...HAT DETERMINE THE CHOICE OF TEACHING

...Y STUDENT TEACHERS IN MOI UNIVERSITY,

ELDORET, KENYA.

BY

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A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION DEPARTMENT
OF CURRICULUM, INSTRUCTION AND EDUCATIONAL MEDIA IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF A MASTER OF PHILOSOPHY DEGREE
IN CURRICULUM STUDIES.

MOI UNIVERSITY.

NOVEMBER, 2015

ARATION AND APPROVAL

Declaration by the candidate

This Thesis is my original work and has not been presented for a degree in this or any other university. No part of this thesis may be re-produced without prior permission of the author and/ or Moi University.

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DEDICATION

To my mum Jane, my husband Eliud and my children, Diana, Dennis, Daisy and Darius,

thanks for your support and encouragement

ABSTRACT

The purpose of this study was to analyze the factors that determine the choice of teaching practice schools by student teachers. The study was guided by the following research objectives, to find out the ways in which facilities and resources in the schools influence choice of teaching practice schools by the student teachers, to determine the peer influence on choice of teaching practice schools, to establish the influence of the school`s academic performance on choice of teaching practice schools, and to assess the influence of parents on choice of teaching practice schools by the student teachers. The theoretical framework used was based on Trait factor theory developed by Holland (1971) and whose application was proposed by Igbinedion (2011). His theory model centered on how individuals with given personality characteristics are likely to react in work environments that are congruent with their characteristics. According to the theory, people search for an environment that will allow them to exercise their skills and abilities, and to express their attitudes and values. The study adopted a survey design of descriptive nature. It targeted 1361 fourth year Bachelor of Education students from Moi university main campus, Eldoret west campus, Kitale campus, Kericho campus and Odera Akango campus. Zonal supervisors also participated in the study. Student teachers were stratified into their respective campuses then proportionate random sampling was used to select 15% of the target population from each campus. Zonal supervisors were purposively selected. 240 student teachers and 6 zonal supervisors participated in the study. Questionnaires and interview schedule were used as data collection instruments. Questionnaires were administered to student teachers while zonal supervisors were interviewed. Data was analyzed using qualitative descriptive statistical technique, specifically frequency tables and percentages. Bar graphs and pie charts were used to analyze biographical data. Data collected was coded by use of Statistical package for social sciences (SPSS) program. The study revealed that facilities and resources, peers, schoolsø academic performance and parents influenced choice of teaching practice schools. Based on the findings of this study, it is recommended that the schools used for teaching practice be vetted to ensure that only those schools that provide a conducive and supportive environment to student teachers are used. Secondly, student teachers need to understand that peers may influence their professional development either positively or negatively. Thirdly, given the fact that learners are of different academic abilities, student teachers should be ready to meet the unique needs of each individual learner. Student teachers should therefore be prepared, in readiness to teach in high performing schools, average performing schools or the low performing schools. Lastly, student teachers should be encouraged to practice in different parts of the country, not necessarily near their homes. This is to allow for exposure and also to prepare them so that they can serve in any region within the country ones employed. It is also suggested that, further research be carried out in other universities and colleges on the factors that determine choice of teaching practice schools. Secondly, research to be carried out on the challenges facing student teachers while on teaching practice. Lastly, research should be carried out on the factors that influence the professional development of student teachers during teaching practice.

ACKNOWLEDGEMENT

I feel obliged to express my gratitude to my supervisors; Dr. Anne Kisilu and Dr. Ahmed Osman for their contribution towards this thesis. Their encouragement, guidance and constructive criticism have helped me to develop this thesis.

Thanks to my colleagues; Joan and Hellen for their significant contributions. Thanks to all 4th year BED students and the zonal supervisors for their support and co-operation during data collection.

For my family I owe many thanks to them for their endurance and financial support. I will also not forget to thank Mrs Irene Koech for typing, formatting and printing this piece of work. With the humility and honour, I thank God for the good health, knowledge and grace that were sufficient during my study.

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BED   Bachelor of Education

BOG   Board of Governors

EFA   Education for All

HELB   Higher Education Loans Board

KCPE-   Kenya Certificate of primary education

KCSE   Kenya Certificate of Secondary Education

MDG   Millennium Development Goals

NCTE-   National Council of Teacher Education

PSSP   Privately Sponsored students Program

SPSS   Statistical Package for Social Sciences

ST   Student teacher

TP   Teaching Practice

TSC   Teachers Service Commission

ZS   Zonal Supervisor

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0   Introduction

This chapter provides the introduction to the study, specifically it discusses the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, assumptions, scope, limitations, theoretical framework, conceptual framework, definition of operational terms as well as the chapter summary.

1.1   Background of the study

Teacher- education is one of the crucial facets that influences the improvement and advancement of any educational system. Kafu (2003) states that, teacher education is an important component of education. It is ostensibly designed, developed and administered to produce school teachers for the established system of education. The aim of teacher education is to provide quality teachers who can facilitate the acquisition of knowledge, skills and attitudes by the learners.   The teacher is an essential facilitator in the implementation process of any curriculum. Shiundu and Omulando (1992:213) state:

> í .öthe one whose role is most important in seeing that the programs are successfully implemented is the teacher, who organizes learning experiences and manages the learning environment for the benefit of the pupils who must experience the curriculumö

The report from the Kenyan government in the sessional paper number 6 of 1988 stressed that there is urgent need to develop and promote teacher education program if the administration of education in the country is to succeed and national development is to be accelerated, (Republic of Kenya, 1988).

fore prepare teachers adequately for the achievement of the Millennium Development Goals (MDGS) and the educational goals of the Vision 2030. Quality teaching has a direct bearing and impact to Kenyaøs goals of development as espoused in the tenets of Education For All (EFA) and is instrumental in the realization of the MDGøs for industrialization by 2030, (Kenya Development Plan, 2008).

The Kenya Vision 2030 recognizes education and training within the social pillar (Republic of Kenya, 2007). Under education and training, Kenya will provide globally competitive quality education, training and research to her citizens for development and enhanced individual well being. The overall goal for 2012 is to reduce illiteracy by increasing access to education, improving transition rate from primary to secondary schools and raising the quality and relevance of education (Republic of Kenya, 2007). Teachers are thus an important component of education whose service are important in the realization of educational goals. To ensure that the educational goals of vision 2030 are realized within the stipulated time, teachers at all levels require effective and sufficient education to be able to adequately carry out their roles and responsibilities. Otiende (cited in Namunga & Otunga, 2012) acknowledge that trained teachers are vital for quality education.

Teacher education was introduced in Kenya in the mid nineteenth century by European Christian missionaries (Kafu, 2003). It was patterned on the Western European and Canadian established teacher education models of the early nineteenth century. According to Sifuna & Indire (cited in Kafu 2003), there was urgent need to establish teacher education at the time because of the unplanned , rapid expansion of the ÷missionø and ÷bushø schools. The establishment of the new schools led to a high demand for

to produce school teachers to relieve missionaries who were required to concentrate on missionary work. According to Shiundu & Omulando (1992) before independence graduates with general qualifications did a one year course leading to a post graduate certificate of education after which they were employed as graduate teachers. However, from 1964, a concurrent degree structure of Bachelor of Education degree was introduced, first at Makerere and later at Nairobi University. This concurrent program of teacher education was adopted later in all the public universities from the time of their inception. In this program both the professional courses and the academic courses are offered over the whole period of study for an undergraduate degree. The student teachers are also required to participate in the teaching practice because it is an important aspect in teacher preparation.

In Kenya, teaching practice has been equally given prominence as the core component of teacher education program. At independence the Kenya Education commission viewed teaching practice as a crucial exercise in a teacher training program and recommended that teachers colleges should conduct teaching practice for a duration of twelve weeks equivalent to one school term. The importance of teaching practice in the training of teachers in Kenya continued to gain strength as pointed out by subsequent committees, commission and working parties on education such as the national Committee on education, objectives and policies (Moi University, 1989). Out of these publicly instituted committees, the one which was most crucial and very elaborate on the important role of teaching practice was the committee on the review of graduate teacher education (Kasom, 2010). The committee pointed out that the role of the universities was to produce competent and well- trained teachers for the education. Student teachers to

...raining and experience in applying the teaching methods they have learnt at university.

During teaching practice, student teachers are posted to different schools. Posting is done by the zonal supervisors in the school of education by allocating student teachers to the schools they have already chosen. However, in most cases there is clustered number of student teachers in some schools while others are under staffed. Further some schools are completely not privileged to receive any student teachers yet it is in the schools that the student teachers develop various professional skills under the guidance of qualified teachers and the university supervisors, hence the importance of the placement schools.

The researcher looked at the factors that determine the choice of teaching practice schools by student teachers. The researcher will be looking at facilities and resources , peer influence, academic performance of the school, and parental influence as the factors that may determine choice of teaching practice schools. The factors stated play a role in the choice of a teaching practice school in a number of ways.

A school which is capable of providing adequate good quality teaching and learning resources and facilities is a suitable place for effective teaching practice. Fullan (1982) asserts that teachers want, need to benefit from tangible and upto date relevant materials in a real classroom situation such as better quality text books, teachers guides and equipment . Learning resources and facilities enhance and promote learning and support instruction.They are used to support the student teacher in delivering information and thus make learning easier, (Ayot and Wanga , 1987).

well designed, and well maintained school facilities have a direct and indirect impact on the teaching and learning process (Best, 2005).

Peer influence may also determine choice of teaching practice schools by student teachers. It may increase an individual's information about a particular school. Student teachers may seek information from their peers about the schools that are suitable for teaching practice, (Bernheim,1994).

Academic performance of a school may also determine choice of teaching practice schools. Research carried out by Shannon (2007) reveals that high performing schools tend to have a combination of characteristics such as supportive learning environment, effective good leadership and a clear and shared focus. Whereas low performing schools are characterized by low student achievement, inadequate teaching and learning resources and stress on the organization of the school, (Corallo and McDonald, 2002).

Student teachers may choose high performing schools because such schools in Kenya, are characterized by students of high academic abilities, motivated, ready to learn, and active in class (Aiyobei, 2000). Facilities and resources are also adequate in most of these schools. Teamwork among teachers is another feature which can be seen in high performing school. It is therefore true that high performing schools provide a conducive environment for teaching practice. According to Al Barwani (1997) the ecology of the school is considered as one of the most important factors to be considered when choosing a site for teaching practice. It may also be true that some student teachers choose low performing schools because the pupils in such schools are less challenging. Most of the low performing schools are characterized by students of low academic abilities who may

...s. It was also assumed that there is less work in low performing schools.

Parents may also influence student teachers during selection of schools for teaching practice. According to Jeynes (2007) parental involvement is widely accepted as essential to a student`s intellectual and emotional development as well as academic success. Parents are at the heart of the decision making process, (Jaggs,2012). Kathleen (2012) notes that some parents may want their children to practice in schools close to their homes. The reason being that it would be more convenient to them. She further gave the reason that schools further away will be costly in residence fees. It may also be true that parents may advice their children to choose schools near their home for convenience in terms of travelling, accommodation, food, among others. The study therefore investigated factors that determine the choice of schools for teaching practice by student teachers.

1.2   Statement of the Problem

The teaching practice is designed to smoothen the transition of student teachers in the teaching profession. At the same time the teaching practice assignment gives the teachers training institutions an opportunity to evaluate the students teaching capabilities. It is one of the most important components of the teacher training program. It is an opportunity for student teachers to put their theoretical studies into practice. The teaching practice exercise should help student teachers to integrate theory and practice. It is the responsibility of teacher education institutions to provide such learning experiences to student teachers that they may be able to identify, select, innovate and organize such learning experiences which may develop competence in the student teachers to teach the

the one hand and recreational activities and social useful production work on the other hand.

The fact that teaching practice is an important component of teacher training program, considerable attention must be given to make it more effective and fruitful. Keeping in view the importance of teaching practice, the study was designed to assess the factors that determined the choice of teaching practice schools by student teachers. According to the Moi University teaching practice guide (1990), student teachers are given the opportunity to select the schools of their wish where they should undertake their teaching practice. Sometimes, some schools receive overwhelming number of student teachers while others receive very few or none at all. From this scenario it is clear that there are factors that play a role during selection of schools for teaching practice. Student teachersø choice of TP schools raise questions about the factors that influence their choice and whether the schools have potential implications on the teacher education curriculum. Hence the researcher sought to find out in what ways the factors the student teachers consider when choosing TP schools enhance their professional development and growth.

1.3   Purpose of the study

The purpose of this study was to investigate the factors that determine the choice of teaching practice schools by student teachers in Moi University.

1.4   Objectives of the study

The objectives of the study were:

i.   To find out the ways in which facilities and resources in the schools influence choice of teaching practice schools by the student teachers.

influence on choice of teaching practice schools by the student teachers.

iii.   To establish the influence of school`s academic performance on choice of teaching practice schools by the student teachers.

iv.   To assess the influence of parents on choice of teaching practice schools by the student teachers.

1.5   Research Questions

The research questions were:

(i)   In what ways do facilities and resources in the schools influence the choice of teaching practice schools by the student teachers?

(ii)   In what ways do peers influence the choice of teaching practice schools by the student teachers?

(iii)   How does the schooløs academic performance influence the choice of teaching practice schools by the student teachers?

(iv)   In what ways do parents influence the choice of teaching practice schools by the student teachers?

1.6 Significance of the Study

It was expected that the findings of this study would be useful to education stakeholdersø fraternity in establishing the factors that determine the choice of schools for teaching practice. This is geared towards improving facilities and resources within the schools to suit the needs of the students and make the environment conducive for the teaching practice students.

study would be significant to the administrators and the policy makers by way of utilizing the findings to identify the shortcomings within the schools that may hinder the student teachers` professional development during teaching practice.

1.7   Justification of the Study

This study focused on the factors that determine the selection of schools for teaching practice by student teachers in Moi University. These included: facilities and resources, peer influence, schools` academic performance, and parental influence. The study was conducted in Moi University, Eldoret and the required information was obtained from the zonal supervisors and   student teachers. This area was chosen for study because from the review of literature, limited research has been done on teacher education although it is an important component in the education system. Secondly, there is no known research which has been conducted at Moi University concerning the factors that determine the choice of teaching practice schools.

1.8   Scope and Limitations of the Study

This study was confined to Moi University main campus, Eldoret west campus, Kitale campus, Kericho campus and Odera Akango campus. The study was limited to fourth year Bachelor of Education students. This group of students were targeted in the study because they had participated in teaching practice for a period of three months.

There are many other factors that influence choice of teaching practice schools but the researcher specifically looked into the influence of learning resources and facilities, peer influence, schools` academic performance, and parental influence. As such any other

f teaching practice schools by the student teachers and which was not part of the defined parameters of study was deemed out of scope.

1.9 Assumptions of the Study

In this study the researcher made the following assumptions: That the respondents would be willing to participate in the study, and that they would be truthful and would provide reliable responses. It was also hoped that relevant and updated records on the teaching practice students from Moi University would be found. Care was taken to explain to them the purpose of the study. They were also assured that the responses would be treated with confidentiality.

1.10   Theoretical Framework

This study was guided by Trait- factor theory developed by Holland (1971) and whose application was proposed by Igbinedion (2011). His theory model centered on how individuals with given personality characteristics are likely to react in work environments that are congruent with their characteristics., Holland's major view point was that a person's choice of an environment was an expression of his personality and that interest inventories were expression of personality and their preferred work environments. According to the theory, people would search for an environment that would allow them to exercise their skills and abilities, express their attitudes and values and to take agreeable problems and avoid those found to be disagreeable. It also stated that a person's behaviour is determined by an interaction between his personality and the characteristics of his environment. One of the most significant of Holland-s tenets is that satisfaction, stability and achievement dependent upon the congruence between one's personality and the environment which is composed largely of other people.

...and's trait factory theory held that student teachers with given personality characteristics are likely to react in the learning environment that is congruent with their characteristics. A student teachers' choice of a TP school is an expression of his personality and that the factors within a school, home, and institutions can strongly influence his interest for the school. In the study, the factors within the school that may influence choice of teaching practice schools are availability of resources and facilities, and the school's academic performance. The factor within the home is the influence of parents on the choice of teaching practice schools. The opinion from parents may also have some influence in the student teachers interest for the school. Within the institution are peers who can strongly influence the student teachers interest for the school. The interest of the student teacher would enable him to choose the most preferred teaching practice school. That is the teaching practice school that would enable him or her to grow professionally. In the study learning resources and facilities, peer influence, academic performance of a school and parental influence determine choice of teaching practice schools. The Holland's trait factor theory therefore formed the theoretical framework for the study on the factors that determine the choice of TP schools by the student teachers.

1.11   Conceptual framework

This is a scheme of concepts or variables which the researcher operationalized in order to achieve set objectives. It is a schematic or a diagrammatic presentation to the theory. The theory is presented as a model where research variables and the relationship between them are translated into a visual picture to illustrate the interconnection between the independent and dependent variables, (Oso & Onen, 2005).

...ined conceptual framework as a visual or written product, one that explains either graphically or in narrative form, the main things to be studied, the key factors, concepts or variables, and the presumed relationships among them.

