gender attitudes was discovered. Attitudes were also found to be moderated by the research location, branch, and class level/educational standing.

Similarly, the findings of the current study are consistent with those of Tasner et al. (2017), who encourage young adults, particularly young women, to enter the teaching profession based on their findings that teaching is a vocation, and this perspective is stronger among female teacher trainees than male teacher trainees. Their attitude toward their teacher training program, the value they attributed to the programme and their judgment of the program's success are all influenced by their perception of teaching as a career.

The findings are also in line with a study by Theresal and Benjamin (2011), who discovered that there is no significant difference in attitudes about teaching and self-esteem

between male and female student teachers. The majority of the researchers came to the conclusion that female student teachers have a more positive attitude toward teaching than their male counterparts. When prospective teachers' positive opinions regarding teaching grow, so does their overall happiness (Recepoglu, 2013). Furthermore, as prospective teachers develop favorable attitudes toward teaching, their self-efficacy views in their ability to effectively perform their teaching profession grow (Dadandi, Kalyon & Yazici, 2016).

The findings of this study also correspond with those of Raimi and Adeoye (2006), who found that there is a substantial difference in attitudes toward integrated science between males and females in their research on gender differences among college students in integrated science. In contrast to this finding, Oludipe (2012) and Kola and Taiwo (2013) found no significant difference between male and female performance in their respective research.

Babu and Raju (2013) found out that the attitudes of male and female student teachers toward teaching varied significantly. These findings are consistent with those of the current study, which found a substantial difference in attitudes about teaching professions based on gender.

4.6.2 Difference in attitude towards the teaching profession between School- Based (SB) and Regular Student teachers.

The study's null hypothesis was as follows:

Ho₂: There is no significant difference in attitude toward teaching between school-based and regular student teachers.

The study also wanted to see if the school programme had an impact on students' attitudes toward teaching. The researcher used an ANOVA test to see if there was a link between students' attitudes toward teaching and their mode of study. Table 4.18 presents a summary of the findings.

Table 4.17: ANOVA Test between Attitude towards the Teaching Profession and mode of study.

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	120.541	1	120.541	62.911	.000 ^b
Residual	1517.583	273	4.299		
Total	1638.124	274			
Dependent Variable: Attitude					
Predictors: (Constant),mode of study					

The F-statistic shown in Table 4.18 was 62.911 at $p=0.000$, at a 95% confidence level, implying that the independent variable explained the dependent variable.

As a result, the study rejected the null hypothesis and indicated that student teachers' attitudes toward teaching are influenced by their manner of study.

The following scenario was depicted in the interview with lecturer A;

“It goes without saying that students who are undertaking school based programs appear to know what they want in life as opposed to the regular programmes. This is because the school based ones are already in the field working and most of them are already in the teaching industry. They only come back to college to add some value to their professional qualifications.”

The findings are consistent with Hanushek's (1989) review, which concluded that there was no compelling evidence to imply that teacher experience changed attitudes toward teaching in a favorable way. Other research by Benz et al. (1992) looked at differences in attitudes among teachers at various levels of experience, from pre-service teachers to college professors, and found that more experienced teachers had a more positive attitude as a result of greater income. According to Prieto and Altmaier (1994), there is a considerable positive association between prior training and past teaching experience and teacher self-efficacy. Graduate teaching assistants with prior training and experience showed stronger self-efficacy than their non-trained colleagues in the study.

Many scholars have emphasized the necessity of experienced teachers in classrooms. Some of these academics claim that teaching skills increase with experience, and that students learn better when they are taught by teachers who have been teaching them for a long time (Ijanya, 2000). Teachers' experience is significant since they are ultimately responsible for turning policy into action, which is why they have played such an important role in educational attainment. According to Okorji and Ogbo (2013), an experienced teacher is one who achieves intended outcomes while doing his or her duties as a teacher.

4.6.3 Difference in attitude towards the teaching profession between student teachers in rural and urban settings.

H₀₃: There is no significance difference in attitude toward the teaching profession between student teachers in rural and urban settings, according to the study's null hypothesis.

The study employed ANOVA to see if there was a difference in student attitudes regarding teaching in rural and urban areas. Table 4.19 presents a summary of the findings.

Table 4.18: ANOVA Test of Attitude towards Teaching Profession and location

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	120.541	1	120.541	28.039	.087 ^b
Residual	1517.583	273	4.299		
Total	1638.124	274			
Dependent Variable: Attitude					
Predictors: (Constant), location					

The F-statistic calculated from the values in Table 4.19 was 28.039 with a $p=0.087$. The model was not fit to explain the link between attitude toward teaching profession and school location since the p value was larger than 0.05 at the 95 percent confidence level.

As a result, the study accepted the null hypothesis and concluded that the school's location had no bearing on students' attitudes about teaching.

The following scenario was depicted in the interview with lecturer B;

“It’s not easy to relate attitude of teaching and location of the school. What matters most are the facilities in the school. You can find a very good school with enough facilities in a rural area whereas an urban school might not match those standards. Therefore, chances of the location of the school are low to affect attitude towards teaching.”

