

STUDENTS PERCEPTION ON EFFECTIVENESS OF TEACHING PRACTICE PROGRAMME. A CASE STUDY OF MOUNT KENYA UNIVERSITY, THIKA CAMPUS.

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RESEARCH PROJECT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELORS DEGREE IN EDUCATION SCIENCE OF MT KENYA UNIVERSITY.

JUNE 2014

CHAPTER ONE INTRODUCTION

1.1 Background of the Study

The bachelor of Education degree (BED) offered at the universities also considers teaching practice as an essential component of its programmes.

Teaching practice is equivalent to internship, pupilage and apprenticeship in other professionals such as Medicine, also offered at Mount Kenya University

The quality of manpower depends primarily on interaction of various factors which interrelate to make the exercise successful, graduated teachers depends on planning models existing at the Mount Kenya University school of Education. The factors in this study comprised of post teaching practice review, the perceived duration of the teaching practice exercise, inadequacy of finances and skewed distribution of novice teachers countrywide.

The review of Teacher Education in Kenya (1979: 34-37) singled out some of the problems faced by graduate teacher training programme and the novice teachers themselves. One of the crucial set back identified by the commission was the poor methodologies of teaching having low status and not given enough time and attention. Also, impeding to the success of teaching practice according to the review (1979) was lack of an authentic structural link between microteaching and teaching practice.

This study was aimed at assessing across the board into the effectiveness of teaching practice.

The study took an exploratory approach in investigating components that revolves around preparation of graduate teachers through its foundation, teaching practice while, it is to the knowledge of the majority that, teaching practice committee is a necessary engine in sustenance of Teacher Education program. One wonders whether teaching practice will survive the