Independent variables
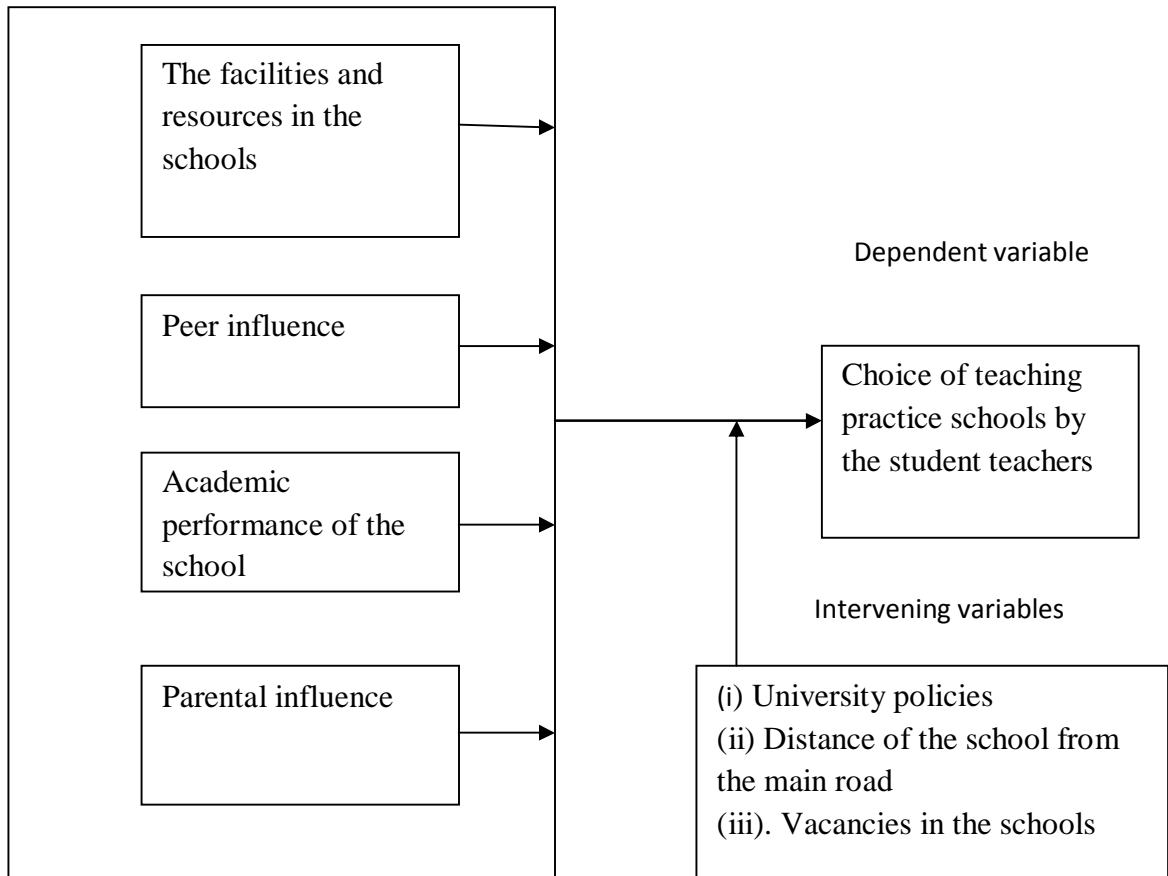
Figure 1.1: Conceptual Framework

Figure 1.1 shows the interplay of the independent and dependent variables with the assumption that the dependent variable is influenced by the independent variables. The independent variables consisted of resources and facilities, peer influence, academic performance of the school and parental influence. The dependent variable was the choice of teaching practice schools. The framework postulated that resources and facilities, peer

...ce of the school and parental influence determine choice of teaching practice schools by student teachers .In the framework, the intervening variables are the university policies, distance of the school from the main road, and the vacancies in the schools.

1.12   Definition of operational terms

Facilities and resources- refer to any material which will facilitate the teaching and learning process in a teaching practice school and of which the type, quality, and quantity may influence choice of teaching practice school by the student teachers.

Academic performance of a school- this is the outcome of education. The extent to which an institution has achieved their educational goals. It is also known as academic achievement. In Kenyan schools, it is measured by examinations. In the study, the national examinations were used to measure the performance of a school.

Determinant factors - refer to the capacity or power of persons or things to be a compelling force on or produce effects on the actions, opinions, or behaviour.

Parental Influence- This is defined as any opinion, attitude, or action from parents that influenced choice of teaching practice schools by the student teachers.

es birth to, or nurtures and raises a child. He or she is a caretaker of the child. In the study, it refers to the student teachersø parents who may have had some influence on choice of teaching practice schools.

Peer influence-this is pressure either planned or unplanned, exerted by peers to influence personal behavior. In the study it influenced choice of teaching practice schools by the student teachers.

Peers-these are individuals that are of equal standing with one another. They belong to the same societal group especially based on age, grade, or status .In the study, peers were the college or course mates who had some influence on the choice of teaching practice schools by the student teachers.

Students- Refer to the learners in the teaching practice schools who interacted with the student teacher.

Selected factors-these are selected elements contributing to a particular result or situation. In the study, they were facilities and resources, peers, schooløs academic performance, and parents.

Student teachers- refer to fourth year Bachelor of Education students from Moi University who participated in the study.

the policies, and procedures designed to equip student teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the classroom and the school.

Teaching practice schools-these are schools where student teachers went for their internship or field experience.

Teaching practice- refers to a period of guided teaching during which the student teachers take increasing responsibility for the teaching and learning process in teaching practice schools. It is a period when student teachers translate theory into practice. Other terms used in the study are practical teaching, field experience, guided teaching, and internship.

1.13   Chapter Summary

This chapter dealt with the introduction to the study, Background of the study, Statement of the study, Objectives of the study, Research questions, Assumptions of the study, Scope and Limitations of the study, Justification of the study, Significance of the study, Theoretical framework, Conceptual framework, and Definition of operational terms. The next chapter will deal with the Literature Review related to the study problem.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0   Introduction

This chapter discusses the literature related to the factors that determine choice of teaching practice schools. It particularly focuses on the ways in which resources and facilities, peers, schoolsø academic performance and parents can influence choice of teaching practice schools. In this chapter, the researcher reviews literature related to teacher education, teaching practice and it is conceptualized under the objectives of the study focusing mainly on resources and facilities, peers, schoolsø academic performance and parents and their influence on student teachersøchoice of teaching practice schools.

2.1   Teacher Education

Teacher education is an important component of education. It is ostensibly designed developed and administered to produce school teachers for the established system of education (Kafu, 2011). According to the National Council for Teacher Education in India, the teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This statement is supported by Shiundu and Omulando (1992:213) when they stated that:

> í í õthe one whose role is most important in seeing that the programs are successfully implemented is the teacher, who organizes learning experiences and manages the learning environment for the benefit of the pupils who must experience the curriculum.ö

policies, and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom and the school (Wikipedia the free encyclopedia).

Goods dictionary of education defines teacher education as all the formal and non formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

The national council for teacher education in India has defined teacher education as a program of education, research and training of persons to teach from pre- primary to higher education level. It is a program that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges there in. Initially, the term teacher training was used to refer to the professional preparation of teachers, usually through formal coursework and practice teaching. Specific training for teachers was originated in France (1685) by St John Baptist de la Salle. Teacher training spread rapidly in Europe as a result of the work of August Hermann and Johan Pestalozzi and through the influence of the monitoring system. From Europe, the monitorial training method spread to the United States. In the United States, the first graduate program in education was established at New York University in 1887. In the following year the teacher training school that is presently known as teachers college Columbia University was founded (National Council for Teacher Education India).

on

In Kenya the specific national goals of teacher education as outlined by the Ministry of education (1987) are to develop the ability to communicate effectively. Secondly, is to develop professional attitudes and values. Thirdly, is to equip the teacher with knowledge and ability to identify and develop the educational needs of the learner. Fourthly, is to create initiative, a sense of professional commitment and excellence in education, and also to enable the teacher to adapt to the environment and society.

According to Mwamuo and Izuagha (2010) the philosophy of teacher education in Nigeria is anchored on five value objectives. These are to produce highly motivated conscientious and efficient classroom teachers for all levels of the educational system. Secondly, is to encourage further the spirit of enquiry and creativity in teachers. Thirdly, to foster relationships with school colleagues, parents and agencies in the large community to support students, learning and well being, fourthly to utilize technology related to teaching and lastly, to display professional disposition and ethical behaviors of good character at all times.

The objectives of teacher education in India is to provide opportunities to prospective teachers to observe and engage with children, communicate with and relate to children, provide opportunities for self- learning, reflection- assimilation and articulation of new ideas, developing capacities for self directed learning and the ability to think, be self critical and to work in groups. Another objective is to provide opportunitiesø for understanding self and others, develop the ability of self analysis, self evaluation,

...ty and innovation. Teacher education would also provide opportunities to enhance understanding, knowledge, to enhance teachersø commitment to the teaching professional. It would also help teachers to fit into the social life of the community, (National Council of Teacher Education in India, 1998).

The objectives of teacher education in the United States of America are to provide an open environment to the student teachers so that an appropriate development of their personalities can be made. Secondly, to provide the theoretical and practical awareness about the teaching learning process, the third objective is to develop skills and competencies of teaching methods, techniques and teaching aids. The fourth objective is to base the teacher education program on the local needs and finally to develop the teacher education program in accordance with the democratic way of life.

2.2.1   Significance of Teacher Education

Teacher education is one of the crucial facets that influences the improvement and advancement of any educational system.   Without a knowledgeable and qualified teaching staff, changes in curricula, installation of modern technologies and increased funding will not guarantee a successful program (Glinton, 1996). Onyenwe (2009) concurs with the author when he states that, the quality and strength of staff are indices of successes and failure for any organization and in education in particular, the quality of teachers is crucial to effectiveness and efficiency. As matter of fact, the quality of education can be determined from the quality of teacher education program as it is the products of this system (teachers) that interpret and implement policies. In his call for action for American education in the 21st century, Glinton (1996: 6) indicated that;

ity should have a talented and dedicated
classroom for this to be possible, promising
people should be recruited into teaching then given the highest
quality preparation and trainingö.

Kafu (2011) states that teacher education is an important component of education. It is ostensibly designed, developed and administered to produce school teachers for the established system of education. This concurs with the report from the Kenyan government in the sessional paper number 6 of 1988 which stressed that there was urgent need to develop and promote teacher education program if the administration of education in the country was to succeed and if national development was to be accelerated (Republic of Kenya, 1988). According to Namunga and Otunga (2012) teachers are an important component of education whose service are important in the realization of the Millennium development Goals on Education and the educational goals of vision 2030. Otiende et al (cited in Namunga and Otunga, 2012) acknowledge that trained teachers are vital for quality education.

The aim of teacher education is to provide quality teachers who can facilitate the acquisition of knowledge, skills and attitudes by the learners. The teacher is an essential facilitator in the implementation process of any curriculum, (Shiundu and Omulando, 1992).

development of teachers is a complex combination of experiences, interactions and learning that enable pre- service novices to move to the role of highly skilled, effective teachers. Effective teachers for tomorrows schools must be more than content experts.

According to Joshipura (1998), teacher education reaches out to the STS by providing the relevant knowledge, attitude, and skills to function effectively in their teaching profession. It serves to equip the STS with the conceptual and theoretical framework within which they can understand the intricacies of the profession. It aims at creating the necessary attitude in STS towards the stakeholders of the profession, so that they approach the challenges posed by the environment in a very positive manner .It empowers the STS with the skills that would enable them to carry on the functions in the most efficient and effective manner.

The American Commission on Teacher Education rightly observes;

> õThe quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical manner upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.ö(pg 6)

Connection between theory and practice in teacher education

Slick (1995) Cited by Aiyobei (2000) stresses the connection between theory and practice. This is because there are participants in field experiences who do not have knowledge base about the school as an institution, the pupil as a learner and teaching

fit greatly from the field experiences regardless of how extensive the experiences might be . Slick (1995:26) states that;

> í ..õthe fine balance between theory and practice is the ultimate goal of teacher education programs that value the need for both throughout their programs.ö

Andambi (1985) , Aiyobei (2000) reiterates this when she states that teacher education can only be improved through appropriate subject knowledge and application of professional studies all of which must be put to the test and their work be proved during properly planned, organized and supervised teaching practice. This is supported by Oketch and Asiachi (1992) who posits that teacher education should emphasize the acquisition of skills rather than accumulation of knowledge. Schons (1983) argues that in the profession of teaching, the theoretical facets are embedded in and inseparable from practice. The literature related to teacher education has emphasized the importance of teacher quality in education and the role of teacher education in providing the student teachers with the necessary professional skills that are required of an effective teacher.

2.3   Teaching Practice

The term teaching practice is defined differently by many educationists. It is a school based teaching internship undertaken by prospective teachers. It forms an essential component of all the teacher education programs.

According to the National council of teacher Education (NCTE) in India (1998), practice teaching constitutes the practical part of the course. Student teachers are normally required to teach for a total period of twelve weeks under the supervision of all the faculty members

actice teaching, student teaching, teaching practice, field studies, infield experience, school based experience or internship are used to refer to this activity (Taneja, 2006). The term practice teaching embraces all the learning experiences of student teachers in schools (Ashraf, 1999). According to stones and Morris (1977) the term practice teaching has three major connotations, the practicing of teaching skills and acquisition of the role of a teacher, the whole range of experiences that students go through in school, and the practical aspects of the course as distinct from theoretical studies.

Practice teaching is the name of the preparation of student teachers for teaching by practical training. It is the practical use of teaching methods, teaching strategies, teaching principles, teaching techniques and practical training and practice or exercise of different activities of daily school life.

According to Salawi and Adeoye (2002), student teaching practice is a practical teaching activity by which the student teachers are given an opportunity in actual school situation to demonstrate and improve training in a pedagogical skill over a period of time. Student teaching practice is a kind of apprenticeship stage during which the students are sent out to school to gain practical and professional experience by translating all the educational theories they have acquired or learnt during training into practice (Fagbulu, 1984). Teaching practice is a pre- service professional preparation for interested persons, aspiring to become teachers with a credible vision for sustainable human development, (Oyegan, 2000).

...ch is focused on helping the student teacher to bridge the gap between theory and practice in education. In the process of bridging the gap between educational theories and practice, the student teacher through a program of cooperative and interactive guidance, acquires valuable skills in teaching and the management of teaching from experienced teachers.

2.3.1 Aims and objectives of teaching practice

The general aim of teaching practice is to introduce prospective teachers to teaching and its routines under the guidance of qualified professionals to develop skills, attitudes and competencies in the profession.

The aim of teaching practice according to Odel (2011) is to equip student teachers with the requisite professional skills attitudes and values that will enable them to appreciate the learners and the processes of learning. Secondly, teaching practice enables student teachers practice and consolidate the pedagogical skills and to be effective teachers who can relate meaningfully with learners and colleagues, employ best and tested practices in the teaching and learning process. Shiundu and Omulando (1992) note that teaching practice gives the student teachers an opportunity to familiarize themselves with the conditions under which they will work as trained professionals. According to Furlong et al (1998) performance during teaching practice provide some basis for predicting the future success of the teacher.

practice as the most appropriate laboratory experience in teacher training program both for the student teacher and their tutors. Through it, the two parties conduct experiences on educational theories that may have been presented and discussed in the lecture rooms. It is evident that if well organized and conducted, teaching practice exercises can form a good foundation for educational innovations in general and instructional technology in particular, (Kimeli, 2000).

McIntyre (1984) argues that teachers in training should see themselves as experimenters testing the validity of the theories they study against their actual teaching practice. It is during teaching practice that one starts to develop teaching and professional skills and gets to be exposed to what would be useful to him or her in the many years to come in ones professional development.

Trowbridge and Bybee (1994) note that during teaching practice working with students in school provides a high degree of emotional involvement of a mostly positive nature. Student teachers feel themselves grow through experience and they begin to link to a culture of teaching.

Kennedy (1996) cited by Izzaham (2008) advocates that at some point of their training , pre- service teachers must be able to express their personal educational philosophies, theories and understanding. Teaching practice is an excellent opportunity for pre- service teachers to experiment and test their knowledge and skills in an authentic teaching and learning environment in tandem with own understanding of their personal educational philosophies and theories.

2003), teaching practice is a socializing experience into the teaching profession. The rigorous negotiations during teaching practice essentially leads to higher confidence in improving pre-service teachersø learning, satisfaction with their teaching career, and a higher sense of teacher efficacy (Oh et al, 2005). Slick (1995) cited in Aiyobei (2000) notes that it has been well documented in research that field experiences are the pivotal turning points in the studentsø preparation for becoming teachers. It is during those experiences that student teachers discover whether they can teach or even want to teach. She further notes that it is through the professional field experiences that concepts, generalizations or theories that are emphasized in the professional training are evaluated with respect to their relevance and usefulnessø in the real world.

The justification for including the teaching practice exercise as a component in the Bachelor of Education degree program is based on the hope that the student teachers will acquire teaching skills and develop positive attitudes and commitment to the teaching service. It is through teaching practice that the student teacher begins to acquaint himself with the teaching profession to which he will later become a member (Otieno-alego, 1990).

Andambi 1995:33 states;

> í . õBoth the teacher training course and teaching practice help the teacher to apply the theories learned to practice appropriately and make him yearn for more learning and discovery in becoming a successful teacher.ö

...ersø professional training increased his self confidence, promoting him to introduce activities of his own invention and to enrich the school day with special projects and audio visual aids. Andambi 1995:33 states: Schmitz (1996) indicates that teaching practice is very important as a practical moment of learning and that it integrates theory and practice. Ondiek (1978) cited in Aiyobei agrees to this when he says that teaching practice is a bridge between academic theory and practice. The author gives specific purposes of teaching practice as that of evaluating the program of teacher education of which it is part, providing a learning laboratory where children can be studied under the guidance of an experienced teacher, assessing the subject matter competency of the student teacher, assessing the methods competency of the student teacher and to mirror personality strengths and limitations of the student teacher. Igaga (1978) cited by Kimeli (2000) notes that teaching practice is the part of a student teachersø course training which is most similar to the real thing and therefore, the most dramatic and important part of his training. For that matter, the student teacher should approach teaching positively as a chance to experiment, find out and improve his/ her knowledge and appreciation of problems involved in teaching. Barrett (1986) in Eric database argues by saying that any process to strengthen teacher education programs must include a careful study of student teaching since it is usually the final education course taken by students, and the most influential field experience in a teacher education program.

ent teachers are posted to different schools. In most institutions including Moi University, student teachers are allowed to select a teaching practice school of their choice. It is in these schools that the student teachers develop various professional skills under the guidance of qualified and experienced teachers.

