



THE STUDENT TEACHERS' PERCEPTION OF TEACHING PRACTICE AMONG MALE AND FEMALE STUDENT TEACHERS IN NORTH RIFT REGION OF KENYA

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ABSTRACT

This study investigated the difference in attitudes towards the teaching profession male and female teachers under training in North Rift region, Kenya. The study was guided by and Wenger and Functionalist theory of attitudes (FAT) proposed by Daniel Katz. The study was an empirical research based on Mixed Methods research design comprising Ex post facto and Descriptive survey designs. The study population consisted of 1000 student teachers, 85 lecturers, 380 mentors (cooperating teachers) and 66 head teachers, and 2 County Directors of Education. The study sample was 30% of the study population; Purposive sampling was used to select 26 lecturers and 20 head teachers, simple random sampling to select 114 mentors (cooperating teachers) and 300 student teachers who then were stratified into categories of school based and regular programmes while Census sampling was used to select 2 County Directors of Education. Split half method was employed to establish the reliability of the instruments. A pilot study was conducted covering 10% of the target population which was excluded from the final study. Content validity was established by availing the instruments to experts in the area from the Department of Educational psychology. From the results, the Chi square value (χ), was 32.096 at $p=0.005$, which is less than 0.05, implied that there was an association of attitude towards teaching profession and gender of the students. The study therefore concluded that the gender of students affect their attitude towards teaching profession. The study carried out ANOVA test to establish if there is any relationship between attitude towards teaching profession and gender of students. From the results, the F-statistics was recorded as 112.922 at $p=0.007$, at 95% confidence level, implied the model fitted between the attitude towards teaching profession and the gender of students. The study therefore rejected the null hypothesis and concluded that attitude towards teaching profession is affected by the gender of students. The findings of this study would add to the existing knowledge base in the area of teacher education that may benefit the Ministry of Education and other interested parties.

KEY WORDS: Student teacher's attitudes, teaching program, North Rift Region, Kenya

INTRODUCTION

Successful teaching practice exercise depends on the preparation and management of resources and adequate utilization of instructional strategies. Adequately prepared teacher trainees facilitate the learning process of learners for acquisition of professional competency. Teaching practice exercise begins with mapping of teaching practice schools, followed by briefing, gathering teaching practice materials and identification of assessment techniques. However this area of teaching practice is not done adequately taken care of in teacher training institutions in Kenya. If combined with failure in identifying appropriate teaching practice schools, inadequate resources and inefficient class management skills, teaching practice may result in detrimental instructional organization with little concern over learners' needs. (Odundo, Ganira and Ngaruiya, 2018).

Student teachers enter the initial teacher training programme with already established

beliefs and value systems. Their perception of teacher and teaching profession can play a significant role in developing competencies to be an adept teacher (Orissa, 2011). Therefore, the relevance of teaching practice exercise in the training of would be teacher is important. However, the perception of the student teachers about this important exercise in their training seems not to be impressive. It is important for prospective teachers to be engaged with hands on experiences that can challenge their interest and curiosity about teaching. According to Ogunojemite (2010) the importance of teacher education is to provide functional education and training for the learners within and outside the school settings. It is the training outside the school that is referred to as teaching practice. However, the two aspects – students' perceptions of teaching practice and teachers' attitudes towards their job are closely connected (Egwu, 2015).

Teaching practice is a component of being trained to teach in teacher education, which provides



a transition from theory to real teaching contexts (Saban & Cocklar, 2013). The aim of teaching practice therefore, according to Altintas and Gorgen (2014), is to ensure that pre-service teachers are well prepared for the teaching profession. Teaching practice denotes the preparation of student teachers for teaching by practical training. Much as professional preparation on the part of the educators is crucial in developing competent teachers, the attitude of the students towards adequately preparing themselves ready for the tasks ahead is important. The students must be prepared for teaching practice exercise which is a major aspect of their professional training. They need to submit themselves for the training and guidance of their educators and also personally prepare to undertake the exercise.

STATEMENT OF THE PROBLEM

Teaching practice is an integral component of teacher training in Kenyan teacher training colleges. Teaching practice in primary teacher training colleges is organized by the department of teaching practice and is mandatory for all student teachers. Teacher trainees always proceed for teaching practice for a total of three hundred and sixty hours (360hrs), divided into three sessions, each session running for a period of one hundred and twenty hours (120). It is during this period that the student teacher gets to translate the skills and theory learnt into reality through actual classroom teaching. Teaching practice gives students teachers an opportunity to interact with the actual teaching and learning environment.