The current study's findings are comparable to those of Khan and Jan (2018), who used a sample size of 200 teachers (N=100 rural, N=100 urban) picked at random from two districts in Jammu and Kashmir, namely Bungar and Srinagar, to assess and compare attitudes of rural and urban school teachers. The information was gathered using the

Ahlumalia Teacher Attitude Inventory (1974). Teachers' opinions in rural and urban schools did not differ statistically significantly, according to the findings.

Stanely et al. (2007) found comparable results in a separate investigation. Their goal was to see how rurality affected school adjustment and other school-related characteristics. Multilevel models for perceived school performance and school liking were estimated using data from 167,738 7th–12th graders in a national sample of 185 predominantly white communities, using a variety of individual-level (e.g., gender, ethnicity, and peer school performance) and community/school-level variables (e.g., school size, rurality, and percentage free/reduced lunch) as predictor variables. Rurality had little bearing on school adjustment; rather, it was the qualities of the people who lived in those places that did. Participation in school and non-school activities, which is strength of rural schools, was also found to play a favorable effect in school transition. Given the considerable links between income and parental education and all school-related variables, changing the economic climate of rural areas may be an important long-term approach.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter's goal is to present the study's findings, draw conclusions, and give recommendations. There are also suggestions for future research.

5.2 Summary of the Findings

This section presents a summary of the findings based on the objectives of the study.

5.2.1 Student teachers' perception of teaching practice

The first objective was to determine student teachers perception of teaching practice. The research question was: what is the student teachers' perception of teaching practice? Data for this objective were mainly quantitative. Questionnaires were used to collect the data.

From the findings, it was clear that student teachers had a favourable perception of teaching practice. Student teachers agreed with statements on their perceptions of teaching practice according to descriptive statistics. Furthermore, mentors agreed with the statements provided on student teachers' perception of teaching practice.

However, head teachers were indecisive about the student teachers' perceptions of teaching practice. Therefore, to answer the research question it was revealed that student teachers in public primary teacher training colleges in Baringo and West Pokot counties had a positive perception of teaching practice.

5.2.2 Student teachers' perception of their relationship with mentors

The second objective was to establish student teachers perception of their mentoring relationships during teaching practice. The research question was: How do student teachers view their mentoring relationships during their teaching practice? During their teaching practice in their schools, student teachers enjoyed a friendly relationship with their mentors, according to the study. The respondents agreed with most of the assertions except for two statements which they disagreed with. The descriptive statistics revealed that during their teaching practice in their schools, student teachers enjoyed a friendly relationship with their mentors.

5.2.3 Student teachers' perception of supervision during teaching practice

The third objective was to determine student teachers perception about supervision during their teaching practice. The research question was: What is the student teachers perception of supervision during their teaching practice? The findings revealed that respondents were undecided about their perception of supervision during teaching practice.

There was a wide range of responses to the questions about student teacher perceptions of supervision during teaching practice. The survey therefore found that respondents were unsure about the perception of supervision during teaching practice. However, they agreed that supervision was taking place.

5.2.4 Student teachers' attitude towards teaching profession

The fifth objective was to determine the attitudes of student teachers toward the teaching profession in terms of gender, mode of study, and teaching practice school location. To determine the student teachers' attitudes about the teaching profession, three null hypotheses were investigated.

The first hypothesis was that there is no significant difference in male and female student teachers' attitudes toward teaching. The goal of the study was to see if the gender of the students had an impact on their attitudes toward teaching.

The Chi square results implied that there was a link between students' attitudes toward teaching and their gender. As a result, the study concluded that students' attitudes toward teaching are influenced by their gender.

ANOVA test established that there was a link between students' attitudes toward teaching and their gender.

From the F-statistics, it was clear that the independent variable couldn't account for the dependent variable. The study therefore rejected the null hypothesis and indicated that attitude towards the teaching profession is affected by the gender of students.

The second hypothesis was that there is no significant difference between school-based and regular student teachers' attitudes regarding teaching. The goal of the study was to see if the form of study had an impact on attitudes toward teaching. The researcher used an ANOVA test to see if there was a link between students' attitudes toward instruction and their manner of study.

From the F-statistic the study disproved the null hypothesis and found that students' attitudes toward instruction are influenced by their manner of study. The third hypothesis was that there is no significant difference in attitudes toward teaching between students in rural and urban environments. The study employed ANOVA to see if there was a difference in student attitudes regarding teaching in rural and urban areas. The model was not fit to explain the link between attitude toward teaching profession and school location.

As a result, the study accepted the null hypothesis and concluded that the location of the teaching practice school has no substantial impact on attitudes toward the teaching profession.

5.3 Conclusions of the Study

The following conclusions were drawn based on the study's findings and objectives:

5.3.1 Student teachers' perception of teaching practice

The perception of teaching practice among student teachers was positive. However, head teachers were indecisive when it came to student teachers' perceptions of teaching practice.