Akbar 2002:2 outlined the objectives of teaching practice as that of;

1. Providing the prospective teachers with an opportunity of establishing an appropriate teacher-pupil relationship

2. To provide an opportunity for evaluating the student potential as a teacher and suitability for the teaching profession

3. To develop personal relationship with others, administrators, teachers, parents, and pupils.

4. To provide the future teacher with practical experience in school to overcome the problems of discipline and enable him or her to develop method control.

5. To provide with an opportunity to put theories into practice and to develop a deeper understanding of educational goals and their implication for learning.

6. To enable the STS to effectively plan and prepare lessons and to develop skills in use of fundamental procedures, techniques, and methods of teaching

7. To develop skills in future teachers related to teaching like fluent speaking, meaningful reading, using chalkboard and other teaching material

evelop skills and competencies of teaching, to apply the principles they learnt from the courses they studied to teach in addition to bringing about meaningful changes in learners, to select and use a variety of teaching strategies and instructional resources that are appropriate to achieve the objectives stated in the lesson plan, to study and diagnose learning difficulties of pupils and provide guidance and remedial instruction to those who need them and to write scheme of work and lesson notes using appropriate concepts and generalizations that will facilitate learning.

2.3   Facilities and resources in schools in Kenya

These are structures that provide the teacher with a conducive environment in which to carry out effective and meaningful learning to the learner (Wikipedia, the free encyclopedia).

According to the Kenya Institute of Education (KIE), school facilities refer to structures that create a conducive environment for teaching and learning process. On the other hand, a resource is any source of information or support that the teacher uses to make teaching more effective and meaningful to the learners (Wikipedia the free encyclopedia).

The Kenya institute of education (KIE) defines a learning resource as materials, apparatus, tools and equipment that may be used by a teacher to facilitate the teaching and learning process, for example, textbooks, teachersø guides, maps, charts, films, microscope etc.

Learning resources can also be defined as information, represented and stored in a variety of media and formats that assist student learning as defined by provincial and local curricula. This includes, but is not limited to, materials in print, video, and software formats as well as combinations of these formats intended for use by teachers and

...rforming, well designed and maintained school facilities have a direct or indirect impact on the teaching and learning process (BEST,2005). The adequacy of facilities and resources affects the effectiveness of a teacher's lesson. Schneider (2003) found out that the school facilities have proved to be important contributors to academic success in developing countries (Heyneman and Jamison, 1980). Among the crucial facilities that promote teaching and learning process in Kenyan schools include; school libraries, laboratories, transport facilities, classrooms, textbooks, etc. These are some of the facilities that student teachers may consider when choosing a teaching practice school.

In the early times, the library was known to be a place where books are kept. While some time back it was considered a quiet place housing books, and where people went to read (Otike,2012) . Oxford advanced learner's dictionary defines it as a building where a collection of books are kept for people to read, study or borrow. According to the Kenya National Library Services Board Act (Cap 225, Laws of Kenya) a library is defined as ÷ø an organized collection of printed books, periodicals or any graphic or audio-visual material to which a member of the public has access free of charge or on payment of fees by virtue of being a member of an organization or institution. Otike (2012) defines a library as an information centre where information is acquired, organized and disseminated to people in need.

A school library is a library within a school where students, staff and even parents of a public or private school have access to a variety of resources. The goal of a school library is to ensure that all members of the school community have equitable access ÷ø to books

on technology. A school library serves as a "learner-oriented laboratory which supports, extends, and individualize the school's curriculum (Wikipedia the free encyclopedia). Lonsdale (2003) says that a school library serves as the center and coordinating agency for all material used in the school. In most Kenyan schools, libraries are poorly stocked and the existing books are rather obsolete, (MOEST, 2005).

A school library supports the school curriculum by expanding resources to support teaching and learning .It offers advice, professional development and knowledge of appropriate learning and teaching material, digital and non-digital, in traditional and emerging forms. A school library should be a constructivists learning environment supporting the school curriculum and promote resource-based learning. It is a learning environment that provides space (physical or virtual) , access to resources and services to encourage and support student and teacher learning . The school library program provides expertise in both pedagogy and media and information skills. Student teachers consider availability of libraries in schools when choosing teaching practice schools because a library will support their teaching.

Secondly, this is a place where student teachers find materials for pupils. Thirdly, student teachers obtain reference materials from the library, it also supports the student's own reading, (Boelens and Mangale 2012)

A laboratory is a facility that provides controlled conditions in which scientific research, experiments, and measurements can be performed. These laboratories are "Discovery centers" and any young person's desire is to discover why things exist the way they do .

...d in a school are: the science laboratories and science laboratories. A science a laboratory is a very important facility in a school given that about 75% of the science instructions take place here (MOEST, 2005). Ramsey and Howe (1969) cited by Hofstein 1982, considered the laboratory as an important place to introduce students to p[problem solving through experimental methods , as well as to increase comprehension. In an elaborate study Hill (1986) found that college creativity as measured by the Minnesota Test of Creative Thinking, improved with involvement in chemistry laboratory activities. Many educators claim that the laboratory is one of the important vehicles for teaching and understanding the process of scientific thinking. Students can understand how scientists work and think and also how to acquire new knowledge themselves by personally practicing the use of inquiry, (Lucas, 1981).

Student teachers may consider availability of laboratories in a teaching practice school because a laboratory provides a unique medium for teaching and learning in science education. Science educators have suggested that the rich benefits in learning accrue from its use. Appropriate laboratory activities during teaching practice can be effective in promoting logical development and the development of some inquiry and problem-solving skills, for example, they can assist in the development of manipulative and observational skills and in understanding scientific concepts (Hofstein ,1982)laboratories will enable student teachers use of instruction in science education. Raghubiri, cited by Hofstein (1982) found that students developed important skills like formulating hypotheses, making assumptions and designing and executing investigations while conducting laboratory investigations in biology.

ost important teaching tool because it can determine not only what will be taught but also how it will be taught. Although television, computer, internet and other media are rivaling printed materials of communication, the text books remain major sources in schools and colleges.

Ahmed (2000) defines a textbook as an instrument of instruction that facilitates the teaching and learning process. It is written on the basis of a prescribed syllabus in which the major ideals of the subject matter are selected and summarized judiciously. They are organized logically according to the mental makeup and psychological requirements of the students so as to facilitate teaching. Sometimes a textbook is called õ the teacher in printö

According to the Encyclopedia of Educational Research, a text book is a learning instrument usually employed in schools and colleges to support a programme of instruction. It is printed, non consumable, hard bound, serves as an aroused instructional purpose and it is placed in the hands of a learner.

The dictionary of education (by CV Good) defines a textbooks as any manual of instruction, a book dealing with a definite subject of study systematically arranged, intended for use at a prefixes level of instruction and used as a principal source of study material for a given course. It is a useful guide for teachers and stable orientation for the students. Marsh (1992) describes a textbook as a tool used by teachers to motivate students and to give them maximum understanding about a topic or problem.

Kochlar (1992) gives the meaning of a textbook as any book used as a basis or partial basis of a concern of study. It is specifically a written book which contains selective and

care is taken for coherence and sequence. It is made simple to the degree that suits the intended learner. Marsh (1992) gives the importance of a textbook in the teaching and learning process. He says that a text book provides useful guidelines along which the teacher can plan his day to day teaching. It serves as a reference book while actually teaching in the classroom. It provides suggestions for some assignment and suggests activities to be taken up in the classroom. He further said that, a textbook gives the minimum essential knowledge at one place. It provides logical and comprehensive material. A good textbook provides material in a systematic and comprehensive form. It provides a base from which both the teacher and the pupil may start and continue to work.

According to Marsh(1992), a good textbook serves as guide to the syllabus particularly suggesting what should be taught. It provides exercises, activities and suggestions for further reading, which encourages the teacher to supplement material from other sources.

It helps the teacher individualize instruction in the sense that the teacher may permit each student to read within his/ her own rate of comprehension. The exercise at the end of the lesson in the textbook help the teacher in giving assignments and for revision purposes.

Textbooks are especially helpful for beginning teachers. The material to be covered and the design of each lesson are carefully spelled out in detail. They provide organized unit of work, gives all the plans and lessons needed by a teacher to cover a topic in some details. They provide a teacher with balanced, chronological presentation of information. Good textbooks are excellent teaching aids. They are a resource for both teachers and pupils. A textbook tells a teacher what to do and when to do it.

…portant area of the school because it is where pupils and teacher spend most of their time and where the learning process takes place. A classroom should be designed to accommodate the statutory number of pupils. Nacino and Desmond (1982) observed that crowded classrooms make it difficult to use certain materials as well as teaching methods

Sara Ross (2013) notes that with overcrowded classrooms, the teacher cannot know every child, my child, your child. With overcrowded classrooms the teacher is relegated to disciplinary catch up rather than well grounded, confidence- inspiring connectivity. With over crowded classrooms, quite simply and not to put too fine a point on it. My child does not receive enough attention.

Moresby (2013) indicates that overcrowded classrooms restrict students learning and teachers have a difficult time in teaching the class, while adequate classrooms allow teachers to differentiate instruction, meet the unique needs of every pupil, and provide a safe learning environment.

Maranga in a study to find out school and classroom problems of teachers outlines various problems that are encountered by beginning teachers in the schools. Among these, is the problem including failure to keep discipline in the class because the teacher will be unable to control the pupils, inability to provide individual attention to all the pupils needing it due to the large number as well as inability to prepare instructional materials and lack of adequate time to mark the pupilsø work adequately, Inadequate classrooms influence STS effectiveness while on teaching practice.

hat it is essential for a school to have some form of transport to take care of school excursions, tours, field courses and visits to other schools. Some students may prefer schools with a bus or van. Availability of transport would be beneficial to students as it makes it possible to take pupils out for field trips or educational tours. A field trip is a structured activity that occurs outside the classroom. It can be a brief observational activity or a longer more sustained investigation or project. It offers an opportunity for students to get exposure to õrealö people and events and the opportunity to make connections with others. Students on field trips visit people and places that they are not normally exposed to during the school day. Virtual field trips allow both students and teachers the opportunity to travel to areas of the world that would otherwise be out of reach.

Students can gather information about areas in the world that would have been impossible for most of them to see. In a study carried out by Meredith (1997) on conceptions of prospective teachers on nature field trips in relation to own experiences as pupils, he found that pre- service teachers were very much in agreement with the importance of these activities in enhancing their pupils motivation and performance and that these trips have an essential role to play in the teaching and learning process. Numerous studies have shown that nature field trips have a positive effect on pupils in both cognitive and attitudinal aspects.

Research has shown that field trips can be remembered long after and can influence career choice (Salm, 2003).It can increase interest and engagement in science, regardless of prior interest in a topic (Boderup and Dohn 2011) and result in affective gains (Hermanson, 1995). It makes it possible for students to vary instructional methods so as to

…re understandable. It also enables student teachers to use field trips as a method of teaching. It enables a class to experience the full benefit of field trips and other historic excursions especially those far away from the school establishment. Availability of transport support teachers travel to and from seminars, workshops and other school activities, (Birgen, 2007)

2.4 Peer influence and the choice of teaching practice schools by student teachers

This is pressure, either planned or unplanned, exerted by peers to influence personal behavior (Dictionary.com). The cultural dictionary defines peer group as a group of people who share certain social characteristics such as age, class, occupation and interact on a level of equality , with whom a person associates and who are likely to influence the person's behavior and beliefs. This is the social influence a peer group exerts on its individual members, as each member attempts to conform to the expectations of the group. Peer according to Merriam-Webster Dictionary, is one belonging to the same societal group especially based on age, grade, or status, while pressure, is the burden of physical or mental distress. Peer pressure is the feeling that someone your own age is burdening you in making a certain choice whether good or bad making you feel tortured and ending up choosing a choice they wanted from you.

Bristol and Mangleburg (2005) defines peer influence as the extent to which peers exert influence on the attitudes, thoughts and actions of an individual. However, there exist two schools of thought with respect to the composition of social influence. In one school of thought, social influence is viewed as consisting three types of influences including informational, value expressive and utilitarian influence (Bearden and Etzel,1982)

...eived as enhancing one's knowledge of the environment and or ability to cope with aspect of the environment (Childers and Rao,1992). Informational influence also entails observing the behavior of others with the appropriate expertise (Brinterg and Plimton, 1986). Informational influence is likely to influence an individual if he or she accepts information from others as evidence about reality and desires to make informed decisions. (Mangteburg, 2004). The major determinants of informational influence include, message content, source credibility and trust worthiness. Utilitarian influence is when an individual comply with the preferences or expectations of others to avoid punishments or achieve rewards (Bearden and Etzel, 1982). Value expressive influence is concerned with the individual's motive to enhance ones ego. This could also be achieved by associating and disassociating oneself with others, (Grimin. 1999).

Peer preferences may influence individual choices. They may increase an individual's information about something for example; an individual who plans to apply to a "popular" college may obtain information about the college from classmates (Bernheim, 1994). It may also be true that a student teacher may seek information from college mates about the schools that are suitable for teaching practice. According to Parsons (1979), influence is any factor that affects the formation of a person's attitudes and opinions by acting directly on his or her beliefs. He argued that a person can be influenced when he or she needs information to adapt to and interact in a particular situation. Not to having the requisite information, the individual must obtain it from others. The condition of influence is the willingness to accept the needed information from others. The

accept information from an outside source is determined by the person's trust in the source – the belief that he or she will not be deceived by it. The direct relationship that Parsons posited between solidarity and trust indicates that friends should be a primary source of influence. Parsons notes that, the primary condition for influence is need for information. Students are frequently placed in situations in which they must obtain information in order to act, for instance, fourth year Bachelor of Education students face decisions about which teaching practice school to choose. To make these decisions, they need information about the conditions of the teaching practice schools. This makes their reliance on others essential. The student teacher will trust the peers if he or she believes that the normative system, the peers are transmitting will be helpful in attaining the desired goals.

When Parsons Theory is applied in this study, it is clear that student teachers may be influenced by peers when choosing the schools for teaching practice.

2.5   Academic performance of a school and its influence on choice of teaching practice schools by student teachers

Ward and Stoker (1996) defines academic performance as the outcome of education, that is the extent to which a student teacher, or institution has achieved their educational goals. It is also known as academic achievement. Academic performance is commonly measured by examinations or continuous assessment tests but there is no general agreement on how it is best tested. In California, the achievement of schools is measured by the academic performance index. In Kenya, the achievement of schools is measured by the national examinations.

of Secondary Education (KCSE) and Kenya Certificate of Primary Education (KCPE) exams done at the end of every year. KCSE is done at the secondary level by students in their final year in secondary school while KCPE is done at the primary level by pupils in their final year in primary school. The ranking of schools is usually done when the results come out. The student teachers are therefore aware of those schools that perform highly, the average schools and the low achieving schools.

The results released by the KNEC over the years will enable the student teachers identify high achieving schools, average achievers, as well as the low achieving schools. They will therefore proceed to choose a school that they feel is suitable for their teaching practice.

According to Von Stumm, (2011), individual differences influence academic performance. Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests (quick learners) and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic setting. A recent meta- analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness.

findings found out that the difference in the academic background of the pupils in the Kenyan secondary schools may be attributed to the admission system which is used whereby the high level performers in the Kenya certificate of primary Education (KCPE) are admitted to the national schools, followed by the provincial schools while the low performers are admitted to the district schools. This may be true in the sense that national schools are known to perform highly in the national examinations followed by the provincial schools while most of the district schools perform poorly. This has always been the trend.

2.5.1   High Performing Schools

A research carried out in Washington State by Shannon (2007) found that high performing schools tend to have a combination of common characteristics such as a clear and shared focus. In his findings, everybody in the school knows where they are going and why. The focus is on achieving a shared vision and all understand their role in achieving the vision. Secondly, teachers and staff believe that all students can learn, meet high standards while recognizing that some students must overcome significant barriers, those obstacles are not seen as insurmountable. Students are offered an ambitious and vigorous course of study. Thirdly, high performing schools have an effective school leadership. Leaders who are proactive and those who nurture an instructional program and school culture conducive to learning and professional growth. Fourthly, there is strong teamwork among teachers across all grades and with other staff. Also the school has a safe, civil, healthy, and intellectually stimulating environment. Finally, strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. It may

characteristics are seen in high performing and average performing schools in Kenya.

In Kenya, average and above average schools are characterized by students of high academic abilities, motivated to excel academically, ready to learn, active in class. High ability learners display intellectual curiosity. They ask questions and go to books. They are able to remember more and retrieve it easily from memory. They are able to give correct feedback to any factual recall question. They respond more quickly and appropriately. High ability learners are keen observers. They ask thought provoking questions, õwhyö questions. They are genuinely concerned enough to ask why things happen or exist either individually or during group discussion. This type of pupils strives to see the relevance in assigned work or rules in the classroom. They are not pushed to do the assignment. Adequate and good quality learning facilities and resources and team work among teachers are other features of a high performing school. According to Gerlach (2010), team work allows people to discuss their work together and as a result to grow professionally. Input from all team members needs to be solicited. Questions need to be asked and answered, ideas needs to be shared. When a team works together the job is less stressful, more enjoyable, more rewarding, and results in greater benefits to students. These are some of the characteristics that may make a student teacher choose a high performing school for teaching practice.