North Rift region is predominantly volatile in terms of security which poses a lot of challenges to student teachers during teaching practice. This area is also designated as a hardship area due to the semi-arid (ASAL) climatic conditions. 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. For instance, hundreds of teachers were forced out of their working stations, and others were killed in Baringo ("Teachers killed in Baringo", 2017). Furthermore, some student teachers have occasionally been forced to transfer from one school to another during teaching practice in order to complete their teaching practice due to insecurity. This is believed to be a set back to their progress and performance in teaching practice. There is also little research to the researchers' knowledge that has been undertaken on student teachers' perception of teaching practice and its influence on the teaching profession in the selected counties of the North Rift region. Therefore, it is against this background that a study to determine the student teachers' perception of

teaching practice was conducted in Baringo and West Pokot Counties.

PURPOSE OF THE STUDY

This study is designed to determine the student teachers' perception of teaching practice among male and female students in North Rift Region of Kenya.

HYPOTHESIS OF THE STUDY

The following null hypotheses guided the study:

Ho1: There is no difference of attitude towards the teaching profession among male and female student teachers.

LITERATURE REVIEW

This study was guided by Functionalist theory of Attitudes (FAT) proposed by Daniel Katz (1960). Functionalist theory of attitudes (FAT) was proposed by Daniel Katz (1960). Katz takes the view that attitudes are determined by the functions they serve for us. People hold given attitudes because these attitudes help them achieve their basic goals. Therefore, the accuracy of an attitude is not as important as its function. Within FAT, attitudes are considered qualitative variables in relation to the function that they serve. That is, attitudes are the independent variable of a set function (utilitarian, social-adjustive, etc.), which influence both cognition and behavior (dependent variables). Researchers posited that people develop attitudes to serve their goals, and that although any particular attitude might serve multiple functions, it would generally serve one more than the others (Katz, 1960; Smith, Bruner, & White, 1956). They postulated that, despite two people having an attitude with the same valence, each person's attitude might serve a different function. While different attitudes serve different psychological functions, it is imperative to note that they are not mutually exclusive of one another as similar attitudes may be developed for different reasons by different people; it is the aim of FAT to understand why these attitudes develop to better understand how to influence them (Harris & Toledo, 1997).

Katz distinguishes different types of psychological functions that attitudes meet. These include; Instrumental/ utilitarian, social-adjustive, value-expressive, ego-defensive, and knowledge. The first function is Instrumental/utilitarian. According to Katz, we develop favourable attitudes towards things that aid or reward us. We want to maximize rewards and minimize penalties. Katz says we develop attitudes that help us meet this goal. We are more likely to change our attitudes if doing so allows us to fulfill our goals or avoid undesirable consequences.

The second function is Social-adjustive. These are those functions which regulate relationships and enable individuals to climb the social ladder through



outward displays of status which are theorized to make the individual more attractive or popular in the eyes of valued groups. An individual with a social-adjustive attitude is concerned with status, popularity, and how they are viewed by others and will seek objects that assist in developing their desired social image (Carpenter et al., 2013).

Value-expressive is the third function that attitudes meet. Express basic values reinforce self-image. One's self-image will therefore cultivate attitudes that we believe indicate such a core value. Value-expressive attitudes are perhaps the most difficult to conceptualize and affect, value-expressive functions assist in the outward expression of innate values. Some attitudes are meaningful to a person because they articulate beliefs that are intrinsic to that person's self-concept (i.e. their ideas about who they are). The attitude is, consequently, "part of who they are" and the expression of that attitude communicates important things about that person to others (Carpenter et al., 2013). Hullett (2002) used value-relevance as an indication of the perceived utility of an attitude to achieve a desired end-state. It is a direct measure of the relationship between a value and an attitude, rather than a measure of the expression of attitudes that are linked to personal values. Concentrating on value-expressive communication of an attitude rather than value-relevance allows communication behavior to take center stage in considering the relationship between values, attitudes, and behaviors (Carpenter et al., 2013). Value-expressive attitudes serve no direct outward purpose, and can be best understood as existing to satisfy an individual's need to feel unique and true-to-self. Individuals with value-expressive attitudes are not concerned with much other than being true to themselves (Carpenter et al., 2013).