5.3.2 Student teachers' perception of their relationship with mentors

During teaching practice in their schools, student teachers enjoyed a friendly relationship with their mentors. However, there were conflicting views on the difficulties that student teachers faced throughout their teaching practicum.

5.3.3 Student teachers' perception of supervision during teaching practice

When it came to the perspective of supervision during teaching practice, there were conflicting feelings. However, all of the respondents agreed that supervision of student teachers takes place in schools.

5.3.4 Student teachers' attitude towards the teaching profession

There is no significant difference in male and female student teachers' attitudes toward teaching.

It was established that students' attitudes toward teaching are influenced by their gender. In comparison to their male counterparts, female students had a more positive attitude toward teaching, than male students.

There is no significant difference between school-based and regular student teachers' attitudes regarding teaching.

The study rejected the null hypothesis and concluded that students' attitudes toward teaching are influenced by their manner of study. According to the findings, the manner of study had a statistically significant impact on attitudes toward teaching.

There is no significant difference in attitudes toward teaching between students in rural and urban environments.

The study accepted the null hypothesis and concluded that the location (rural or urban) of the teaching practice school has no significant impact on attitudes toward the teaching profession.

5.4 Recommendations

The following suggestions were made based on the preceding talks and conclusions:

1. Mentors have a significant impact on student teachers' perceptions of teaching practice. As a result, the Ministry of Education should encourage mentorship in schools in order to support student teachers during their teaching practice.
2. Through career talks, administrators and lecturers in teacher training institutes should improve the attitude of male student teachers toward the teaching profession.
3. Student teachers face a variety of problems during their teaching practice, ranging from school variables to external factors. The management of teacher education colleges must identify these difficulties as a foundation for developing teaching practice programs and proactively provide a platform for helping student teachers in their classrooms.
4. During teaching practice, supervisors should evaluate the differences in male/female, regular/school-based, and urban/rural student teachers to help them establish a favorable attitude toward the teaching profession.

5.5 Suggestions for Further Study

The study provides the following research suggestions:

- i. The research was conducted in primary teacher training colleges in the North Rift region. To be able to generalize the findings, this study should be duplicated in additional Kenyan counties.
- ii. A comparison study including both public and private universities is needed to compare the findings to the current study.
- iii. More research should be done to determine the elements that influence student teachers' perceptions of teaching practice.
- iv. There should be close collaboration between teacher training colleges and universities. For instance, universities should conduct research on various areas of teacher education and findings of such research should be used to improve teacher training programmes.
- v. The current study set out to use focus group discussion and interview schedule for County directors of Education (CDE) as part of the instruments for data collection; however, due to the outbreak of the Corona Virus Pandemic in Kenya from March 2020, it was not possible to use these tools to collect data due to the Ministry of Health restrictions on interaction. Furthermore, the interview schedule was to involve only two County directors whose views might not have been representative of the whole population; this would also have no negative effect on the general outcome of the study. It is therefore recommended that, a study be carried out in the same area of study to involve County Directors of Education and other stakeholders in Teacher Education using Focus group discussions (FGD) and interview schedules.

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APPENDICES

Appendix 1: Introductory Letter to the Respondents

FLORAH KHAHUDU BURUDI

P.O BOX, 303

MALAVA-50103

To the Respondent,

Thro'

Baringo County Director of Education

P. O Box 664-30400,

Kabarnet

Dear Respondent,

Re: Selection as a Respondent in Research

I am a Ph.D. student at Masinde Muliro University of Science and Technology, and I am now conducting research in the North Rift region of Kenya on Influence of Student Teachers' Perceptions of Teaching Practice on their Attitudes towards the Teaching Profession. This research has identified you as a possible respondent. The information you provide will be used to help build a policy to address instructional practices in teacher education colleges. I want to reassure you that any information you provide will be used purely for research purposes and will be kept completely confidential. As a result, be as honest as possible when answering the questions. There is no correct or incorrect response. Your assistance will be much appreciated.

Thank you very much.

Yours faithfully,

Florah K. Burudi

Appendix II: Student Teachers' Questionnaire

Section A: Background Information

Please answer by putting a tick (✓) in the appropriate space.

Which training programme do you belong to?

- a) Regular () b) School Based ()

What is your gender?

- a) Male () b) Female ()

Where is the location of your teaching practice school?

- a) Urban areas () b) Rural areas ()

Below is a list of items you will find that you agree with some of the statements made and disagree with others of the five choices offered, select the one which represents your true feelings. There are five possible responses: Strongly agree (SA), A (Agree), Undecided (UD), Disagree (D) and Strongly Disagree (SD).

Responses on teaching practice

Section B: Student teachers' perception of teaching practice

The following are some of the perceived effects of teaching practice that are likely to influence the student teachers' attitude towards the teaching profession. Please indicate by ticking (✓) in the blank spaces provided, the extent to which you agree with each statement.