2.5.2 Low performing schools

According to Stiegelbaner (1991) low performing schools are those that do not meet the standards established and monitored by the state board of education. Corallo and

...itions found in low performing schools. These conditions include a correlation between community poverty and stress on the organization of the school. The stress is evidenced by low expectations for student achievement, high teacher absenteeism, and high rates of teacher turnover. Many low performing schools are located in impoverished communities where circumstances make it difficult for students to come to school prepared to learn. Those challenges can stretch schools resources. The stigma that surrounds designation as a school with low student achievement can also place stress on the school. These stresses contribute to reduced expectations for student achievement as well as increases in teacher absenteeism and turnover rates.

In Kenya, low performing schools are characterized by inadequacy in the learning facilities and resources, ineffective school leadership, indiscipline among students, lack of cooperation among teachers. Majority of pupils in these schools are of low academic ability. This is evident in the Kenyan district schools where majority of the schools obtain a mean grade of D+ and below. This is because low performers in the Kenya certificate of primary education (KCPE) are admitted to the district schools as indicated by Aiyobei (2000).

2.6 Parental influence on the choice of teaching practice schools

It's no secret that parents are highly influential in their student's live. According to a research report carried out by the National Parent Satisfaction and Priorities report(2011) on parental involvement in the college experience of their children , there are many references to —helicopter parents who hover closely to their children throughout their

...udent affairs personnel, advisors and faculty to discuss issues pertaining to the student or the child. These concerned parents can be found across all socio-economic sectors. There are many indications that college students and their parents communicate frequently, especially with the easy access that cell phones and electronic communication provide.

The findings taken from a paper on helicopter parents presented at AIR (2009) cited by Jeynes, 2007 and Epstein 1995,says parental involvement is widely accepted as essential to a student's intellectual and emotional development as well as academic success. From the findings, Shoup, Gongea and Kuh (2009) suggest that parents and other family members constitute an important support network for students and that students today are more closely connected to their families than their predecessors is a pattern that started long before the students entered college.

Kathleen, Hoover and Sandler (2011) in their findings on parental involvement in children's education found the reasons why parents become involved in their children's education. The first reason was for parents to develop construction of the parental role that includes participation in their children's education. Secondly, parents develop a positive sense of efficacy for helping their children succeed in school. Thirdly, they perceive opportunities or demands for involvement from children and the school. Parents then choose specific forms of involvement in response to the specific domains of skills and knowledge they possess, the total demands on their time and energy and specific requests for involvement from children and the school.

ch Bds on behalf of the chartered institute of PR (CIPR) Education and skills Group (2012) found out that parent power dominates education choices. The research examined who and what influences decisions on where to study. The findings showed that family and friends in particular parents, top the list of those who influence studentøs education choices.

Jaggs (2012) Says ÷The research shows just how much sway parents have on the education choices of young people. Parents are at the heart of the decision making process and they in turn are heavily influenced by the views of other family and friendsøø Research carried out by Kathleen (2011) on parental involvement in childrenøs education notes that some parents want their children to study in the universities close to their homes for convenience. She further gave the reason that the university further away will be costly in residence fees. It may also be true that parents may advice their children to choose teaching practice schools near their home for convenience in terms of travelling, accommodation, food, among others. So that they would be residing from their homes of which it will be cheaper for them as they will not rent houses for accommodation. They would also be getting food from their homes. Parents involvement in education is about monitoring and accompanying their childøs developmental processes since the child is what counts most, (Bernard Van Leer Foundation, 2008).

In this context, they can contribute anything they have and that fits the need, at the required moment from conception to later stages of the development of their child. Epstein in her book ÷ø School, Family and Community Partnerships preparing Educators

vides a documentation that helps to understand the foundations, the history, and actual developments in emerging research area of parents involvement in their children's education. In this growing field of study she highlights that the progress in research is made across disciplines within and across academic specialties in such a way that academic disciplinary boundaries and professional boundaries have disappeared. Researchers, educators and parents have been working together to identify the goals, problems, and potential solutions to create more successful partnerships to assist more students, (Epstein, 2001).

There are three major factors of parental involvement in the education of their children. These parents' beliefs about what is important , necessary and permissible for them to do with and on behalf of their children .Secondly, the extent to which parents believe that they can have positive influence on their children's education and thirdly, parents' perceptions that their children and school want them to be involved. The researcher is looking at the parental influence on choice of teaching practice schools. From the factors of parental involvement in the education of their children, it is clear that the parents believe that it is important, necessary and permissible for them to assist a student in choosing a teaching practice school that they feel is appropriate for their child. Parents also believe that they can have a positive influence on their children's choice of a teaching practice school. They also perceive that their children want them to be involved in choosing a teaching practice school for them.

Mwaka, (2008) in her study on teacher education responsiveness to educational technology needs in higher education defined teacher education as policies and procedures designed to equip teachers with knowledge, attitudes, behavior and skills they require to perform their tasks effectively in the school and classroom. From the definition, she indicates that teacher education is important in preparing teachers for their work and is expected to equip them with the necessary knowledge, skills and attitudes for competent performance.

Mwaka cited Gemeno and Ibarez (1991) who carried out an international comparative study of the education of primary and secondary school teachers and noted that a large number of factors determine the caliber of teaching personnel, one of them being the level and quality of institutions of teaching education. In relation to this, their recommendation for teacher education institutions was that consideration be given to an institution's facilities, such as the student ratio and availability of teaching equipment. There is a similarity between this study and my study, in that the study puts into consideration the availability of teaching equipment for student teachers. In my study, availability of facilities and resources in teaching practice schools is a factor considered by student teachers. This implies that student teachers require adequate facilities and resources in order to perform their tasks effectively in the school and classroom. This is important for competent performance.

teacher preparation is a joint venture between teacher education institutions where most of the theoretical components of training is undertaken whereas, the schools offer opportunities for teacher trainees to practice what they have learnt theoretically in college. This mix of theory and practice in the exercise of teacher preparation, therefore, gives both the teacher education institutions and school ‗joint' venture (business status). The two are therefore partners. This is related to my study in that there are those institutional and school factors that strongly influence choice of teaching practice schools. These are the availability of resources and facilities in the teaching practice schools and the peer influence. It is important that the teaching practice schools provide a conducive environment for the student teachers on teaching practice so that they can grow professionally. It can therefore be observed that by having teaching education institutions partner with schools in the exercise of teacher preparation, the student teachers are given an opportunity to be effective and not ‗defective'.

Digolo (2006) cited by Mwaka (2008) cited challenges in teacher education in Kenya. He notes that teacher education tends to over- emphasize the textbook approach. In his recommendations, he says that in addition to equipping student teachers with necessary skills and knowledge for their work, the teacher educators should make it possible for a student teacher to develop reasoning (intellectual) skills, values and ability to create and recreate new working habits and values for changing lives in a dynamic social environment. He further noted there was need to understand the needs of the student teachers work environment so as to provide relevant training, a practice that should not be viewed as an event but as an ongoing process.

...ei (2000) on the perception of student teachers on the influence of school context on their academic performance gave the specific national goals of teacher education as that of developing the ability to communicate effectively, to develop professional attitudes and values, to equip the teacher with knowledge and ability to identify and develop the education needs of the learner, to create initiative, a sense of professional commitment and excellence in education and to enable the teacher to adapt to the new environment and society. In her study she stressed that the national goals of teacher education can be achieved through the professional and academic courses done at the university as well as during teaching practice in placement schools. Aiyobei (2000) emphasized the importance of teacher quality in education and the role of teacher education in providing student teachers with the necessary professional skills that are required for an effective teacher. She further said that, in teacher training, emphasis is placed on the balance between theory and practice.

In teacher education, the connection between theory and practice is stressed (Slick, 1995). This is because participants in field experiences who do not have knowledge base about school as an institution, the pupil as a learner and teaching methods are not likely to benefit greatly from the field experiences regardless of how extensive the experiences might be. According to Slick (1995) the fine balance between theory and practice is the ultimate goal of teacher education programs that value the need for both throughout the programs.

problems encountered during supervision of teaching practice in secondary schools pointed out that teaching practice is an important component of teacher preparation both at secondary and primary levels. Through teaching practice a student teacher begins to acquaint himself with the expectations of the teaching profession to which he will later become a member. Kafu cited by Kimeli (2000), notes that teaching practice is the most appropriate laboratory experience in teacher training program both for the student teacher and their tutors. Through it, the two parties conduct experiences on educational theories that may have been presented and discussed in the lecture rooms. The author further said that, if well organized and conducted, teaching practice exercise can form a good foundation for educational innovations in general and in instructional technology in particular. Commenting on teaching practice, Wanga (1983) sees teaching practice as necessary as it provides õreal-lifeö experience in regular classroom situation. He says that student teaching is universally accepted as the most dynamic phase of teacher education.

Ondieki (1978) states that teaching practice lasting for a number of weeks should be regarded as the climax of the two or the three years course offered by the college or university . He continues to say that it is the equivalent of the learner air pilotøs first solo flight or the surgeon internøs first surgical operation. It is generally recognized that an important part of any program of teacher education is the provision of opportunities for the student teachers to undergo practical experience in teaching. Many student teachers themselves regard this as the single most important element in their training.

the perception of student teachers on the influence of contextual factors on student teachers performance states that teaching practice constitutes a very important component in teacher training. She said that, in Moi university, the Bachelor of Education teacher training program is designed to produce practical well informed, efficient and self-reliant teachers capable of functioning in and contributing effectively to development efforts in rural and urban areas where the schools are located. The professional courses in the school are designed to specifically expose students to learning process. The student teachers are also expected to train on academic or teaching subjects .She further explained that the development of ability to teach well needs a great deal of experience , practicing and training, thus teaching practice constitutes a very important component in teacher training. Andambi (1985) cited by Aiyobei (2000) reiterates this when she states that both the teacher training course and teaching practice help the student teacher to apply the theories learned to practice appropriately and make him yearn for more learning and discovery in becoming a successful teacher.

Karanja (1996) in her study on the perceptions of students in Moi and Kenyatta Universities and cooperating teachers towards teaching practice procedures revealed that in African indigenous education system, emphasis was placed on learning by practical activities . During teaching practice a student teacher is usually attached to a school under the guidance of a subject teacher or cooperating teacher. University supervisors observe the student teachers for a specified number of times for purpose of evaluation.

are vital in the teaching and learning process as pointed out by Ayot and Wanga (1987) and that is why a teacher should be competent in their use. According to Aiyobei and Nyandusi (2012) this competence is developed during teaching practice when the student teacher, translate theory into practice and it will only be possible if the teaching and learning resources are available in the teaching practice schools.

Opanda (2010) in his study on physical facilities and pupils school attendance choice notes that pupils and teachers need facilities such as libraries, science resource corners, and laboratories for effective teaching and learning. The current emphasis all over the world among educational practitioners is on learner friendly school environment with learner friendly instructional delivery system. Husen et al (1994) states that school physical environment is an important and integral part of the learning process, since it affects instructional quality. Vaduganatt (2005) supports his statement when he says that -quality of education primarily resides with school facilities among other factors.

Fullan (1982) asserts that teachers want, need to benefit from tangible and upto date relevant materials in a real classroom situation such as better quality text books, teachersø guides and equipment.

Yambo (2003) in his study on the factors influencing examination performance at KCSE level established that many educators, especially the renown curriculum specialists like Saiti (1999), Maranga (1996) and Oketch and Asiachi (1972) agree with the fact that the provision of resources and facilities is imperative for effective dynamic academic output .

...here is a need to provide up to date relevant adequate facilities.

Kochlar (1991) emphasizes that instructional materials are very significant teaching and learning tools in that the teacher needs these materials to enable learning to go on. These materials include the chalkboards, textbooks, bulletin boards, charts, pictures etc. These resources will help broaden concepts and arouse interest in the learner. They are useful both in the areas of content and pedagogy.

Ajayi (1984) cited by Obegi (2000) in her study on the impact of media resources on student learning indicates that the rationale for using teaching and learning resources in instruction lies in the fact that they provide the teacher with the advantage of taking a shorter time to develop concept in professional studies through the use of gadgets as films, slides, charts, video etc. Lawendi (2010) in his study on Determinants of academic achievement found out that availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons. Balyage (1995) conducted a study on determinants of student teachers' performance in state university of region III in Philippine and established that instructional materials were significant predictors of knowledge of student teachers in the subject matter. He maintained that, while teachers' knowledge on the subject matter can determine effectiveness in learning, there is a great need for teachers to be availed with sufficient instructional resources for teaching and learning.

media are created as integral elements of the curriculum there is an obligation to ensure that all learners in a given educational instruction have ready access to the materials. If resources are considered inevitable to the learning, then they should be at hand in all the schools, (Educational department of Western Australia, 2001).

Chumo (2009) in his study on the effects of school resources on studentsø academic performance in secondary schools established that school facilities have proved to be important contributors to academic success in developing countries

According to Rao and Ravin (1992), teaching materials are important in learning because they are based on psychological principles of learning and can produce significant results provided they are properly used. They enable students to take active involvement in the learning activity and offer a greater variety of dissemination of ideas and knowledge.

According to Li (2005) cited by Kiplagat 2011, learning resources help in promoting understanding of concepts and principles, enriching and enlivening teaching, concentrating interests and attention, making pupils remember more what they learn, speeding up communication and thereby making the teaching process more efficient and effective.

Kraft (1994) in his study on the ideal class size and its effects on effective teaching and learning, concluded that class sizes above forty have negative effects on studentsø achievement. The Program for International Student Assessment (PISA) shows that the

perceived to hinder instruction hence lower student performance, (OECD 2007, p. 263).

Inadequate facilities influence student teachersø effectiveness while on teaching practice. Maranga, in a study to find out school and classroom problems of teachers, outlines various problems that are encountered by beginning teachers in the schools. Among these, is the problem of teaching an overcrowded classroom. This he notes hosts a lot of problems in itself. These problems include failure to keep discipline in the class because the teacher will be unable to control the pupils, inability to provide individual attention to all the pupils needing it due to the large numbers as well as inability to prepare instructional materials and lack of adequate time to mark the pupilsø work adequately. Nacino and Desmond (1982) observed that crowded classrooms make it difficult to use certain materials as well as teaching methods. Learning resources and facilities are used to support the student teacher in delivering information and thus make learning easier (Ayot & Wanga, 1987). Inadequate teaching and learning resources make teaching difficult.

2.8   Chapter Summary

This chapter reviewed literature on the factors that determine the choice of teaching practice schools. It has been noted that facilities and resources, peers, the school`s academic performance and parents influence choice of teaching practice schools by student teachers. The next chapter will lay out the research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0   Introduction

This chapter highlighted the procedures that were used by the researcher to obtain the data for the study. It entails research design, study area, study population, sample size and sampling procedures, ethical consideration, research instruments, reliability and validity, data collection procedures, data analysis and chapter summary.

3.1   Study Area

The study was conducted at Moi university and specifically at main campus, Eldoret West, Kitale, Kericho and Odera Akango campuses. Moi university main campus is in Uasin Gishu county, Rift Valley province. It is situated 35 km South East of Eldoret town Western Kenya, a distance of 310 kilometers North West of Nairobi. It is located on a large expansive piece of land, on the outskirts of Eldoret town. Eldoret west campus is located at Kenya ports authority site, 3 kilometers off Eldoret town on Kitale road. It is located close to the Kenya pipeline company. Kitale campus was formerly St Josephine (Bakhita formation centre). It is located about 118 kilometers west of the main campus in Eldoret, 82 kilometers from Eldoret town and 8 kilometers from Kitale town on the Kitale Kapenguria- lodwar road .Kericho campus is located in the lush green rolling tea plantation of Kericho. It is 162 kilometres from the main campus in Eldoret and about 300 kilometers from the capital city of Nairobi. Odera Akango campus is situated on the Kisumu- Busia road.

because from the review of literature, limited research has been done on teacher education although it is an important component in the education system. Secondly, no research has been done at Moi university concerning the factors that determine the choice of teaching practice schools.

3.2   Research Design

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedures, (0rodho 2004). The research design that was adopted was a survey design of descriptive nature on the selected factors that influence the choice of teaching practice schools.

Kothari (2004) pointed out that descriptive studies are those studies that are concerned with describing the characteristics of the particular individual or a group as they are. Since the researcher was assessing the factors that determine the choice of teaching practice schools by student teachers, this design was deemed appropriate. The descriptive survey enabled the researcher to use questionnaires and interview schedule to collect data. This research design enabled the researcher to get as much detail as possible from a large number of subjects within the limited time and financial resources available. The research methodology used was both quantitative and qualitative.

3.3   Study population/ target population

According to Gall et al (2010) population refers to the entire set of individuals, groups, events or other entity that is of interest in a research study. The target population for this

r Bachelor of Education students from Moi University main campus, Eldoret west campus, Kitale campus, Kericho campus and Odera Akango campus. This group was included in the study because by the time the researcher was collecting data they had participated in teaching practice for a period of three months. Six zonal supervisors were also selected to participate in the study.

3.4   Sample size and Sampling Procedures

A sample refers to few items from the target population in the universe selected from the study (Orodho 2004). The student teachers sample was drawn from fourth year Bachelor of Education students from Moi University, main campus, Eldoret west campus, Kitale campus, Kericho campus and Odera Akango campus. Stratified sampling was used to stratify student teachers into the five campuses. According to Mutai (2000) stratification involves dividing up of the survey universe into sub- populations called õstrataö which are then sampled independently. This method is used to ensure that different groups of a population are adequately represented in the sample so as to increase their level of accuracy when estimating parameters. Simple random sampling was then used to select 204 student teachers from the total population of 1,361.