The fourth function is that of knowledge. It aids individuals in comprehending the world around them. Individuals with a knowledge attitude seek to understand occurrences out of the desire to know, not because it is immediately relevant to their needs, but because they simply want to understand (Carpenter et al., 2013). Attitudes that serve a knowledge function

help people gain greater understanding of the structure and operation of their world (Katz, 1960). Other scholars propose that the knowledge function drives attitudes that serve for no purpose other than learning about the world as an end in itself, predicated on a basic need to know. (Locander & Spivey, 1978). Attitudes provide standards that bring order and clarity to human life.

Attitudes that serve a knowledge function help people gain greater understanding of the structure and operation of their world (Katz, 1960). The fifth function is Ego-defensive. Some attitudes serve to protect us from acknowledging basic truths about ourselves or the harsh realities of life. They serve as defense mechanisms. For example; those with feelings of inferiority may develop attitude of superiority. Ego-defensive functions help to preserve one's self-esteem. An ego-defensive function, in which one's attitude is held to protect oneself from threatening or undesirable truths (Bazzini & Shaffer 1995) Threats to self-esteem can include personal failings or poor behavior. Katz (1960), Shavitt and Nelson (2002) posit that ego-defensive attitudes aid in self-esteem maintenance through multiple processes.

While FAT predicted influence through functional matching, Lavine and Snyder (1996) posited that the matching effect could be attributed to biased processing of messages that are functionally linked, with individuals processing functionally-matched messages peripherally (ELM) or heuristically (HSM). However, research based on the ELM has provided mixed results and many studies have failed in their attempts to replicate original results and thus theories other than ELM are necessary to understand the function matching phenomenon (Carpenter et al., 2013).

CONCEPTUAL FRAMEWORK

Figure 1.1 shows the interaction between perception of teaching practice and attitudes towards teaching profession

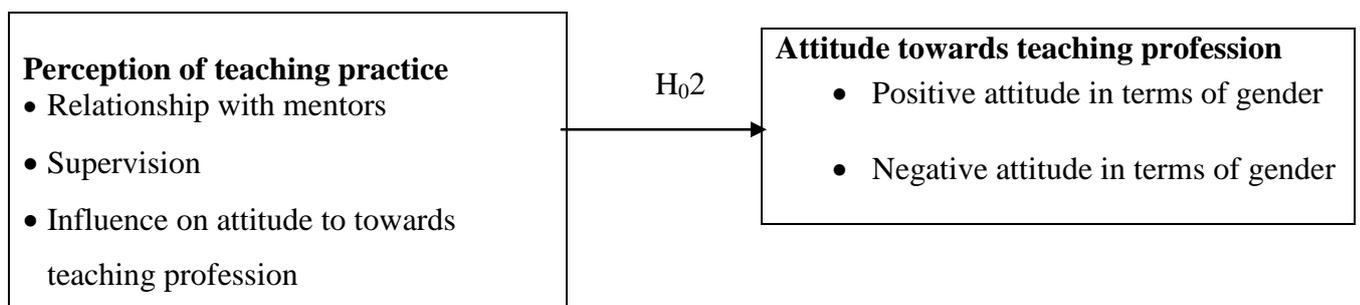


Figure 1.1: Conceptual Framework

Source: Researcher's own conceptualization (2021)



EMPIRICAL LITERATURE

Trungand Dung, (2020) conducted a study in Vietnam, on a collaborative model between teachers, student teachers and lecturers during the mathematics pedagogical practicum in Ho Chi Minh City University of education. In this study, observation was used to collect data from student teachers during teaching practice in high schools. Data were analysed using supervisors' reports. The results showed that, there was an improvement in the level of involvement of lecturers as supervisors in this collaborative model. Unlike this study which was conducted among mathematics student teachers at the university during their teaching practice in high schools, the current study was conducted among student teachers in primary teacher training colleges during their teaching practice in primary schools. Questionnaire, interview, focus Group Discussion and document analysis will be used to collect data. While supervisors' reports were used to analyse data in this study, the current study will employ both qualitative and quantitative data analysis where descriptive and inferential statistics will be used.

Tore (2020) evaluated the teaching practice course in the Psychological Counseling and Guidance (PCG) department by students, professors and practice teachers in Turkey. The study adopted a qualitative research design in which respondents consisted of seven students, five professors and five practice teachers from 3 different schools and 3 different universities in İstanbul. Data were analyzed using content analysis. The findings of this study showed that communication and collaboration between professors and student teachers were low. The current study will adopt a mixed methods research design and will be conducted in two primary teacher training colleges. Respondents included 300 student teachers, 26 lecturers and 114 mentors. Data was analyzed using descriptive and inferential statistics.