Scale: S.D (Strongly Disagree) =1; D= (Disagree) = 2; UD (Undecided) =3; A (Agree) =4; SA (Strongly-Agree) =5

Key: SA= Strongly Agree A= Agree U= Undecided D= Disagree SD= Strongly Disagree

Statement	SA	A	U	D	SD
1. Teaching practice gave me an opportunity to try out ideas in a practical classroom situation.					
2. Teaching practice has exposed me to the problems of the teaching profession					
3. Teaching practice helped me to broaden my knowledge of the subject matter					
4. Teaching practice has made me to learn how to plan my lessons appropriately					

5. Teaching practice has made me to learn how to present my lesson topics appropriately					
6. Teaching practice has helped me to perfectly use instructional materials when teaching					
7. Teaching practice has helped me learn to use reinforcement skills correctly					
8. Teaching practice has helped me learn to use assessment skills correctly					
9. Teaching practice gave me an opportunity to interact closely with learners					
10. Teaching practice gave me an opportunity to learn to control the class effectively					
11. Teaching practice helped me to develop my own way of working effectively with learners					
12. I was readily prepared for the teaching practice exercise					
13. I was happy when I was informed of the commencement of the teaching practice exercise					
14. I was eager to get to my school of teaching practice exercise					
15. I enjoyed my period of teaching practice exercise					
16. The teaching practice period is long enough for thorough work to be done					

In your own opinion, what do you think is necessary for this study that has been left out? If so, please explain.

Section C: The challenges student teachers' experience during teaching practice

Please indicate by ticking (✓) in the blank spaces provided, the extent to which you agree with the following statements.

Key: SA= Strongly Agree A= Agree U= Undecided D= Disagree SD= Strongly Disagree

Statement	SA	A	U	D	SD
1. Some schools reject student teachers					
2. Regular teachers are not friendly to student teachers					
3. Regular teachers do not want to interact with student teachers					
4. In some schools, teaching staff hoard professional advice from trainee teachers					
5. Student teachers face accommodation problems in the schools they have been posted to					
6. Some schools lack instructional materials that are needed for effective teaching					
7. Student teachers are given more lessons than required in the college regulations					
8. Student teachers meet some rudely behaved pupils whom they have very little control over					
9. Pupils do not respect student teachers					
10. Student teachers are not fully involved in school activities					
11. Student teachers are overloaded by the cooperating teachers by being assigned some of their duties					
12. Some of the student teachers lack finances for personal up keep					
13. Student teachers are isolated in different rooms away from the regular teachers' staffrooms					
14. Student teachers walk for long distances to the					

teaching practice schools					
15. Most of the roads to teaching practice schools are impassable making it difficult for students to access them					
16. Supervision is not regularly and uniformly done					
17. I was left to run the school without the support of the regular teachers					
18. I transferred from one teaching practice station to another due to insecurity					
19. The timing of the teaching practice sessions is not convenient for student teachers					
20. I had difficulty getting transportation to my school of practice.					
21. Rules and regulations of the schools were cumbersome for me to follow					
22. Inadequate Teaching Learning Materials in the school					
23. The school authorities were not concerned of my overall teaching practice success.					
24. Lack of cooperation from students.					
25. The periods allocated for the lessons were inadequate for me to teach my lessons effectively.					
26. Time for teaching practice was insufficient					
27. I had difficulty preparing instructional materials					
28. Theoretical knowledge has no relation to teaching practice.					
29. Negative attitude of local school teachers and students on student teachers					

In your own opinion, what do you think is necessary for this study that has been left out? If so, please explain.

Section D: Student Teachers Views on Relationship with Their Mentors during Teaching Practice

Please indicate by ticking (✓) in the blank spaces provided, the extent to which you agree with the following statements

Key:

SA= Strongly Agree A= Agree U= Undecided D= Disagree SD= Strongly Disagree

Statement	SA	A	U	D	SD
1. My mentor was supportive					
2. My mentor gave useful feedback on my entire teaching techniques.					
3. My mentor encouraged me					
4. My mentor provided enough guidance					
5. My mentor overworked me					
6. My mentor abandoned the class to me					
7. My mentor supervised me closely					
8. My mentor provided me with useful feedback after my teaching					
9. I had a cordial relationship with my mentor					

In your own opinion, what do you think is necessary for this study that has been left out? If so, please explain

Section E: Student Teachers Perception of supervision during teaching practice

Please indicate by ticking (✓) in the blank spaces provided, the extent to which you agree with the following statements

Key: SA= Strongly Agree A= Agree U= Undecided D= Disagree SD= Strongly Disagree

Statement	SA	A	U	D	SD
1. I am satisfied by the assessment procedure of my supervisor					
2. My supervisor provided enough feedback to me					
3. My supervisor discussed my strength and weaknesses with me					
4. The assessment by my supervisor is encouraging					
5. The assessment period of teaching practice was too long					
6. I was always nervous during the assessment					
7. I was confident during assessment					
8. The assessor found me prepared					
9. I always got feedback of my performance at the end of the lesson					
10. I did not like being assessed, without being informed					
11. I always got guidance from the assessors on teaching methods					
12. The assessor provided me with opportunity to reflect on my teaching					
13. The role played by the supervisors was not satisfactory					
14. I found it difficult to manage my class during assessment					
15. Class management was easy during assessment					
16. The assessment helped me to improve my teaching methods					
17. The assessment discouraged me from being keen on teaching effectiveness					
18. I was given appropriate support during assessment					

by the supervisors					
19.I enjoyed the assessment period					
20. Most often I was tensed when supervisors came around.					
21. There was poor attitude of some of the supervisors towards me					
22. Some supervisors failed to commend me for lesson well taught but only dwelled on my mistakes.					
23. I understood the comments written by my supervisors.					
24. I encountered situation of conflicting comments by the supervisors					
25. I had difficulty reading the hand writing of my supervisors					
26. Some supervisors did not supervise all the stages of the lesson					
27. I did not get the required number of supervisions during my teaching practice					