The number of students who participated in each campus were as follows: Main campus, 55 students, Eldoret West, 117 students, Kitale, 11 students, Kericho, 15 students, Odera Akango, 5 students.The figure was arrived at by selecting 15% of the total population. Out of the total population of the students who participated, 56.8 % were male while 43.2% were female. Kothari (2004) recommends adoption of proportional allocation of a sample size ranging from 10% to 30% of the study population. The number of fourth

...dents at the main campus was 368, Eldoret West campus 780, Kitale campus 77, Kericho campus 104 and Odera Akango campus 32 (Source: School of Education, Moi University). Nairobi and Mombasa campuses were left out because it did not have any fourth year B.ED students at the time the sampling and data collection exercises were done. The sample size from each campus was arrived at by using proportionate random sampling. Proportionate random sampling was used because it is free from bias. Within a designated population all elements have an equal chance of inclusion.

Table 3.1: Sample size from each campus(2012)

Campus	Student population	Sample size
Main campus	368	55
Eldoret west campus	780	117
Kitale campus	77	11
Kericho campus	104	15
Odera Akango campus	32	5
Total	**1361**	**204**

Kothari (2004) pointed out that random selection ensures the law of statistical regularity, which states that if an average sample chosen is a random one the sample will have the same composition and characteristics of the universe.

Purposive sampling was used to select 6 zonal supervisors. The selection was based on availability, willingness and convenience.

...ental form of sampling in which the researcher purposely selects certain groups or individuals for their relevance to the issue being studied, (Kingery & Brayant, 1989). Purposive sampling is less time consuming as the more appropriate people for the study are selected. The results are usually expected to be more representative of the population as the researcher applies expert knowledge of the population.

3.5 Data Collection Instruments

This involves the instruments chosen by the researcher in the data gathering phase of work. The instruments that were used were the questionnaires and interview schedule.

3.5.1 Questionnaires

A questionnaire consists of a number of questions printed or typed in a define order on a form or set of forms (Kothari, 2004). The questionnaires which appear in appendix 1 were administered to student teachers. Data was collected using open and close – ended questions. The questionnaire was divided into two parts. Part A dealt with the background information of the STS and part B dealt with the information on the factors that determine choice of TP schools. The questionnaire designed was used to collect information based on the objectives of the study. These were; the influence of resources and facilities, peers, school's academic performance, and parents on choice of TP schools. The questionnaire was chosen in this study because it would enable the researcher to collect a lot of information over a short period of time. Secondly, the respondents would have adequate time to respond to the questions so that the responses would enable the researcher get information correctly. Thirdly, large samples would be accessed so that the results would be more reliable and dependable.

Fraenkel and Wallen (1993) describe interviewing as the most important data collection technique that is used by a researcher to find out what is on the mind of the people, what they think or how they feel about something.

According to Kothari (2004) interviewing involves presentation of oral verbal stimuli and reply in terms of oral verbal responses. The interview schedule appearing in appendix 2 was designed for the six zonal supervisors. The interview enabled the researcher to collect additional information based on the objectives of the study. The interview enabled the respondents to give their views, opinions, attitudes and feelings in depth.

According to Mugenda and Mugenda (1999) an interview schedule allows the respondents to freely respond to questions and gives the researcher an opportunity to probe the respondents further.

The interview schedule was prepared in accordance with the research questions.

3.6   Ethical Considerations

This is a description showing how a researcher would ensure that ethical requirements are upheld in the study (Oso & Onen, 2008). The major ethical issues of concern were informed consent, privacy and confidentiality, anonymity and researcher`s responsibility. Confidentiality is the agreement between the researcher and the respondents that the information given would not be passed to a third party without the consent of the respondent. Anonymity is a situation where all participants in research have the right to remain anonymous, that their individual identities are not salient features in the study. Researcherøs responsibility is a situation where a researcher must be sensitive to human dignity and well meaning in his or her intentions.

ì …despite the high value of knowledge gained through research, knowledge cannot be pursued at the expense of human dignity.ö

Levine (2002) advocates that confidentiality means that individuals are free to give and withhold as much information as they wish to the person they choose. The researcher is responsible to maintain confidentiality that goes beyond ordinary loyalty. Ethical consideration helps the researcher win the confidence of the respondents so that they can give honest answers. It also protects the participants from any harm or offence and to promote aims of research, such as knowledge truth, and avoidance of error.

The major ethical problem in this study was the privacy and confidentiality of the respondents. The researcher ensured that the information given by the respondents was treated with confidentiality and all the participants in the study remained anonymous. The researcher also ensured that participants had a complete understanding of the purpose and methods to be used in the study and the demands placed upon them as a participant.

3.7   Data collection Procedures

The researcher reported to the school of Education Moi University for clearance to go for research. Once cleared, the researcher sought for a research permit from the Ministry of Education to conduct the research. The researcher personally delivered the research instruments, administered and collected them for analysis.

of Instruments

3.8.1 Validity of questionnaires and the interview schedule

Validity of an instrument is the success of the scale in measuring what it sets out to measure so that difference in individual score can be taken as representing true difference in character under study, (Koul, 1992). Kothari (2004) defines validity as the extent to which differences found with a measuring instrument reflects true differences among those being tested. According to Mugenda and Mugenda (1999), validity is the degree to which an instrument measures what it purports to measure. To ensure that the questionnaires and interviews were valid, the researcher sought advice from the lecturers from the department of Curriculum, Instructions and Educational Media. Content validity of instruments was also ensured through constructive criticism from supervisors. Validity of the instrument was also done through piloting. Piloting was done at a university which was not included in the study sample. In this case the researcher piloted the instrument at the University of Eldoret. This is a public university with similar characteristics with Moi University. During piloting, Bachelor of Education fourth year students and zonal supervisors in charge of TP responded to the research instruments. The instruments were then revised based on the feedback obtained from piloting.

3.8.2 Reliability of the research instruments

Reliability refers to the extent to which a measuring instrument measures what it is purported to measure. It refers to the consistency and stability in measurement of instrument (Mouton 2001). According to Mugenda and Mugenda (1999), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Best and Kahn (1989) define reliability as the extent to which a

ent results upon testing and re-testing. The reliability of the instruments was improved through test- retest method. The first test was administered to the student teachers and the zonal supervisors, after two weeks a second test was given to the same respondents. The two tests were analyzed separately. The Pearson's Product Moment Correlation (r) was used to calculate the reliability coefficient between the first and second scores. The formula is as shown below;

$$\frac{\sum xy \quad \sum x \sum y}{\sum x \quad \sum x \quad \sum y}$$

Where

r = coefficient of reliability

N = Total number of subjects

X =Rated values of 1st administered test

Y = Rated values of 2nd administered test

Û = Summation

The coefficient obtained was then converted into an appropriate correlation for the entire test using the spearman and Brown Prophecy formula shown below;

rxx = 2 roe

1 = roe

Where

rxx = Reliability Coefficient of two tests

roe = Reliability Coefficient obtained by the squares of the first administered test and the squares of the second administered test.

0.76 was for the student teachers while 0.72 was for the zonal supervisors. This yielded a correlation of 0.74. Since 0.74 was more than 0.7, it was considered appropriate to ascertain the reliability of the instruments.

Mugenda & Mugenda(1999), note that if the reliability coefficient is less than 0.7 then the instrument is unreliable.

3.9   Data Analysis Procedures

Data analysis is the organization, interpretation and presentation of collected data (Yuko & Onen 2005). Data from the questionnaires and interview schedule were coded and put into categories. It was then described using descriptive statistics and presented in form of tables, percentages, bar graphs, and pie charts. For the purpose of analysis of data generated from questionnaires the alternatives provided i.e õstrongly agreeö and õagreeö were merged to mean õagreeö and õstrongly disagreeö and õdisagreeö were merged to mean õdisagreeö. Perception and opinion of the respondents on the factors that determine the choice of TP schools were analyzed and rated using descriptive statistics and presented in the form of percentage and frequencies. Data collected was coded by use of SPSS program in order to get as many details as possible for use in the study. According to Yadetta and Ngau (2004) SPSS stands for Statistical Package for Social Sciences. It is one of the best statistical packages of data storage, manipulation, analysis and reporting. In the study data was analyzed by use of mixed methods approach that is both qualitative and quantitative techniques.

This chapter describes the methodology that was used in the study by the researcher. Subsequently, it has shown the study area, research design, study population, sample size, sampling procedures, data collection methods, data collection procedures, ethical considerations, methods of data analysis and presentation. The design selected was a survey design of descriptive nature. The study location was Moi university main campus, Eldoret west, Kitale, Kericho and Odera Akango campuses. The respondents were fourth year Bachelor of Education students and, zonal supervisors. Questionnaires and interview schedule were the instruments for data collection while data analysis utilized descriptive and inferential statistics.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.0   Introduction

This chapter presents and discusses the findings from the respondents that is, the student teachers and the zonal supervisors.   The chapter presents data on the biographical information and the responses to the four research objectives of the study.   Discussion of results was based on the following objectives;

    (i)   Facilities and resources that influence choice of TP schools

    (ii)   Peer influence on choice of TP schools

    (iii)   Schooløs academic performance influence on choice of TP schools

    (iv)   Parentsø influence on choice of TP schools

The objectives were analyzed and discussed on an item by item basis and the findings tabulated.   In the tables, the frequencies and the proportions in terms of percentages were shown .   The figures in brackets are the percentages.

4.1   Biographical Information

 A total of 204 questionnaires were distributed to the student teachers out of which 190 were returned.   This gave a response rate of 93.14%.   A total of six zonal supervisors were interviewed.

f the respondents questionnaires

	Questionnaires			Response rate
Respondents	**No**	**Returned**	**Not returned**	
Student teachers	204	190	14	93.14%

The response rate of zonal supervisors was 100%. This was facilitated by prior booking of appointments.
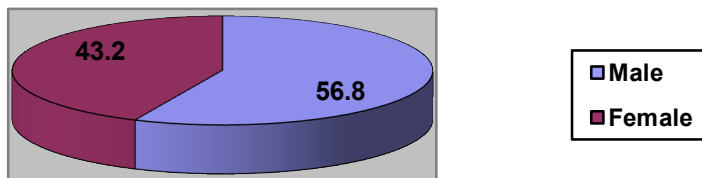
Figure 4.1: Gender of the Respondents

The figure above presents the distribution of student teachers based on their sex. This shows that 56.8% of the respondents were males while 43.2% were females. Therefore, more male than female student teachers participated in the study.
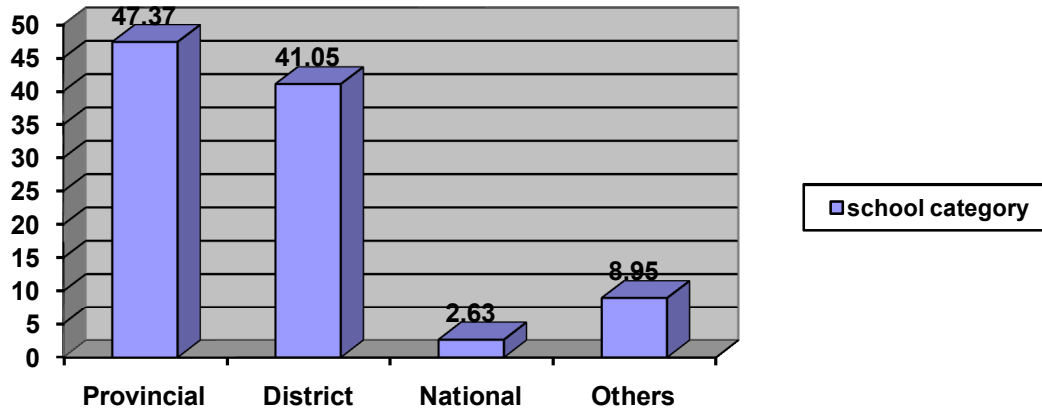
Figure 4.2 School Category

Based on the school category, there were 90 (47.37%) respondents who practiced in the provincial school category, 78(41.05%) in district schools, 5 (2.63%) in national schools while 17 (8.95%) practiced in the schools categorized as other.   Other in this case was specified by the respondents as the private schools.
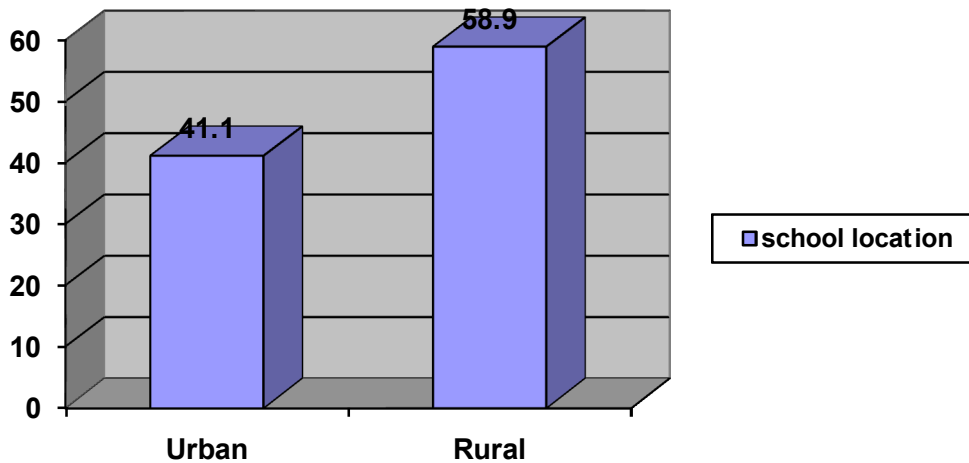
Figure 4.3   School Location

8(41.2%) of the respondents practiced in the institutions located in urban areas while a majority 112 (58.9%) of the respondents practiced in the institutions located in the rural areas.
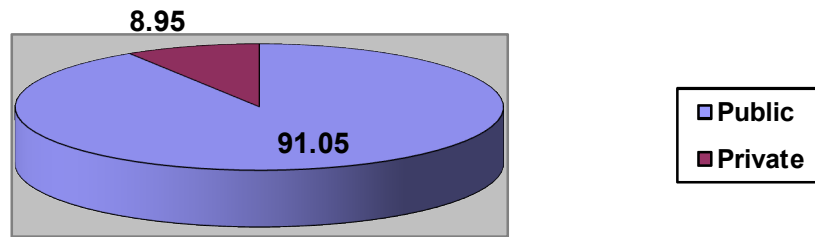
Figure 4.4   School Type

Regarding the school type, the figure above shows that majority of the student teachers 173 (91.05%) practiced in public schools while 17(8.95%) practiced in private schools. From the findings, it is evident that majority of student teachers 90(47.37%) practiced in provincial public schools. This could be because provincial schools offer greater opportunities for student teaching. Most of the provincial schools are well established with adequate facilities to enable a student teacher grow professionally.   All the respondents interviewed said that provincial schools are more suitable for student teaching because of the conducive environment. They agreed that most of the provincial schools are well equipped and accessible both to the student teachers and supervisors. Availability of facilities and resources in a school enables a student teacher to vary the instructional methods. Aiyobei (2000) in her findings pointed out that a large proportion of the university supervisor's preferred provincial schools. This she said, is attributed to

...ools in terms of the nature of pupils, teachers, the administration as well as the learning resources and facilities.

The number of student teachers who practiced in the district schools was lower than that of the provincial schools. This can be attributed to the fact that most of the district schools are located in the rural or remote areas where transport is a problem. Most schools in these areas are not easy to access. The zonal supervisors interviewed pointed out that the university usually recommends those schools that are near the main road so that even the supervisors using public transport may access the school easily. Most of the district schools are not suitable for student teaching because of inadequacy in facilities and resources. Aiyobei (2000) in her findings pointed out that student teaching is affected by lack of learning resources which is usually common in most district schools. This implies that student teachers in district schools may experience problems with preparation as well as content presentation due to the lack of resources. This could be the reason why most student teachers did not choose the district schools. Student teachers in district schools may not get adequate opportunity to develop the competence of preparing and using learning resources as recommended by Ayot and Wanga (1987).

The number of student teachers who practiced in national schools was very low 5 (2.63%). This can be attributed to a small number of national schools. The respondents interviewed said that there were some teaching practice zones without a national school. The other reason being that, most national schools would like to set their own standards and therefore, may not be willing to accept student teachers. The reason could be that

...d therefore the syllabus may not be covered in good time. Secondly, they may question the effectiveness of student teachers when it comes to handling lessons in a class. It is therefore evident that some national schools become reluctant when it comes to accepting the student teachers in their schools. The other reason being that most of the national schools are well staffed and therefore do not see the need for student teachers. The zonal supervisors interviewed said that student teachers may not want to practice in the national schools because the students there are bright and quite challenging. The few who chose the national schools were the more focused students who wanted to be challenged during their teaching practice and also wanted to have adequate exposure.

Figure 4.4 showing the school type, indicates that 17 (8.95) student teachers practiced in the private schools. All the respondents interviewed agreed that private schools in the level of district schools will accept student teachers because they are assured of free services. Highly performing private schools in the level of national schools may not accept student teachers because they will want to keep their standards, and they very much value quality work.

Regarding the school location, figure 4.3 shows that 112 (58.9%) of the student teachers practiced in schools located in the rural areas while 78 (41.1%) practiced in schools in the urban areas. Majority of student teachers practiced in schools located in the rural areas given the fact that most of them come from rural areas and would prefer practicing in schools near their homes so that they could get accommodation at home. The other

living in the rural areas is low, and more affordable to the

student teachers as compared to the urban areas where the cost of living is high

(expensive).