Retnawati, Sulistyarningsih and Yin (2018), studied students' development in teaching practice experience of mathematics education students in Indonesia and Malaysia .This was a qualitative research with a type of phenomenology. An open questionnaire was used to collect data from 23 teaching practice students while Bogdan & Biklen approach was used to analyse data. Results revealed that ability of students in conducting teaching practice was good but there was need to improve on classroom management. Problems were revealed in areas of learning instructions, time allocations, facilities, coordination, school policy and culture.

Retnawati et.al (2018) adopted phenomenological-qualitative research paradigm while the present study will adopt a mixed methods research design. In this study, an open-ended questionnaire was used to collect data. The current

study used both open and closed-ended questionnaires, interview schedules, focus group discussion and content analysis to collect data which was analysed using Analysis of Variance, Regression and descriptive statistics. Furthermore, while Retnawati et.al (2018), assessed students' development in teaching practice experience; the current study investigated the student teachers' perception of teaching practice and its influence on their attitude towards the teaching profession.

In another study by Kildan, Ibret, Pektas, Aydinsozu, Incikabi and Recepoglu, (2013) in Turkey, the focus was on 58 teacher trainees who were new in the teaching profession. The study was an evaluation of the teacher trainees on the process of teacher training. The findings revealed that the teacher trainees felt insufficient especially related to curriculum and content knowledge and that teaching practice and school experience courses do not adequately contribute to their profession (Oguz et al., 2013). Unlike the study by Kildan, et.al (2013), which focused on the process of teacher training in Turkey, the current study focused on teaching practice in Kenya. In this study, 58 student trainees were the respondents while in the current study 462 respondents participated. These included; student trainees, lecturers, mentors and head teachers.

RESEARCH METHODOLOGY

Research Design

The study adopted a non-experimental research design. It was an empirical research based on Mixed Methods Research Design. This design was preferred on the grounds that it combines quantitative and qualitative approaches by including both quantitative and qualitative data in a single research study (Gay, Mills, and Airasian, 2009).Creswell and Plano Clark (2011) define mixed methods research as those studies that include at least one quantitative strand and one qualitative strand. The strand involves; a research questions, data collection, analysis and interpretation of results.

The current study applied an interactive level of interaction whereby, the two methods were mixed at different points in the process of research prior to the final interpretation of the results. According to Creswell and Clark, (2011), mixing is the intentional integration of the study's quantitative and qualitative strands. This can be done during interpretation, data analysis, data collection or at the level of research design. In this study mixing was at the level of the research design. This means that, mixing occurred during the larger design stage of the research process where, quantitative and qualitative methods are intertwined throughout the study. This design was appropriate for this study because; one data source is insufficient, qualitative data provides a deep examination of a phenomenon of interest, but only



with respect to a handful of participants. On the contrary, quantitative data involves a bigger sample and provides in-depth information.

Furthermore, contradictory findings from the two forms of data can be discovered. Therefore, depth as well as breadth is provided for by using both types of data in a single research study.

Study Population

Northern Rift Valley region has four public primary teacher training colleges namely; Moi Teachers Training College, Tambach Teachers Training College, Mosoriot Teachers Training College, and Chesta Teachers training college. Moi teachers training college and Chesta teachers training college were used in this study. The respondents used in this study were drawn from a total population of 1533 comprising of lecturers from the selected teacher training colleges, primary school head teachers, mentors (cooperating teachers) from the teaching practice schools, student teachers in the selected colleges in Baringo and West Pokot Counties. The two colleges (Moi-Baringo and Chesta teachers training colleges) used for this study, had, School Based as well as regular teacher training programmes. The respondents included; twenty six (26) lecturers, twenty (20) primary school head teachers, one hundred and fourteen (114) mentors (cooperating teachers), three hundred (300) second year School Based (SB) and regular teacher trainees.

Sampling Techniques

Simple random sampling was used to select respondents for the study. Student teachers and mentors (cooperating teachers) were randomly selected. This technique was preferred because it ensures that each member or element of the target population has an equal and independent chance of being included in the sample. It also allows generalizability to a larger population and the use of inferential statistics because statistical indices calculated on the sample can be evaluated to determine the degree to which they accurately represent the population parameter.