Open ended questions

1. Is student T.P supervision useful to you?
2. State what you consider to be good qualities of your T.P. supervision
3. State problems that you have faced that might have compromised the quality of T.P. supervision by college and school-based supervisors.

Section F: Student teachers' attitude towards teaching profession

Please indicate by ticking (√) in the blank spaces provided, the extent to which you agree with the following statements

Key: SA= Strongly Agree A= Agree U= Undecided D= Disagree SD= Strongly Disagree

Statement	SA	A	U	D	SD
1. Most teachers always complain of not receiving as much salaries as other professionals					
2. Teachers complain of not being respected by their students/pupils					
3. Some teachers do not attend their classes regularly					
4. Some teachers always complain of not being paid their salaries					
5. Students see teaching as a noble profession					
6. Students prefer teaching to other profession					
7. Students see teaching a feminist work					
8. Students see workload in teaching as a difficult task					
9. Students feel like joining teaching profession so as to be popular in the society					
10. Students feel that the tedious nature of teaching job is not equivalent to the salary and incentives receivable by teachers					
11. Students feel that teachers are strictly monitored by school supervisors and inspectors					
12. Students feel that teachers do not have time to enjoy themselves like others					

Open ended questions

1. How do student teachers rate the teaching profession by its reputation in the society?
2. How do students perceive the positive and negative aspects of the teaching profession?
3. Which are the reasons why students consider/don't consider the teaching profession?
4. Does teaching practice have an influence on student teachers' consideration to become a teacher?
5. What kind of change would make students consider becoming a teacher?

Appendix III: Questionnaire for Head teachers

Section A: Background Information

Please answer by putting a tick (✓) in the appropriate space.

Gender: Male () b) Female ()

Age: 20-29yrs () 30-39yrs () 40-49yrs () over 50yrs ()

Academic qualification(s): Master's degree () degree in education () diploma in education (), others specify----- Tick all that applies to you.

Teaching experience: 1-5yrs (), 6-10yrs (), over 10yrs ()

Marital status: married (), single (), divorced ()

Perception of Student Teachers towards Teaching Practice

Below is a list of items; you will find that you agree with some of the statements made and disagree with others, of the five choices offered, select the one which represents your true feelings. There are five possible responses: Strongly agree (SA), A (Agree), Undecided (UD), Disagree (D) and Strongly Disagree (SD).

Please indicate by ticking (✓) in the blank spaces provided, the extent to which you agree with the following statements

Key: SA= Strongly Agree A= Agree D= Disagree U=Undecided SD= Strongly Disagree

Statement	SA	A	U	D	SD
1 Student teachers were always punctual at school					
2. Student teachers were interested in the Teaching Practice exercise					
3. Student teachers were regular at school					

4. Student teachers showed concern for the pupils					
5. Student teachers participated in general school administration					
6. Student teachers readily accepted other responsibilities					
7. Student teachers prepared their lesson notes daily					
8. Student teachers were always punctual in class attendance					
9. Student teachers dressed in official attire					

In your own opinion, what do you think is necessary for this study that has been left out? If so, please explain

Thank you for your cooperation.

Appendix IV: Questionnaire for Mentors/cooperating teachers teachers

Section A: Background information

Please answer by putting a tick (✓) in the appropriate space.

1. Gender: Male () b) Female () Gender male() female ()
2. Age: 20-29yrs () 30-39yrs () 40-49yrs() over 50yrs()
3. Academic qualification(s): Master's degree () Degree in education (), diploma in education () others specify----- Tick (✓) all that applies to you.
4. Teaching experience: 1-5yrs (), 6-10yrs(), over 10yrs ()
5. Marital status: married(), single(), divorced()

Section B: Perception of Student Teachers towards Teaching Practice

Below is a list of items; you will find that you agree with some of the statements made and disagree with others of the five choices offered, select the one which represents your true feelings. There are five possible responses: Strongly agree (SA), A (Agree), Undecided (UD), Disagree (D) and Strongly Disagree (SD).

Please indicate by ticking (✓) in the blank spaces provided, the extent to which you agree with the following statements.