4.3 Facilities and Resources that Influenced choice of Teaching Practice schools

The student teachers responded to a total of six items from question 1 to 6 concerning the facilities and resources that influence choice of teaching practice schools by the student teachers. These aspects were the availability of functional library, well equipped laboratories, adequate relevant textbooks, adequate classrooms, accommodation and school transport.

Table 4.2   Student teachers' responses on the facilities and resources that

influenced choice of teaching practice schools

No	Statement	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	Availability of a functional library	23	12.1	26	13.7	13	6.8	77	40.6	51	26.8
2	Availability of a well equipped library	24	12.6	37	14.5	20	10.5	64	33.7	45	23.7
3	Availability of adequate and relevant textbooks	12	6.3	23	12.1	12	6.3	70	36.8	73	38.4
4	Availability of adequate classrooms	13	6.84	24	12.6	13	6.84	76	40.0	64	33.7
5	Availability of accommodation	5	2.6	26	13.7	7	3.7	67	35.3	85	44.7
6	Availability of School transport	33	17.4	37	19.5	26	13.7	53	27.9	41	21.6

student teachersø responses on whether availability of a functional library in the school influenced their choice of TP school. A large proportion of 128 (77.3%) of the respondents were in agreement as 77(40.5%) agreed while 51 (26.8%) strongly agreed. This implies that a majority of the STs agreed that availability of a functional library is crucial to their teaching practice. This is in line with the findings of a study conducted by Mangale (2012) on the functions of a library. In the study, he gave the influence of a library as a learning environment that provides space, access to resources and services to encourage and support student and teacher learning. A library according to the author is a place where student teachers find materials for pupils. Student teachers obtain reference materials from the library. It is therefore evident that student teachers considered availability of functional libraries in schools when choosing teaching practice schools because libraries support the teaching and learning process. According to Mangale (2012), a school library program provides expertise in both pedagogy, media and information skills. The fact that a total of 49 (25.8%) respondents were in disagreement and 13 (6.8%) were undecided implies that there was still a number of STs who did not consider that a library would have any impact on their TP.

Regarding the statement on whether availability of a well equipped laboratory influenced choice of the TP school, 64 (33.7%) agreed while 45 (23.7%) of the respondents strongly agreed giving a total of 109 (57.4%). The results revealed that a higher proportion of the respondents were in agreement. This implies that over half of the respondents considered a well equipped laboratory as an important facility that would promote their professional

pointed out that appropriate laboratory activities during teaching practice can be effective in promoting logical development and the development of some inquiry and problem solving skills, for example, they can assist in the development of manipulative and observational skills and in understanding scientific concepts. Ramsey and Howe (1969) cited by Hofstein 1982, considered the laboratory as an important place to introduce students to problem solving through experimental methods, as well as to increase comprehension. A laboratory enables STs to vary the methods of instruction for example by using demonstration and experimental methods. This enables a ST to put into practice the various instructional methods they learnt theoretically.

STS teaching art subjects such as history or Christian religious Education may not consider a laboratory as an important facility during TP. This may be true given the fact that 61 (32.1%) of the respondents disagreed while 20 (10.5%) were undecided.

The third statement presents the influence of textbooks on choice of TP schools. When STs were asked to state whether availability of adequate and relevant textbooks influenced their choice of TP school, 70 (36.8%) of the respondents agreed while 73 (38.4%) strongly agreed giving a total of 143 (75.2%). This shows that most of the student teachers felt that text books were of importance during teaching practice. A school with adequate and relevant textbooks is suitable for teaching practice. This is because a textbook is an instrument of instruction that facilitates the teaching and learning process. This is in line with the study carried out by Sohail (2002) who found that a textbook provides useful guidelines along which the teacher can plan his day to day

e book while actually teaching in the classroom, provides suggestions for some assignment, and suggests activities to be taken up in the classroom and outside. This is supported by Marsh (1992) who states that a text book is helpful for beginning teachers given the fact that the material to be covered and the design for each lesson are spelled out in detail. The findings also showed that 35 (18.4%) of the respondents disagreed while 12 (6.3%) were undecided. This is an indication that there were a few of the respondents who did not consider availability of textbooks in a school as a factor that influence choice of TP schools.

The fourth statement shows that STs who were in agreement that availability of adequate classrooms in a school influenced their choice of TP school were 140 (73.7%) given the fact that 76 (40%) agreed while 64 (33.7) strongly agreed. Those who disagreed and strongly disagreed was a small proportion of 24 (12.6%) and 13 (6.8%) respectively while 13 (6.8%) were undecided. From the findings, it is evident that a large proportion of STs believed that adequate classrooms would boost their professional development. This concurs with the findings of Opanda (2010) who found that the classroom was the most necessary facility in a school setting. Adequate classrooms allow time for student teachers to differentiate instruction, meet the unique needs of every student, and provide a safe learning environment. On the other hand, overcrowded classrooms rob teachers of valuable instructional time and the pupils of learning opportunities they would not get back. With overcrowded classrooms the student teacher cannot know every pupil, he or she is relegated to disciplinary catch up rather than well grounded confidence- inspiring connectivity. The pupils do not receive enough attention when the classroom is stuffed

ST will be constitutionally incapable of giving a learner the attention he/she deserves. This concurs with the findings of Roos (2013) who noted that the problems of teaching an overcrowded classroom include failure to keep discipline in the class because the teacher will be unable to control the pupils, and inability to provide individual attention to all the pupils needing it. Naccino and Desmond (1982) observed that crowded classrooms make it difficult to prepare instructional materials, to use certain materials, as well as teaching methods.

The fifth statement presents the student teachersø responses on whether availability of accommodation in the school influenced their choice of TP schools. It is quite evident from the table that majority of STs were in agreement that accommodation was an important factor considered while choosing TP school. There were 67 (35.3%) of respondents who agreed and 85 (44.7%) who strongly agreed giving a total of 152 (80%) of those who were in agreement. This shows that majority of STs are financially weak and because they do not have enough money for their upkeep, they would prefer schools that provide accommodation so as to cut down the cost during teaching practice. Aiyobei (2000) in her findings pointed out that the factors that are of great importance and those that are mainly considered by STs while choosing a TP school are more of economic reasons rather than environmental.

A few respondents 31 (16.3%) were in disagreement while 7(3.7%) were undecided. This implies that the few who were in disagreement were financially stable or were from wealthy families.

on whether availability of school transport influenced choice of teaching practice schools, a higher proportion of the respondents 41 (21.6%) strongly agreed while 53 (27.9%) agreed giving a total of 94 (49.5%) of those who were in agreement 26 (13.7%) were undecided while a total of 70 (36.9%) respondents were in disagreement. This implies that majority of STS consider the availability of school transport as important hence influence their choice of TP school. Birgen (2007) pointed out that it is essential for a school to have some form of transport to take care of school excursions, tours, field trips and visits to other schools.

Meredith (1997) found that pre- service teachers were in agreement that field trips have an essential role to play in the teaching and learning process and that a field trip have a positive effect on pupils in both cognitive and attitudinal aspects. This is supported by professional organizations such as the National Science Teacher Association (NSTA, 1999) which asserts field trips can õ deepen and enhanceö classrooms study and the National Research council; (NRC 1996)who assert a quality science curriculum is one that extends beyond the walls of the classroom.

The implication of Hollandøs trait factor theory to the findings is that the factors within the school such as availability of facilities and resources can strongly influence a student teacherøs interest for the school.

...pondents on the influence of peers on choice of TP schools

4.4.1 Peer influence on choice of teaching practice schools

The student teachers responded by giving a ─yesø or ─noø answer regarding whether peers influenced their choice of TP school. They then responded to a total of four items on the ways in which peers influenced their choice of TP schools

Table 4.3: Peer influence

Response	Frequency	Percentage
Yes	112	58.9
No	78	41.1
Total	**190**	**100.0**

Regarding whether student teachers were influenced by peers into choosing a particular school, majority of the respondents 112(58.9%) responded yes while 78 (41.1%) responded no. From the table it is evident that majority of the STs were influenced by peers into choosing a particular TP school. Parson (1979), argued that a person can be influenced when he or she needs information to adapt to and interact in a particular situation. Not having the requisite information, the individual must obtain it from others. Parsons notes that the primary condition for influence is need for information. When STs are choosing TP schools, they are placed in situations in which they must obtain information in order to act. To make decisions about which TP school to choose, they tend to seek information from their peers as indicated in table 4.3

... s responses on the ways in which peers influenced ... eaching practice schools

No	Statement	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	I choose the same teaching practice school as my peers so that we could work as a team	39	20.5	29	15.3	10	5.3	63	33.2	49	25.8
2	Peers encouraged me to choose a school which they had also chosen so that we could share accommodation costs	36	18.9	30	15.8	12	6.3	65	34.2	47	24.7
3	Peers convinced me to choose a school which offered some allowance to student teachers	32	16.8	37	19.5	9	4.74	51	26.8	61	32.1
4	Peer convinced me to choose a school which was easily accessible	32	16.8	35	18.4	11	5.8	62	32.6	50	26.3

The first statement revealed that majority of the respondents agreed that they were convinced by peers to choose the same school so as to work as a team during TP. This is indicated by 49 (25.8%) who strongly agreed and 63 (33.2%) who agreed giving a total of 112 (59%) of those who were in agreement.

that when peers go to the same school they tend to work as a team assisting one another. This is supported by Bell (1992) who says that a group of individuals working together towards some common purpose achieve more than they could achieve alone. Teamwork allows peers to discuss their work together and as a result enhance their professional development. STS in the same school share ideas and assist one another when there is need. This concurs with the findings of Awuor (2013) who quotes the theory of change which states that: if we facilitate individuals to work together in collaborative teams, they will invent necessary ideas to perform better professionally. Peers can develop effective, mutual relationships to achieve their goals. The responses also indicate that 68(35.8%) of the STS were not convinced by their friends while 10 (5.3%) were undecided.

In the second statement, majority 112(58.9%) of the STS agreed that peers encouraged them to go to the same school for TP so that they could share a room or house hence share accommodation costs. The table revealed that 65 (34.2%) agreed while 47 (24.7%) strongly agreed. From these results it means that majority of STs face financial challenges and that is why they would prefer sharing a room with peers in order to cut on accommodation costs. The zonal supervisors indicated that STS especially those under the PSSP program face financial challenges given the fact that they may not access TP allowances from HELB. This shows that STs would like to economize the little amount of money that they get in order to sustain them during TP. This concurs with the results in table 4.6 which give the reasons why STS prefer TP schools that offer accommodation to STS. The table also shows that 30 (15.8%) of the respondents disagreed while 36

...ving a total of 66 (34.7%) of those respondents who disagreed. 12 (6.3%) of the STs were undecided.

When STs were asked to state whether they were convinced by peers into choosing a school that offered some TP allowance, 51(26.8%) of the respondents agreed while 63 (33.2%) strongly agreed. This shows that most of the STS preferred the schools that offered some allowance because of the financial problems that they faced,. This concurs with the report from the nation media group. Manyuira W, (nation media group, 13th, may 2013) reports that the common phrase in the appointment letters that university students receive after applying for internship is õ we do not payö. This is to prepare them not to expect any allowances. He said that, some institutions offer students allowances to cater for lunch and transport but many do not. Former student of Moi University (ledama) says that the financial challenges he faced during internship pushed him to do menial work to survive.

Ngoje, a 3rd year student at the university of Nairobi endured similar tribulations and he had to do odd jobs to sustain himself during internship. These revelations are an indication that many students face financial challenges and that is why they would prefer an institution that offer some allowance.

(a career placement officer) students should be given subsistence when they are on internship to enable them to work effectively and to also learn. His sentiments are supported by Indeche (Kenya Methodist university) who says that an energized intern will be sober and thus deliver.

There is also an indication that 69 (36.3%) of the STs were in disagreement while 9 (4.7%) were undecided. The few respondents who were in disagreement could be those who were financially stable.

Drawing from the fourth statement, a large proportion 62 (32.6%) and 50 (26.3%) of the STs indicated that they chose the school because their peers convinced them to choose a school that was easily accessible. This implies that accessibility is an important factor to consider while choosing a TP school. As indicated earlier, a school which is accessible is suitable for teaching practice as it makes it easy for university supervisors to reach the schools as per the schedule even with the use of public transport. It is also convenient to STs especially for those who may not get accommodation within the school and have to commute away from school. It is also assumed that transport costs are low where roads are accessible.

The implication of Holland's trait factor theory to these findings is that the factors within an institution such as peers can strongly influence a student teacher's interest for the school.

...ool's academic performance on choice of the teaching practice schools

The student teachers responded by indicating the type of school they underwent for teaching practice. They then responded to the statements on the ways in which the schoolsøacademic performance influenced their choice of teaching practice schools.

Table 4.5   The student teachers' responses on the type of school they underwent for teaching practice

Type of school	Frequency	Percentage
High performing school	38	20.0
Average performing school	89	46.84
Low performing school	63	33.16
Total	190	100

The table 4.5 above indicates that majority of the student teachers practiced in average performing schools followed by the low performing schools. A small number practiced in high performing schools.

... s' responses on the influence of the schools' academic ... the choice of teaching practice schools

No	Statement	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	I chose a high performing school because the pupils are quite challenging	8	21.1	11	29.0	7	18.4	8	21.1	4	10.5
2	I chose a high performing school because there is good school leadership	2	5.3	4	10.5	4	10.5	16	42.1	12	31.6
3	I chose an average performing school because the teachers have a spirit of teamwork	3	3.4	16	18.0	8	9.0	39	43.8	23	25.8
4	I chose an average performing school because the pupils are motivated to excel academically	5	5.6	20	22.5	9	10.1	32	36.0	23	25.8
5	I chose a low performing school because pupils are less challenging	7	11.1	12	19.0	9	14.3	18	28.6	17	27.0
6	I chose a low performing school because there is less workload for teachers	3	4.8	6	9.5	8	12.7	25	39.7	21	33.1

re asked to state whether they chose a high performing school because the pupils are quite challenging, out of the 38 STS who chose high performing schools, 8 (21.1%) agreed while 4 (10.5%) strongly agreed giving a total of 12 (31.6%) of those who agreed. The number of STs who disagreed were 11 (28.9%) and those who strongly disagreed were 8 (21.1%) giving a total of 19 (50%) of those who were in disagreement. 7 (18.4%) were undecided. The findings show that the proportion of those who were in disagreement was higher than of those who were in agreement. This implies that majority of STs do not want to be challenged during TP. Less than a half of the STS chose a high performing school in order to be challenged during TP. The few who may want to be challenged are those who are more focused and would like adequate exposure while a majority may not want to be challenged. It therefore indicates that this is not a factor considered by many STS while choosing a TP school.

Research carried out by Aiyobei (2000) found that pupils in high performing schools are of high academic ability. This type of students is those who scored high marks in the KCPE exams. Aiyobei (2000) said that the high level performers in the KCPE are admitted to the national schools and some good provincial schools. It is true that most national and some provincial schools perform very well in the KCSE because the students in these schools are of high academic ability. High ability learners are quite challenging as they display intellectual curiosity. They ask questions and go to books. They are keen observers. They ask thought provoking questions, õwhyö questions. They are genuinely concerned enough to ask questions why things happen or exist either individually or during group discussion.

at, out of the 38 STS who chose high performing schools, 28 (73.7%) of them were in agreement that they chose a high performing school because there is good leadership, given the fact that16 (42.1%) agreed while 12 (31.6%) strongly agreed. Those who disagreed and strongly disagreed were 4 (10.5%) and 2 (5.7%) respectively while 4(10.5%) were undecided. From the findings, it is evident that majority of STS believed that a school with good school leadership would enhance their professional growth and development. Santers and Simpson (2005) note that good school leadership provide the best learning environment. School leaders ensure that resources and processes are in place to enable teachers to teach well. Riondan (2003) notes that school leaders provide support and mentoring to improve instruction and provide direction and resources for teachers learning and professional development. This is in line with the study carried out by Cheruiyot (2003) who found that the overwhelming emphasis of a school leadersø daily work was oriented towards maintenance of the studentsø discipline, keeping staff conflicts out and keeping the school supplied with adequate materials. Growson and porter (1980) say that motivation of teachers including the STS largely depends on the head teacherøs quality in his leadership and supervisory skills

The third statement reveals that, out of the 89 STS who chose average performing schools, 39 (43.8%) agreed that they chose an average performing school because the teachers have a spirit of team work while 23 (25.8%) strongly agreed giving a total of 62 (69.6%) of the respondents who agreed. 3 (3.4%) strongly disagreed while 16 (18.%) disagreed, 8 (9%) of the student teachers were undecided. The table shows that the

greement was higher than that of the STS who were in disagreement. This implies that majority of STS believe that teamwork among teachers in TP schools would enhance their professional development. This is in line with the study carried out by Abelson and Woodman, (1983) and cited by Gerlach (2010) who found that people working as a team discuss their work together and share ideas and as a result grow professionally. They further said that when a team works well together, the job is less stressful, more enjoyable, more rewarding and result in greater benefit to students.