Stratified sampling technique was used to select samples according to students' level of training, programme of study and gender. However, respondents from each stratum were randomly picked. This is a more expedient method of randomly selecting participants than if a researcher was to rely solely on simple random sampling (Mertler, 2018). Purposive sampling technique was used to select, Lecturers and Head teachers of primary schools. Setia, (2016) notes that purposive sampling is often used in qualitative studies involving focus groups where participants are chosen on the basis of who can give information on specific subjects. It was relevant in the present study because it allows specific cases

of respondents to be handpicked because they are informative or they possess the required characteristics. The lecturers and head teachers were included in the study because of their experience in curriculum issues. They form the body which plans, designs, develops, implements and evaluates the curriculum. Furthermore, they act as supervisors to student teachers during teaching practice. Sample distribution is shown in Table 3.1.

Selection of colleges for this study was based on several factors. First, the teachers' college must be located in North Rift region, secondly, it must be public, and third, it must have had a School Based programme for at least three years. The primary schools selected should be public, be located within North Rift region, specifically in Baringo and West Pokot counties and the schools should be among those used for teaching practice purposes.

Sample size

Gay (2009) recognizes a sample of between 10-30% of the total population as appropriate in social sciences. A sample of 462 participants will be drawn from a population of primary teachers training colleges located in North Rift region representing 30% of the total population of 1533. Basing on the distribution of public primary teacher training colleges in the region, two (2) colleges representing 30% sample size of the population will be selected as units for the study. These two colleges are located in the volatile area of north rift region that is; Moi teachers training college in Baringo and Chesta teachers training college in West Pokot Counties. The selected colleges also have School Based programmes which have existed for at least three years. In line with this, 300 student teachers and 114 mentors (cooperating teachers) representing 30% of the total population of 1000 second year student teachers and 380 mentors (cooperating teachers) from teaching practice primary schools in Baringo and West Pokot Counties were selected using simple random sampling respectively. This gave all members an equal chance to be selected (Coolican, 2014).

Stratified sampling technique was used to select samples according to students' category that is; programme of study and gender and location of teaching practice school. This included School Based and Regular programme students; male and female students respectively. However, respondents from each stratum were randomly picked. Using purposive sampling technique: Stakeholders, including; twenty six (26) lecturers and twenty (20) primary school Head teachers were selected. Finally, Census sampling was used to select 2 County Directors of Education, one from Baringo County and one from West Pokot County.



Table 3.1: Sample Distribution

Category of participants	Population (N)	Sample size (n)	Percentage (%)	Sampling Techniques
Student teachers	1000	300	30	Simple random
Lecturers	85	26	30	Purposive
Assistant Teachers	380	114	30	Simple random
Head teachers	66	20	30	Purposive
C.D.E.	2	2	100	Census
Total	1533	462	30%	

Source: Researcher, 2020

Data Collection Instruments

Selection of research tools is guided by the nature of data to be collected, the time available as well as by the objectives of the study. The overall aim of this study was to investigate the student teachers’ perception of teaching practice and its influence on their attitude towards the teaching profession. The study used triangulation method of data collection which involves more than one instrument to collect data. According to Edwards, (2010) no single method of collecting data is perfect; therefore using more than one method is recommended. Data for this study was collected using a variety of data collection instruments to achieve the objectives. These are; questionnaires, interview schedules, focus group discussion guide (FGD), and content analysis schedule.

Data Analysis

Both qualitative and quantitative data analyses were done. This is based on the fact that, the study employed mixed methods research design, therefore; both qualitative and quantitative data was collected. Analysis of the data was based on the objective of the study.

STUDY RESULTS

Distribution of Respondents by Gender

Gender of the head teachers and assistant teachers was identified to establish whether gender had any influence on student teachers’ perception of teaching practice and its influence on their attitude towards the teaching profession. The response on distribution of respondents by gender was as shown in Table 4.2.

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
Assistant Teachers	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

The results in Table 4.2, 52.7 percent of student teachers who participated in the study were male while the remaining 47.3 were female. The results further shows that out of 103 respondents who participated in the study 47.6 percent of assistant teachers were male while 52.4 percent were female. Separately, 75 percent of head teachers were male while the remaining 25 percent were female. This

finding goes against gender parity as articulated in Kenyan constitution, (2010). This could be attributed by the fact that majority of girls are admitted to teacher training colleges than boys. In addition, from the head teacher analysis, the study attributed a high percentage of male head teachers than female to the fact that leadership in primary school is still perceived to be men’s’ role. Despite the discrepancy



in gender, the representation of both gender is adequate for further analysis.