Key: SA= Strongly Agree A= Agree D= Disagree U=Undecided SD= Strongly Disagree

Statement	SA	A	U	D	SD
1 Student teachers were always punctual at school					
2. Student teachers were interested in the Teaching Practice exercise					
3. Student teachers were regular at school					
4. Student teachers showed concern for the pupils					
5 Student teachers participated in general school administration					
6. Student teachers readily accepted other responsibilities					
7. Student teachers prepared their lesson notes daily					
8. Student teachers were regular in class attendance					
9. Student teachers dressed in official attire					

In your own opinion, what do you think is necessary for this study that has been left out? If so, please explain

Thank you for your cooperation

Appendix V: Interview Guide for Lecturers

Section A: Background information

Interview schedule number.....

Interview Date.....

Gender: male () female ()

Questions

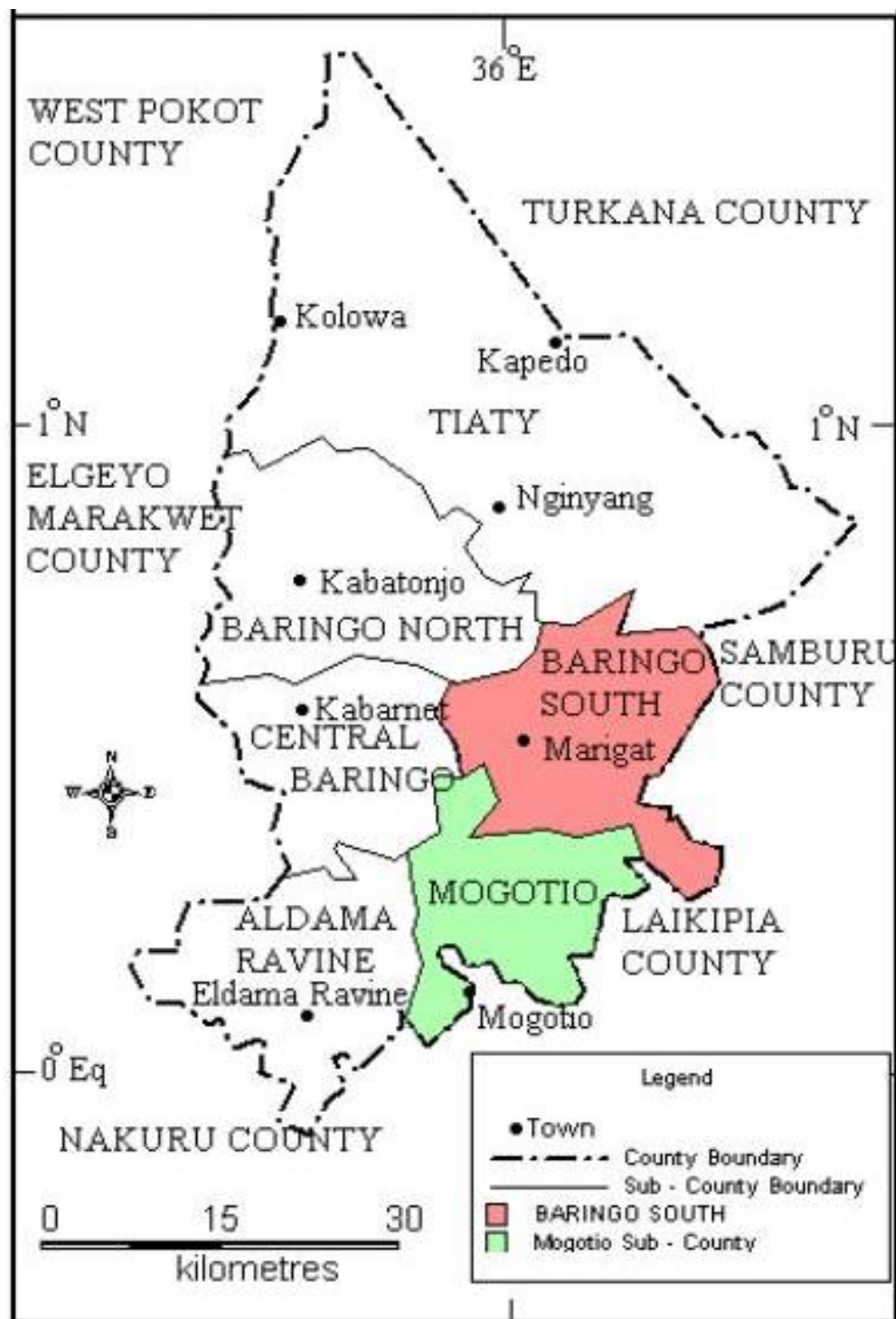
- i) In your opinion, what is the student teachers' perception of teaching practice?
- ii) In your opinion what is the student teachers' perception of their relationship with their mentors during teaching practice?
- iii) In your opinion what is the perception of student teachers on teaching practice supervision?
- iv) In your opinion what are the challenges faced by student-teachers during teaching practice supervision?
- v) In your opinion what is the influence of student-teachers' perception of teaching practice on their attitude towards the teaching profession?
- vi) In your opinion what is the attitude of student teachers towards the teaching profession?
- vii) In your opinion is there a difference in attitude towards the teaching profession between male and female students?
- viii) In your opinion is there a difference in attitude towards the teaching profession between school based and regular student teachers?
- ix) In your opinion is there a difference in attitude towards the teaching profession between student teachers in rural and urban teaching practice school settings?