The responses in the fourth statement showed that out of the 89 STS who chose average performing schools, 32(36%) agreed that they chose an average performing school because the pupils are motivated to excel academically 23 (25.8%) strongly agreed giving a total of 56 (61.8%) of those who were in agreement. The findings show that majority of STs chose average performing schools because of the type of learners. It is true that handling a class where learners are motivated to excel academically is easier than handling a class where learners are not motivated to excel academically. This is because learners who are motivated are always ready to learn. The research carried out by Aiyobei (2000) found that pupils in most average and high performing schools are motivated to excel academically, ready to learn and active in class. This type of pupils are able to remember more and retrieve it easily from memory. They are able to give correct feed back to any factual recall question. They respond more quickly and appropriately. They strive to see the relevance in assigned work or rules in the classroom. They are not pushed to do the assignment. They will do the assignment and

...ning this type of pupils is an advantage to a ST in that he or she will be able to vary the instructional methods. For instance, by using the question and answer method, discussion, experimentation among others. It is possible for a ST to vary the teaching approach from the teacher- centered approach to the student centered approach which is more recommended. A lesson where pupils are involved is quite interesting as compared to a lesson where pupils are passive. Ayot and Wanga (1987) say that one of the competencies required of a teacher, which the STs are taught at the university, is pupil involvement in the lesson and this should be demonstrated practically in the classroom. Aiyobei also pointed out that a large proportion of the university supervisors preferred provincial schools. This she said is attributed to the characteristics of the schools in terms of the nature of pupils, teachers, the administration as well as the teaching and learning resources. The study also shows that majority of STS chose provincial schools. It is also true that most provincial schools are average performers.

The fifth statement showed that, 35(55.6%) STS out of 63 agreed that they chose a low performing school because pupils are less challenging, 18 (28.7%) agreed while 17(27%) strongly agreed. The respondents who disagreed were 12 (19%) and those who strongly disagreed were 7 (11.1%) giving a total of 19(30.1%) of those who were in disagreement. 9 (14.3%) of the respondents, were undecided. This is an indication that majority of the STs were in agreement that they chose a low performing school because pupils in such schools are less challenging. It may be true that majority of pupils in these schools are of low academic ability. This type of pupils is mainly found in the district schools. Most of

...formers because they admit students who obtained low marks in KCPE.

Aiyobei (2000) found that the difference in the academic background of the students in the Kenyan secondary schools may be attributed to the admission system which is used whereby the high level performers in the KCPE are admitted to the national schools followed by the provincial schools while the low performers are admitted to the district schools. Students in low performing schools are believed to be less challenging because they do not have the ability to ask many questions in class and even if they ask questions in class, the questions may not be quite challenging. Most of these students may be passive in class. Some student teachers prefer this type of students so that they are not challenged during TP.

The sixth statement presents the student teachers' responses on whether they chose a low performing school because there is less workload for teachers. Out of the 63 STS who chose low performing schools, 46(73%) were in agreement, given the fact that 25(39.7) agreed while 21(33.3) strongly agreed. 6 (9.5%) of the respondents disagreed while 3 (4.8%) strongly disagreed giving a total of 9(14.3%) of those who were in disagreement. 8 (12.7%) of the respondents were undecided. Low performing schools are not attractive enough for parents to send their children there. It may be true that the enrolment rate in such schools is low. When STs go to these schools they may realize that the number of pupils in the classroom is low which means that they will have less work especially when it comes to marking pupils work such as assignments, CATs and even exams. Because of

...ill also be easy for a ST to attend to pupils on individual basis basing it on individual needs. Knowing pupils and their individual needs is important during TP and this can be an advantage to a ST. It is also possible for a ST to give as many assignments as possible to the pupils and be able to mark because of the small number.

It may also be true that most of the low performing schools do not have extra lessons or remedial teaching classes, a practice which is very common with high performing schools. It is therefore evident that some STs would prefer such schools in order to avoid extra work. The findings show that there are factors within the school which can influence choice of teaching practice schools as implied in Holland's trait factor theory.

Table 4.7: Parental influence on choice of teaching practice schools

Students teachers response	Frequency	Percentage
Yes	109	57.4
No	81	42.6
Total	190	100

According to the findings in table 4.7, a large number of student teachers 109(57.4%) agreed that their parents influenced their choice of TP school while 81 (42.6%) refuted it. When asked to give reasons that their parents gave for the preferred choice of school, 101 (92.7%^) out of the 109 who responded yes said that their Parents wanted them to choose schools near their homes so as to cut on costs of accommodation, food and

ts said that õmy parents wanted me to choose a TP school near my home so as to cut off unnecessary costs such as transport and accommodationö

Another respondent said

õMy parents told me to choose a school near home to get foodstuffs from home and to minimize the expenses during teaching practice

From the responses, it is evident that majority of the parents wanted their children to practice near their homes due to economic reasons. This concurs with the findings of Kathleen (2011) on parental involvement in childrenøs education. She notes that some parents want their children to study in the universities close to their homes. The reason being, that it would be more convenient to them. She further gave the reason that the university further away will be costly in residence fees. The research has clearly shown that parents want their children to practice in schools near their home for convenience in terms of traveling, accommodation and food. Residing from their homes would be cheaper because they would not rent houses for accommodation nor buy food.

This shows that most parents find it hard to raise enough money for their childrenøs up keep during TP. The privately sponsored students depend on their parents for fees and upkeep because it may not be possible for them to access loans from HELB. 60(55.0%) of the respondents who responded ÷yesø gave the reason that their parents wanted them to choose a TP school near their homes because there would be a likelihood that they would be employed in those schools simply because the Board of Governors (BOG)

s. These were some of the responses from the student teachers.

õMy parents advised me to choose a school near home because the BOG were understanding and could even consider me after my undergraduate degreeö

õThe BOG is cooperative and friendly and we can talk to them so that they can employ you after graduationö

From the statements, it is evident that parents believe that the BOG members of a school have the ability to select and recruit teachers and one stands a higher chance of being recruited as a teacher in the same school if he or she is well known to the BOG members. Research carried out by Namusonge, Ngoba and Githaiga (2011) on the BOGøs effectiveness in teachersø recruitment and selection revealed that, the BOG were easily manipulated and teacher selection was influenced by stakeholdersø vested interests, tribalism and regionalism.

 Majority of female STs revealed that their parents wanted them to teach near their homes for security purposes. Not much consideration was put on the factors that promote the professional development of the student teacher. Only three parents wanted their children to choose schools away from their homes so that they could get adequate exposure.

y Holland (1971) is implied here given the fact that in the theory, there are factors within the home that can strongly influence choice of teaching practice schools.

When student teachers were asked to give their opinion on how the teaching practice school enhanced their professional development, majority of them said that the teaching practice school enabled them to put into practice the theoretical knowledge which they had learnt in college. STs who practiced in well equipped schools said that the availability of facilities and resources in the TP school enabled them to vary the methods of teaching. With adequate facilities and resources they were able to practice the teaching methods which they had been taught theoretically. With the use of appropriate teaching methods, it was easy for the pupils to understand the content. They also said that with the resources available they were able to prepare teaching aids for their lessons. This enhanced their professional development.

STs who practiced in schools where facilities and resources were inadequate said that the exercise was quite challenging because it was difficult to vary instructional methods. They said that there were some methods of teaching that could not be practiced because the facilities and resources that could have been used to make it a success were not available. Inadequacy of facilities and resources had negative effects on their professional development.

the student teachers to spend their money in buying materials for the teaching aids. Some said that they experienced problems with lesson preparation and content presentation due to inadequate facilities and resources.

Some student teachers praised the regular teachers in the teaching practice schools who they claim were very supportive. The regular teachers helped them learn from lesson observation and to plan lessons. They said that their spirit of teamwork enhanced their professional development. They interacted with regular teachers where they obtained skills and knowledge from them. Some student teachersø claimed that the regular teachers were not supportive, they delegated their duties to the student teachers without proper guidance. Some student teachers especially the female student teachers claimed that they experienced indiscipline cases from the pupils in the teaching practice schools. This had a negative effect on their professional development.

Findings from Interviews

The zonal supervisors interviewed were required to state whether availability of a functional library may influence choice of a teaching practice school.

The respondents agreed that a library is an important facility in the school. They said that a functional library would be of great help to student teachers during teaching practice in that it is a place where a student teacher obtains relevant information that he or she would deliver to the pupils. This is a place where the student teacher can access various reference books. A student teacher is required to prepare himself adequately before going to class. He should be competent and conversant with the content that he is going to teach. He is expected to answer questions from students, be knowledgeable and have up

...nation will be obtained from the library in form of print media such as books, journals, magazines among others or electric media. The student teachers are also required to prepare good lesson notes by using different books. The zonal supervisors were therefore in agreement that availability of a functional library in a school may influence choice of the teaching practice school in that it offers teaching material, knowledge of appropriate learning, advice and professional development to the student teachers. This is in agreement with Mangale (2012) who states that a school library program provides expertise in pedagogy, media and information skills.

Regarding the statement on whether availability of a well equipped laboratory influenced choice of a teaching practice school, the zonal supervisors pointed out that a well equipped laboratory is an important facility in a school given the fact that a higher percentage of the science instructions take place here. They clarified that a laboratory is important especially for student teachers teaching the science subjects. The science subjects such as physics, chemistry and Biology require practical lessons which can only be done in a well equipped laboratory. The secondary school syllabus requires that a practical be done after a theory lesson. They pointed out that it would be very difficult to carry out a practical lesson in a school without a laboratory. A student teacher is expected to include practical lessons in the schemes of work. To carry out a practical lesson requires a laboratory and equipment. During the interview, they explained that a laboratory provides a unique medium for teaching and learning. Appropriate laboratory activities during teaching practice can be effective in promoting logical development and the development of some inquiry and problem-solving skills, for example, they can assist

ulative and observational skills and in understanding scientific concepts. In the laboratory a student teacher would be able to use experimental and demonstration methods for teaching. Students are actively involved making the lesson quite interesting and enjoyable. When pupils are actively involved in the lesson they understand the content easily and may not forget what they have learnt.

Concerning the statement on whether availability of relevant textbooks influenced choice of teaching practice schools. All the zonal supervisors agreed that text books facilitate the teaching and learning process. They further explained that text books are helpful to a student teacher given the fact that the material to be covered and the design for each lesson are clearly spelled out in detail .They provide organized units of work and gives the plans and lessons needed by a teacher to cover a topic in some detail. Text books provide a teacher with a balanced, chronological presentation of information. It tells a teacher what to do and when to do. The zonal supervisors also cautioned that student teachers should not rely so much on textbooks because too much dependence on the textbook makes teaching and learning become very rigid.

They were in agreement that too much reliance on textbooks may teach whatever is given in the book exactly. They further said that the textbook may oppose the dynamic methodology of teaching and learning. Two of the respondents pointed out that there are occasions when some student teachers and regular teachers walk into the classroom with only a textbook and because they had not prepared for the lesson they would read whatever is there word for word without any explanations. This has a negative impact on

... of a student teacher. At the end of the lesson, the pupils will have understood nothing. It may be true that a student teacher who is somewhat ÷lazyø may walk into the classroom especially when not expecting a supervisor with only a textbook because he has not prepared, this will have a negative impact on his professional development.

With regard to classrooms, zonal supervisors were in agreement that student teachers would prefer schools with adequate classrooms. This is because, there would be enough room for student teachers to differentiate instruction, be able to know each pupil in class and to identify the needs of each learner. When classrooms are overcrowded it becomes almost impossible to give individual attention which the learners deserve. During teaching practice , student teachers are expected to know every pupil in class by name, but this may not be possible if the classroom is stuffed full of too many learners. When the classroom is overcrowded, the student teachers may be unable to control the pupils. This will have a negative impact on professional growth of a student teacher because of inability to provide individual attention to all the pupils needing it and also failure to keep discipline in the class. When the class is so large, the student teachers may not get adequate time to prepare instructional materials, mark all assignments as well as use certain teaching methods like experimentation.

When zonal supervisors were asked to give their opinion on whether availability of accommodation could influence choice of the teaching practice school ,all of them strongly agreed .They indicated that majority of student teachers would prefer TP schools

use most of them are financially weak and experienced problems in getting resources during teaching practice. They pointed out that STS especially those under the PSSP program face financial challenges and may not have enough money for their upkeep during teaching practice. The reason could be that STS under the PSSP program may not get the opportunity of obtaining a loan from HELB like their counterparts in the regular program. It may also be true that the TP allowance obtained by the regular students from HELB may not be sufficient especially for the STS who practice in places where the standard of living is high. The respondents said that there could be occasions when some STS lacked food .Kimeli (2000) in his study said that the major problem cited frequently by the STS was that of housing. The respondents said that such challenges could impact negatively on the professional growth of a ST because he may look for ways of getting money instead of concentrating fully on TP.STS who are offered accommodation are relieved of the financial burden and will feel more at ease therefore concentrate more on the teaching process .The zonal supervisors further said that STS who are given accommodation within the school feel more secure especially if they are posted to unfamiliar places. The other advantage could be that a ST accommodated within the school would save on transport costs especially if he was to rent a house far away from the TP school. It is therefore evident that provision of accommodation to a ST is necessary given the fact that with less problems , a ST would be able to prepare himself adequately hence ,grow professionally.

attracted to schools with some form of transport, three of the respondents agreed saying that some STS would be attracted especially to a school with a good bus .They said that there are those STS who believe that a school with a good bus is prestigious .These STS feel that they need to be associated with such a school. While other STS may feel that going to a school with some form of transport would enable them take pupils out for field trips and educational symposiums in other schools. This would make it possible for them to vary their instructional methods.

Peer Influence on Choice of Teaching Practice Schools

When zonal supervisors were asked to give their opinion on whether peers have any influence on the choice of TP schools by the STS ,all of them agreed that peers have some influence .They gave the ways in which peers may influence one another. They pointed out that student teachers in relationships may want to go to the same school .Two of the respondents cited a case in which a male ST fought with a regular teacher over a female ST .The study carried out by Kimeli (2000) indicated ‒love affair‖ as one of the indiscipline cases during TP .He pointed out that some male teachers have affairs with female STS and in some instances bring rivalry between STS and the regular teachers. The respondents said that such incidences impact negatively on the professional development of STS. They also said that peers taking the same courses may want to go to the same TP school so that they could assist one another. These STS will work as a team discussing their work together and as a result enhance their professional development. This concurs with the findings of Awuor (2013: 15) who quotes the theory of change which states that:

e individuals to work together in collaborative invent necessary ideas to perform better professionally. Peers in the same TP school can therefore assist one another by sharing ideas, knowledge, and skills.ö

The respondents also said that STS may feel insecure especially if posted to unfamiliar places. They would rather go there as a team so as to feel secure. It could be true that one would feel more secure when he is with friends than when he is alone. Sommerland & Duke(1972)said that teaching practice is a time of –shockøfor a beginning teacher who is not well prepared for classroom teaching. They have stated that student teachers are undergoing a stressful situation of beginning to teach and they also have to work under unfamiliar situations and environment.

The zonal supervisors were also of the opinion that peers may want to go to the same school so that they could share a room or house. In so doing they would cut on accommodation costs. As earlier said, STS especially those under the PSSP program face financial challenges given the fact that they may not access the TP allowance from HELB. Therefore, it may be true that STS would like to economize the little amount of money they get in order to sustain them during the TP period.

The zonal supervisors also confirmed that because of the financial challenges faced by STS, they would be attracted to those schools that offer some allowance to STS. This is supported by Mucheni, a career placement officer who argues that students should be given subsistence when they are on internship to enable them to work effectively and to also learn. Indeche, from the Kenya Methodist University said that an energized intern will be sober and thus deliver.

...lity could be an important factor during choice of TP school, they agreed saying that a school which is accessible is suitable for TP as it makes it easy for university supervisors to reach the school as per the schedule even with the use of public transport. They also said that it would be convenient to STS especially for those who may not get accommodation within the school and have to commute away from school. They were also of the opinion that transport costs are lower where roads are accessible.

The influence of the school¢s academic performance on the choice of a teaching practice school. The interviews which were conducted confirmed that STS choose high performing schools because of adequacy in terms of facilities and resources in such schools. Availability of adequate facilities and resources enhance the professional development of a ST. Facilities and resources are vital in the teaching and learning process as pointed out by Ayot and Wanga(1987). This is supported by Opanda (2010) who notes that pupils and teachers need facilities such as libraries, laboratories, and resource corners for effective teaching and learning.

When asked whether STS choose average performing schools because teachers have a spirit of teamwork, they said that this may be true given the fact that teamwork among teachers could benefit student teachers as they require guidance and induction. They were of the opinion that teachers with a spirit of teamwork are cooperative and supportive. This could mean that STS who choose such schools would get the support from the regular teachers. STS would seek help when needed from the regular teachers hence, grow professionally.

The zonal supervisors were in agreement that good school leadership in high performing schools could promote the professional growth of STS given the fact that a good leader would ensure that STS are provided with the resources they need for teaching practice, and also maintain the discipline of the learners. They further said that good school leaders create a supportive environment for STS so that they can develop professionally. This is in line with the study carried out by Cheruiyot (2003) who noted that the overwhelming emphasis of a school leader's daily work was oriented towards maintenance of the students' discipline, keeping staff conflicts out and keeping the school supplied with adequate materials. Growson &Porter(1980) say that motivation of teachers including the STS largely depends on the head teacher's quality in his leadership and supervisory skills.

When zonal supervisors were asked to state whether STS choose high performing schools because the pupils are quite challenging, they disagreed saying that only a few students may want to be challenged during TP while a majority may not want to be challenged. The few who may want to be challenged are those who are more focused and would like adequate exposure. They said that bright learners can be quite challenging and may even ask questions that may not be answered by the STS. Some of the respondents said that they have experienced incidences where STS evade questions from the pupils because they do not have answers. A study carried out by Aiyobei (2000)found that pupils in high performing schools are of high academic ability. These types of students are those who scored high marks in the KCPE examinations. She further said that high level performers

national schools and some good provincial schools. It is true that most national and some provincial schools perform very well in the KSCE examination because the students in these schools are of high academic ability. High ability learners are quite challenging as they display intellectual curiosity. They ask questions and go to books. They are keen observers. They ask thought provoking questions, –why questionsø They are genuinely concerned enough to ask questions why things happen or exist either individually or during group discussions.