Descriptive statistics of Perception of Respondents on teaching practice

The study established the mean and standard deviation values of statements regarding perception of teaching practice amongst the respondents all the students who participated in the research. Respondents were asked to respond to various

statements by ticking (√) in the blank spaces provided, the extent to which they agree with the statements provided. The respondents were to agree with some of the statements made and disagree with others of the five choices offered, depending on their true feelings. There were five possible responses: Strongly agree (SA), A (Agree), Undecided (UD), Disagree (D) and Strongly Disagree (SD). Summary of the findings regarding respondent’s perception of teaching practice is as presented in Table 4.3

Table 4.3 Descriptive Statistics

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

The results in Table 4.3 show that student teachers perception on teaching practice had a composite mean of 4.0489 with standard deviation of 1.1664, composite mean of assistant teachers perception on teaching practice was 4.1445 with standard deviation of 1.18 while head teachers perceptions perception on teaching practice scored a composite mean of 3.4513 with standard deviation of 1.4213. From the descriptive statistics, student teachers were in agreement with all the statements regarding perception on teaching practice given the composite mean of 4.0489, with standard deviation of 1.1664. On the Likert scale the composite mean was near 4 which was representing agree (A). The composite mean of assistant teacher’s perception on teaching practice was 4.1445, with a standard deviation of 1.18 mean they were in agreement with the said statements. In addition, the composite mean of head teacher’s perception of teaching practice had

a composite mean of 3.4513, with a standard deviation of 1.4213 meant they were undecided given that the value of composite mean was between 3 (Undecided) and 4 (Agree) on the Likert scale.

INFERENCE STATISTICS

Hypotheses Testing

The following null hypothesis guided the study; Ho1: There is no difference of attitude towards the teaching profession among male and female student teachers,

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The study further established if attitude towards teaching profession was affected by the gender of the students. Chi square test was run and the findings were as summarized in Table 4.4.

Table 4.1 Chi square Test Attitude towards Teaching Profession 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.

From the results in Table 4.4, the Chi square value (χ), was 32.096 at p=0.005, which is less than 0.05, implied that there was an association of attitude towards teaching profession and gender of the students. The study therefore concluded that the

gender of students affect their attitude towards teaching profession.

The study further carried out ANOVA test to establish if there is any relationship between attitude towards teaching profession and gender of students. Summary of the results were as shown in Table 4.5



Table 4.5 ANOVA Test between Attitude towards Teaching Profession and Gender

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

a. Dependent Variable: Attitude
b. Predictors: (Constant), Gender

From the results in Table 4.5, the F-statistics was recorded as 112.922 at p=0.007, at 95% confidence level, implied the model fitted between the attitude towards teaching profession and the gender of students.

The study therefore rejected the null hypothesis and concluded that attitude towards teaching profession is affected by the gender of students.

The interview schedule carried out on County directors of education portrayed the following scenario;

“It all depends with the students. Sometimes in the course of our duties, we find male students preferring to do other professional work other than teaching. The case of female students is different. They are comfortable when it comes to interacting with students in class at any level of teaching. So it’s true, gender plays a key role in selection of teaching profession”

SUMMARY OF THE FINDINGS

The study set out the following null hypothesis;

Ho1: There is no difference of attitude towards the teaching profession among male and female student teachers.

The study further established whether attitude towards teaching profession was affected by the gender of the students. From the results, the Chi square value (χ) was 32.096 at p=0.005, which is less than 0.05, implied that there was an association of attitude towards teaching profession and gender of the students. The study therefore concluded that the gender of students affect their attitude towards teaching profession.

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CONCLUSION

Gender of student teachers affects their attitude towards teaching practice. The study established that female students have a more positive attitude towards teaching profession as opposite to their male counterpart.

RECOMMENDATION

The following recommendations were made from the research study; mentors need to encourage student teachers on teaching practice. This will enhance their attitude towards teaching profession.

SUGGESTIONS FOR FURTHER RESEARCH

The following were suggestions for further research;

1. The study was carried out in primary teacher training colleges in North Rift region. Further studies are encouraged to cover other counties to check whether the findings are consistent.
2. Further studies are encouraged to cover both public and private colleges and compare the findings with the current research.
3. The research was restricted to education sector. Further studies are encouraged to have other sectors and compare the findings.
4. Further studies are encouraged to establish the moderating influence of organizational factors on the relationship between perception and teaching profession.

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