**Appendix VI: Summary of overall performance of Candidates in Primary Teacher
Examinations (PTE) between 2017 and 2019 for Moi Teachers' Training College-**

Baringo

CATEGORY	2019	%	2018	%	2017	%
	PTE		PTE		PTE	
ENTRY	576		694		765	
DISTINCTION	0	0	0	0	0	0
CREDIT	117	30.4	155	22.33	175	15.29
PASS	61	5.21	84	12.10	30	7.97
REFERRALS	551	9.55	421	60.66	343	72.03
CRNM	9	3.47	12	1.73	20	1.18
FAIL	27	1.39	22	3.17	8	3.53
MEAN GRADE	6.185		5.8895		5.639	

Appendix VII: (a): Map of Baringo County



Appendix: VII (b): Map of West Pokot County



Appendix VIII: Raw Data

Descriptive Statistics of student teacher perception on Teaching Practice

	N	Minimum	Maximum	Mean	Std. Deviation
Student teachers were always punctual at school	103	3.00	5.00	4.6214	.59601
Student teachers were interested in the Teaching Practice exercise	103	1.00	5.00	3.7961	1.36740
Student teachers were regular at school	103	1.00	5.00	4.0485	1.47115
Student teachers showed concern for the pupils	103	1.00	5.00	4.2718	1.26951
Student teachers participated in general school administration	103	1.00	5.00	4.2524	1.33371
Student teachers readily accepted other responsibilities	103	1.00	5.00	4.4757	1.03701
Student teachers prepared their lesson notes daily	103	3.00	5.00	4.2039	.67677
Student teachers were always punctual in class attendance	103	1.00	5.00	4.0097	1.51784
Student teachers dressed in official attire	103	1.00	5.00	3.6214	1.35123
Valid N (listwise)	103				

Descriptive Statistics of Head teachers' perception on teaching practice

	N	Minimum	Maximum	Mean	Std. Deviation
Student teachers were always punctual at school	16	1.00	5.00	3.8750	1.02470
Student teachers were interested in the Teaching Practice exercise	16	1.00	5.00	3.4375	1.63172
Student teachers were regular at school	16	1.00	5.00	4.1250	1.31022
Student teachers showed concern for the pupils	16	3.00	5.00	4.3750	.71880
Student teachers participated in general school administration	16	1.00	5.00	2.8750	1.85742

Student teachers readily accepted other responsibilities	16	1.00	5.00	2.9375	1.61116
Student teachers prepared their lesson notes daily	16	1.00	5.00	2.0000	1.54919
Student teachers were always punctual in class attendance	16	1.00	5.00	3.3125	1.77834
Student teachers dressed in official attire	16	1.00	5.00	4.1250	1.31022
Valid N (listwise)	16				

Descriptive Statistics of student teachers perception on teaching practice

	N	Minimum	Maximum	Mean	Std. Deviation
Teaching practice gave me an opportunity to try out ideas in a practical classroom situation.	275	1.00	5.00	3.3127	1.54389
Teaching practice has exposed me to the problems of the teaching profession	275	1.00	5.00	3.8836	1.30730
Teaching practice helped me to broaden my knowledge of the subject matter	275	1.00	5.00	4.0764	.79091
Teaching practice has made me to learn how to plan my lessons appropriately	275	1.00	5.00	4.2327	1.24851
Teaching practice has made me to learn how to present my lesson topics appropriately	275	1.00	5.00	4.2727	.92521
Teaching practice has helped me to perfectly use instructional materials when teaching	275	3.00	5.00	4.7018	.59667
Teaching practice has helped me learn to use reinforcement skills correctly	275	1.00	5.00	3.9127	1.48460
Teaching practice has helped me learn to use assessment skills correctly	275	1.00	5.00	3.7927	1.31691
Teaching practice gave me an opportunity to interact closely with learners	275	1.00	5.00	3.1564	1.58492
Teaching practice gave me an opportunity to learn to control the class effectively	275	1.00	5.00	3.9600	1.28233
Teaching practice helped me to develop my own way of working effectively with learners	275	1.00	5.00	4.1855	.87450

I was readily prepared for the teaching practice exercise	275	3.00	5.00	4.6691	.56957
I was happy when I was informed of the commencement of the teaching practice exercise	275	1.00	5.00	3.8000	1.26433
I was eager to get to my school of teaching practice exercise	275	1.00	5.00	4.1418	1.40056
I enjoyed my period of teaching practice exercise	275	1.00	5.00	4.3636	1.20769
The teaching practice period is long enough for thorough work to be done	275	1.00	5.00	3.2000	1.26410
Valid N (listwise)	275				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Some schools reject student teachers	275	1.00	3.00	1.5964	.66232	.666	.147	-.606	.293
Regular teachers are not friendly to student teachers	275	1.00	4.00	2.1964	.98046	.229	.147	-1.053	.293
Regular teachers do not want to interact with student teachers	275	1.00	3.00	1.7018	.63805	.355	.147	-.687	.293
In some schools, teaching staff hoard professional advice from trainee teachers	275	2.00	5.00	3.5055	1.36529	-.007	.147	-1.828	.293