The zonal supervisors also agreed that some STS may prefer average performing schools because the learners are motivated to excel academically. It may be true that learners in these schools are hard working, punctual, and disciplined because they have a need to excel in their examination. They said that handling a class of pupils with such qualities is an advantage to a ST because it would be easier for him to put into practice what he learnt theoretically, for example, by varying the teaching approach from the teacher-centered approach to student-centered approach. It makes it possible for a ST to use methods such as question and answer, discussion and experimentation. It may also be true that these types of pupils are not pushed to do their assignments.

When the zonal supervisors were asked to give reasons why STS choose low performing schools, one of the reasons that they gave was that low performing schools are less challenging to a ST. They said that, some STS who choose these types of schools are somewhat –lazyø and they prefer such schools because learners may not be very challenging. It could be true that some STS fear being asked questions that may be

...ey further revealed that there have been incidences where some STS have evaded questions from their pupils because they did not have answers. In this study 41.8% of the STS practiced in the district schools. Most of the district schools are low performers because they admit pupils who obtained low marks in KCPE. Majority of pupils in these schools are of low academic ability hence less challenging.

Secondly, they were of the opinion that there is a possibility that there is less workload in most of the low performing schools. They indicated that most of these schools have few learners given the fact that these schools are not attractive enough for parents to send their children there. It may be true that the enrolment rate in these schools is low. Handling a smaller class is easier than handling a larger class where the learners are many. The zonal supervisors also said that most of the low performing schools do not have extra lessons or remedial teaching classes, a practice common in high performing schools. For a school to perform well, it requires some extra effort from both the teachers and the pupils and that is the reason why some schools teach over the weekends and even at night.

When the zonal supervisors were asked to give their opinion on the impact of the type of schools on the professional growth of STS, they said that a school may have a positive or a negative impact on a STS professional development. For example, the positive impact could be that a smaller class could have a positive impact given the fact that a ST would have enough time to prepare for the lessons because there is less workload. Secondly, it would enable a ST to know the pupils in class and their individual needs hence attend to

ables a ST to give as many assignments as possible and to mark them in time. The negative impact could be that it may encourage laziness especially for those who are somewhat lazy. Secondly, most of the learners in low performing schools are passive. STS may therefore opt for a teacher centered approach of teaching instead of a learner centered approach which is more appropriate. The type of pupils may not give an opportunity to a ST to use instructional methods such as question-answer method, and discussion. For a high performing school, the positive impact could be that the type of learners allow for variation of instructional methods, secondly, it discourages laziness because a ST has to prepare adequately before going to class, be competent and be able to display intellectual capability. The preparation enhances his professional development. The negative impact could be that the ST may not get adequate time to prepare fully due to more workload. A spirit of teamwork will be instilled in the ST as he interacts with the regular teachers.

Parental Influence on Choice of Teaching Practice Schools

The zonal supervisors agreed that parents may have some influence on their children when choosing TP schools. They were of the opinion that majority of the parents would prefer their children practicing in schools near their homes for affordability in terms of accommodation, food, transport, among others. They said that it would be expensive for the parent if the ST was posted to a school far away from his home because he would have to meet the costs of accommodation, food, and transport.

it could be true that some parents encouraged their children to practice in schools near their homes so that they could persuade the BOG members of the school to recruit their children after they graduate. The BOG could be people well known to the parents. They said that some parents believe that the BOG has the ability to recruit anyone of their choice. According to the recruitment process for post-primary institutions (TSC, July 2006), the BOG is expected to conduct a selection exercise for the advertised vacancies for teachers in the school. A study carried out by Sawe(2011) revealed that , teacher recruitment by the BOG is prone to manipulation and biases. It may favour applicants from certain tribes and regions. He concluded that, teacher recruitment is riddled with local biases as positions are reserved for predetermined persons within the locality. He further said that tribalism, favoritism, religious and clan leanings had overtones on recruitment as they blurred the BOG members' capacity to make honest and viable decisions.

The zonal supervisors also agreed that parents may want their children to practice in schools near their homes for security reasons. This was especially for the female STS. They also said that if there were any parents who wished that their children practice in schools away from home, then it would be a very small percentage. These were those parents who were more focused, exposed and understood the importance of exposure to their children.

asked whether they would encourage STS to practice in schools near their homes, they disagreed saying that STS require adequate exposure. They said that STS should be encouraged to practice in different parts of the country in order to get adequate exposure and to interact with people of different communities, tribes, and cultures among others. STS should also be prepared to serve in any part of the country ones employed by the TSC. In Kenya, a generally accepted and understood goal of teacher education is the development of teachers capable of working in any school in the country.

When zonal supervisors were asked to state the impact of the schools chosen on the professional development of STS, they said that some of the schools support the STS by ensuring that they avail the required facilities and resources while others donøt. Availability of resources and facilities enhance the professional development of the ST, while lack of it, impact negatively on the professional development of the ST.

The support the STS get from the regular teachers in the TP schools promote the professional growth of the ST. This may be through lesson observation and lesson planning .They said that this may not be so in other TP schools where the regular teachers feel that the STS have come to relieve them of the burden of the many lessons. Such teachers may not give guidance or assistance at all. This is supported by Tang Yee Fan(1996) who indicates that school teachers consider TP a ÷reliefø or a holiday as STS took up part of their teaching duties so that most of the STS are left to work on their own. He further indicates that some STS experience endless frustration in having to cope

...e to the minimal support they got from the schools. As a result, they seek immediate solutions to the classroom problems without considering the long term effects.

The zonal supervisors said that a school with a supportive environment enhances the professional development of a ST while an environment which is not supportive has a negative impact on the professional development of a ST.

4.6   Chapter Summary

This chapter presented the data analysis, interpretation and discussion of results. Frequency tables, percentages, pie charts, and bar graphs were used to analyze the data. Student teachersø biographical data considered gender, school category, school location and school type. The results of the study showed that availability of resources and facilities, peers, schooløs academic performance and parents determine choice of teaching practice schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter gives a summary of study findings, conclusions and recommendations.

5.2   Summary of Findings

The purpose of this study was to establish the factors that determine choice of teaching practice schools by the student teachers. The researcher aimed at assessing the selected factors that determine the choice of teaching practice schools. The data for the study was obtained from five Moi University campuses. These are main campus, Eldoret West Campus, Kitale campus, Kericho campus and Odera Akango campus. The participants included 204 fourth year Bachelor of Education students who were availed questionnaires and six zonal supervisors who were interviewed. What follows is a summary of the findings obtained from each of the research objectives.

5.2.1   Availability of Facilities and Resources and Students choice of Teaching

Practice Schools

First, student teachers consider availability of a functional library as an important factor to consider while choosing a teaching practice school. From the findings, it is evident that a library is an important facility as it promotes the professional development of a student teacher in a number of ways. A library is a place where STS obtain reference materials that will aid them in the preparation of lessons and also in the teaching and learning process. Libraries offer advice, professional development and knowledge to a student teacher. A school library program provides expertise in both pedagogy, media and information skills. It is in the library where STS obtain materials for their pupils.

Secondly, a well equipped laboratory in a TP school is an important facility because it enables STs to vary their instructional methods for example by using experimental and demonstration methods. A laboratory is an important place to introduce students to problem solving through experimental methods as well as to increase comprehension

Thirdly, student teachers consider availability of adequate and relevant textbooks as an important factor to consider while choosing a TP school./ This is because a textbook is an instrument of instruction that facilitates the teaching and learning process. A textbook provides useful guidelines along which the ST can plan his day to day teaching. It serves as a reference book while teaching in the classroom, provides suggestions for some assignment and suggests activities to be taken up in the classroom and outside.

In addition, availability of adequate classrooms allow the STS to differentiate instruction, meet the unique needs of every student and provide a safe learning environment hence promote the professional development of a ST. Lastly, availability of accommodation is a very important factor that determines choice of TP schools by the STS. Majority of STS especially those under the PSSP are faced with financial difficulties that force them to choose schools that offer accommodation.

5.2.2 Peer influence in the choice of teaching practice schools

The findings of the study showed that majority of STS were influenced by peers into choosing a particular TP school. First, it is evident that majority of STS sought information about the TP school from peers. Secondly, peers convinced one another to choose same TP schools so that they could work as a team during teaching practice. The

help STS grow professionally because they would share ideas, knowledge and skills to assist one another.

Thirdly, peers preferred going to the same school so that they would share the room hence share accommodation costs. This idea favoured those facing financial challenges as it would be cheaper to share a room or house. Lastly, peers convinced their friends to choose a TP school which offered some allowance to STS. This was a way of solving financial problems which most STs experienced.

5.2.3 Schools' academic performance and its influence on the choice of Teaching Practice School

The following were seen as reasons why STS chose (i) high performing schools (ii) average performing schools (iii) Low performing schools

First, teachers in high performing schools have a spirit of team work. Majority of STS believed that teamwork in a TP school would enable them to grow professionally because they would seek help when needed from the regular teachers. People who work as a team discuss their work together and share ideas, as a result grow professionally.

Second, there is good school leadership in high performing schools. A good school leader ensures that STs are provided with adequate resources they need for TP. He ensures that he creates a supportive environment for students on teaching practice.

Third, student teachers who choose high performing schools are those who are more focused. They want to be challenged during their teaching practice and they also want to have adequate exposure.

erforming schools are motivated to excel. These types of students are always ready to learn, punctual, do their assignments without them being pushed and are active in class. These qualities enhance the professional development of a ST because he will be able to vary the instructional methods, actively involve learners in the lesson, making the lesson quite interesting

Also, some STs chose low performing schools because the pupils are less challenging, majority of pupils in low performing schools are of low academic ability- therefore are not capable of asking a lot of questions in class. Some STS especially those who are not confident enough prefer practicing in this type of schools. Lastly, in most cases, low performing schools have less workload. It is assumed that the enrolment of pupils is low, most of these schools do not have extra lessons and remedial teaching classes. Some STS prefer these schools so as to have adequate time to prepare for lessons and to mark the pupils work.

5.2.4 Parental influence on choice of TP schools

 From the findings, it was evident that parents had some influence on the choice of TP schools. The following are reasons that parents gave for their preferred choice of school for their children

First, parents wanted their children to choose schools near their homes for affordability in terms of accommodation, food, and transport among others. Secondly, parents wanted their children to choose schools near their homes so that they could be employed in those schools after graduation given the fact that the parents were well known to the BOG.

children especially the girls to choose schools near their homes for security purposes.

5.3 Conclusions

It was found that majority of student teachers selected schools with adequate facilities and resources. The schools with well equipped and functional library, relevant and up to date text books, accommodation and well equipped laboratories were the most preferred. Availability of facilities and resources in a TP school enhanced the professional growth of student teachers.

Secondly, STS were influenced by peers into choosing a particular school. They sought information about the school to select from peers.

Thirdly, STS who chose high performing schools were the ones who were more focused and those who wanted to have adequate exposure. It is also concluded that majority of STS do not want to be challenged by pupils during teaching practice. Majority of STS preferred the average performing schools because they offer greater opportunities for student teaching. It is also concluded that some STS chose low performing schools because of less work load and because the pupils are less challenging.

Lastly, majority of parents wanted their children to teach in schools near their homes because of economic reasons, that is, for affordability in terms of food, accommodation, transport among others. It was also concluded that majority of student teachers faced financial challenges and therefore preferred schools that could ease their financial strain.

Based on this study, the main recommendations were that

1. Teaching practice schools should be evaluated with regard to adequacy of opportunities they provide to the student teachers for practice so as to eliminate those seriously inadequate in terms of facilities and resources. Schools used for teaching practice should be vetted to ensure that only those schools that provide adequate resources and facilities are used.

2. Universities need to work more closely with TP schools. This is to ensure that the necessary facilities and resources are provided to STS during TP.

3. From the findings, it is evident that majority of STS face financial challenges. It is therefore recommended that the TP allowance given by HELB to STS be increased so that it can sustain them during teaching practice period.

4. TP schools should make arrangements to facilitate accommodation to teachers on TP.

5. TP schools should give some allowance to the STS.

6. Given the fact that learners are of different academic abilities, student teachers should be prepared to meet the unique needs of each individual learner. They need to prepare themselves so that they can have the ability to teach pupils in high performing schools, average performing schools, or low performing schools.

7. Regarding parental influence, STS should be encouraged to practice in different parts of the country, not necessarily near their homes. This is to allow for exposure and also to prepare the ST so that he or she can be ready to serve in any part of the country ones employed by the TSC.

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1. This study should be replicated in other universities and also in teacher training colleges.

2. Research should be carried out on the challenges facing student teachers while on teaching practice.

3. Research to be carried out on the factors that influence the professional development of a student teacher during teaching practice.

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APPENDICES

Appendix 1: Questionnaire for student teachers

Instructions

The questionnaire aims at collecting data to investigate the factors that determine choice of teaching practice schools by the student teachers. The data that will be obtained may help in giving recommendations that may help to enhance the professional development of a student teacher during teaching practice. The information given will be confidential and will only be used for the purpose of this study. Indicate with a tick the appropriate response to the questions or statement given below or give your response on the space provided.

General information

1   What is your   gender ?   male   [   ]   female [   ]

2.   When did you participate in teaching practice

        Months   [   ]   Year   [   ]

3.   What category of school did you undertake teaching practice?

         National   [   ]   Provincial   [   ]

        District [   ]   other (specify) _____

4.   What is the type of school where you did your teaching practice?

        Private [   ]   Public [   ]

5   What is the location of school where you did your teaching practice?

        Urban [   ]   Rural [   ]

        b) Zone _____

        c) County_____

        d) Province_____

of facilities and resources in the choice of a teaching practice school

For each of the following statements, please indicate by putting a tick against the responses that best describes the extent of your agreement or disagreement with the statement given on the influence of facilities and resources in the choice of a teaching practice school

Key: SD- strongly Disagree, D- disagree,

U- undecided, A- agree, SA- strongly agree

Respond to the following statements to show the facilities and resources in a school that influenced your choice of the teaching practice school

Statement	SD	D	U	A	SA
Availability of:	1	2	3	4	5
A functional library					
A well equipped laboratory					
Adequate and relevant text books					
Adequate classrooms					
Accommodation for student teachers					
School Transport for students					

Part II

2. Information about peer influence on choice of the teaching practice school

(i)   Did the peers influence your choice of teaching practice school? Yes [   ]

No [   ]

...em using the scale below

Statement	SD	D	U	A	SA
	1	2	3	4	5
Peers encouraged me to choose the same TP school as theirs so that we would work as a team					
Peers convinced me to choose same school so that we would share accommodation costs					
Peers convinced me to choose a school which offered some TP allowance					
Peers convinced me to choose a school which was accessible					

Part III

3   Information about the influence of the school's academic performance on choice of the teaching practice schools

(ii)   Please tick the one which is appropriate (see the key below)

I chose a)   A high performing school

b)   An average performing school

c)   A low performing school

Key

NB: High performing schools (These are schools known to score a mean grade of B- and above in   KCSE exams
Average performing schools (These are schools known to score a mean grade of between C- and C+ in KCSE exams)
Low performing schools (These are schools known to score a mean grade of D+ and below in KCSE exams

(iii)   Please respond to the statements in 3(iv) below

If your answer is (a) - respond to 1 and 2

If your answer is (b) - respond to 3 and 4

If your answer is (c) - respond to 5 and 6

...esponses on the influence of the school's academic performance on the choice of teaching practice schools

	Statement	SD	D	U	A	SA
		1	2	3	4	5
1	I chose a high performing school because the pupils are quite challenging					
2	I chose a high performing school because there is good school leadership					
3	I choose an average performing school because the teachers have a spirit of teamwork					
4	I chose an average performing school because the pupils are motivated to excel academically					
5	I chose a low performing school because pupils are less challenging					
6	I chose a low performing school because there is less work load for teachers					

Part IV

4. **Information about the influence of parents in the choice of the teaching practice school**

(i) Did your parents have any influence on the choice of your teaching practice school? Yes / No

(ii) If yes, how?

Part V

5. In your opinion, how did your teaching practice school enhance your professional development?

_____
_____
_____

le for Zonal Coordinators

t your views concerning the factors that determine choice of teaching practice schools by the student teachers. The study focuses fourth year Bachelor of Education students who participated in teaching practice between May and August 2012. Kindly give the relevant information to the best of your knowledge. Your responses will be treated with confidence and will be used positively.

1. In which school category did majority of student teachers practice?

2. In your opinion, what do you think are the reasons that prompted majority of student teachers into choosing this category of schools?

3. How strongly do you agree that availability of the following facilities and resources in a school determine choice of teaching practice schools?

a) Functional library

b) Well equipped laboratory

c) Adequate and relevant textbooks

d) Adequate classrooms

e) Availability of accommodation

f) School transport

4. In what ways do these facilities and resources influence choice of teaching practice schools?

5. In your opinion, do you think peers have any influence on choice of teaching practice schools by the student teachers?

ence student teachers into choosing a particular school?

6. What do you think are some of the reasons why student teachers choose

i) High performing schools (those schools known to score a mean grade of B- and above in the KCSE examination)

ii) Average performing schools (those schools known to score a mean grade between c- and c+ in the KCSE examination)

iii) Is it true that there is less work load for teachers in low performing schools? (schools known to score a mean grade of D+ and below in the KCSE examination)

iv) In your opinion, do you think pupils in low performing schools are less challenging?

v) Do you think STS want to be challenged by pupils during teaching practice?

b) According to you, what impact do these types of schools have on the professional growth and development of a student teacher?

7. In your opinion, do you think parents have an influence on their children when choosing teaching practice schools?

b) If yes, what do you think are some of the reasons that parents may give for their preferred choice of school?

8. Do you think the schools that student teachers choose promote their professional development?

Appendix C: Research Permit

horization