Student teachers face accommodation problems in the schools they have been posted to	275	1.00	5.00	1.8000	1.25855	1.622	.147	1.517	.293
Some schools lack instructional materials that are needed for effective teaching	275	1.00	5.00	2.5018	1.50516	.708	.147	-1.062	.293
Student teachers are given more lessons than required in the college regulations	275	1.00	5.00	2.9018	1.14041	.194	.147	-.737	.293
Student teachers meet some rudely behaved pupils whom they have very little control over	275	1.00	5.00	2.0036	1.19151	1.453	.147	1.400	.293
Pupils do not respect student teachers	275	1.00	5.00	2.4000	1.28722	.658	.147	-.608	.293
Valid N (listwise)	275								

Descriptive Statistics student teacher perception on supervision during Teaching Practice.

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
I am satisfied by the assessment procedure of my supervisor	275	1.00	4.00	3.4327	1.04201	-.024	.147	-1.191	.293
My supervisor provided enough feedback to me	275	1.00	4.00	3.8327	.73073	.327	.147	-.882	.293

My supervisor discussed my strength and weaknesses with me	275	3.00	5.00	3.3309	.81251	-.675	.147	-1.156	.293
The assessment by my supervisor is encouraging	275	1.00	5.00	3.4618	1.46036	-.696	.147	-.917	.293
The assessment period of teaching practice was too long	275	1.00	5.00	3.9600	1.16607	-1.703	.147	2.124	.293
I was always nervous during the assessment	275	1.00	5.00	2.1891	.78807	-1.430	.147	3.922	.293
I was confident during assessment	275	1.00	5.00	4.2618	1.12560	-1.969	.147	3.162	.293
The assessor found me prepared	275	1.00	5.00	2.3455	.89235	-2.227	.147	6.084	.293
I always got feedback of my performance at the end of the lesson	275	3.00	5.00	3.7455	.56730	-2.137	.147	3.396	.293
I did not like being assessed, without being informed	275	1.00	5.00	3.1382	1.37595	-1.580	.147	1.004	.293
I always got guidance from the assessors on teaching methods	275	1.00	5.00	3.9709	1.22589	-1.477	.147	1.307	.293
The assessor provided me with opportunity to reflect on my teaching	275	1.00	5.00	3.2800	1.52526	-.525	.147	-1.263	.293
The role played by the supervisors was not satisfactory	275	1.00	5.00	2.0182	1.14450	-1.698	.147	2.212	.293

I found it difficult to manage my class during assessment	275	1.00	5.00	3.1709	.81717	-2.265	.147	7.445	.293
Class management was easy during assessment	275	3.00	5.00	3.7164	.53993	-1.769	.147	2.222	.293
The assessment helped me to improve my teaching methods	275	1.00	5.00	4.8945	1.13334	-1.731	.147	2.272	.293
The assessment discouraged me from being keen on teaching effectiveness	275	1.00	5.00	4.2218	1.25487	-1.855	.147	2.241	.293
I was given appropriate support during assessment by the supervisors	275	1.00	5.00	4.4873	1.10193	-2.506	.147	5.241	.293
I enjoyed the assessment period	275	1.00	5.00	4.3564	1.14158	-2.111	.147	3.506	.293
Most often I was tensed when supervisors came around.	275	1.00	5.00	3.6073	.92725	-2.821	.147	7.707	.293
There was poor attitude of some of the supervisors towards me	275	3.00	5.00	2.1527	.58443	-.034	.147	-.223	.293
Some supervisors failed to commend me for lesson well taught but only dwelled on my mistakes.	275	1.00	5.00	1.3091	1.32732	-1.790	.147	1.704	.293

I understood the comments written by my supervisors.	275	1.00	5.00	2.7600	1.13369	-1.455	.147	1.474	.293
I encountered situation of conflicting comments by the supervisors	275	1.00	5.00	2.4255	1.16083	-2.123	.147	3.398	.293
I had difficulty reading the hand writing of my supervisors	275	1.00	5.00	1.0473	1.35946	-1.298	.147	.344	.293
Some supervisors did not supervise all the stages of the lesson	275	1.00	5.00	2.3636	.96968	-1.945	.147	3.930	.293
I did not get the required number of supervisions during my teaching practice	275	1.00	5.00	2.3818	1.28851	-1.979	.147	2.393	.293
Valid N (listwise)	275								

Appendix IX: Research Permit

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This is to Certify that Ms., FLORAH KHAHUDU BURUDI of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Baringo, Westpokot on the topic: STUDENT TEACHERS' PERCEPTION OF TEACHING PRACTICE AND ITS INFLUENCE ON THEIR ATTITUDE TOWARDS THE TEACHING PROFESSION IN NORTH RIFT REGION, KENYA for the period ending : 19/January/2022.	
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