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Influence of Student Teachers' Gender, Personality and Programme of Study on their Use of Learning Resources during Teaching. Case of Egerton University

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Abstract

One of the skills learned by student teachers before placement in schools for teaching practice is preparation and use of learning resources. The reason for this is that use of learning resources enhances communication in the classroom and may lead to active involvement of learners. This may lead to higher achievement of the intended learning outcomes. However, it is not clear how this skill is influenced by the gender and personality of the student teacher or the training programme they pursue. This study sought to shed light in this area. The survey used correlational research design. A sample of 86 student teachers was randomly selected from the teaching practice group of 2017/2018 academic year in Egerton University. Data were collected using the Teaching Practice Observation Instrument (TPOI). The instrument was validated by teaching staff of Egerton University's Faculty of Education and Community Studies. Data were analyzed using t-test and Pearson's correlation coefficient. Results show that teachers' personality has significant relationship to their use of teaching resources. In addition, gender influences how they use resources while programme of study does not. These findings may be used by teacher trainers during the preparation of student teachers.

Key Words: *Student Teachers, Gender, Personality, Programme of Study, Learning Resources*

Introduction

Teaching practice is a key component of student teacher preparation because it serves a professionalisation function as well as an orientation function (Wachanga, Keraro&Githua,2001). It allows the student teacher to make a transition from a learner in university to a learner in school site. The teachers are expected to express competence in and across various domains including lesson planning, implementation skills, proper use of learning resources, classroom management and nurturing professional and personal qualities (Liu, 2012; Liu & Qi, 2006). Student teachers are trained on use of learning resources among other skills. Resources enhance learning of students and increases motivation to learn hence improve performance. In addition, the resources can add important structure to lesson planning and the delivery of instruction (Saviour, 2018). Teacher personality is a combination of characteristics that are innate to people as individuals as well as characteristics learned in course of training. Teacher personality may determine how successful a student teacher not only delivers instruction but also how well they use the learning resources (Bizimana & Orodho, 2014). The purpose of this study was to investigate the use of learning resources by student teachers while on teaching practice and how this is affected by gender of the student and the programme that a student has studied in the university. The study also looked at the relationship between the student teacher personality and the use of learning resources. In this study, a student teachers' personality was measured using the Teaching Practice Observation Instrument (TPOI). Student teachers in Egerton University are trained on preparing for lessons, how to present lessons, preparation and use of learning resources to enhance communication in the lesson and how to manage lessons. However, it is not clear how the preparation and use of teaching and learning resources is influenced by their gender, personality and programme of study. This study sought to shed light in this area.

The objectives of the study were to:

- i. Establish whether there is a relationship between the personality of student teacher and use of learning resources during teaching practice

- ii. Determine whether gender of the student teacher affects the use of learning resources during teaching practice
- iii. Find out whether the programme of study of the student teacher affects the use of learning resources during teaching practice

The following hypotheses were tested in the study:

H₀1. There is no significant relationship between the personality of student teacher and use of learning resources during teaching practice

H₀2. There is no significant difference in use of learning resources during teaching practice between male and female student teachers.

H₀3. There is no significant difference in use of learning resources during teaching practice between Arts and Science student teachers.

Conceptual Framework

Conceptual framework of this study is based on the systems theory which holds that teaching and learning process has input and outputs. To achieve good results, the inputs must be suitable (Joyce & Weil, 1980). Student teachers are trained in preparation and use of learning resources. Therefore, they are expected to use them fully during teaching. Conceptual framework is shown in Figure 1

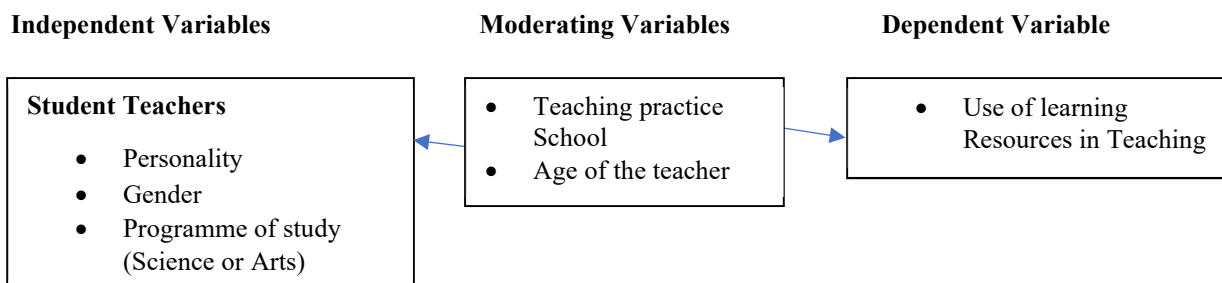


Figure 1: Conceptual Framework of the Study Showing how Variables of the Study are Related

The student teacher personality, gender and the programme of study are the independent variables that may affect the use of learning resources by the student teachers during teaching practice.

Moderating variables involve the student teacher’s age and the teaching practice school. Since the students involved are age mates, it is assumed that age has no effect. Teaching practice schools are chosen so that every school has sufficient resources to enable teachers to perform well. Therefore, school is assumed to have no effect on use of resources.

Methodology

The survey used correlational research design. A sample of 86 student teachers was randomly selected from the teaching practice group of 2017/2018 academic year. Data were collected using the Teaching Practice Observation Instrument (TPOI). The instrument was validated by teaching staff of Egerton University’s Faculty of Education and Community Studies. Data were analyzed using t-test and Pearson’s correlation coefficient.

Results and Discussion

Results of this study are based on the objectives and the hypotheses. They are presented and then discussed.

Relationship between personality of the Student Teacher and the Use of Learning Resources in Teaching.

Table 1 shows correlation results of the Teacher’s personality and use of Learning Resources.

Table 1 Correlation between Teacher Personality and Use of Resources

		Teaching/Learning Resources	Teacher Personality
Teaching/Learning Resources	Pearson Correlation	1	.230*
	Sig. (2-tailed)		.033
	N	86	86
Teacher Personality	Pearson Correlation	-.230*	1
	Sig. (2-tailed)	.033	
	N	86	86

Correlation is significant at the 0.05 level (2-tailed).

Table 1 shows that correlation between personality and use of resources is significant, $r=0.23$, $p<0.05$.

Therefore, H_01 is rejected

Comparison between Male and Female student teachers in use of Learning Resources

Table 2 shows the mean scores on use of learning resources based on gender

Table 2 The Mean Scores of the Student Teachers by Gender

Student's gender	N	Mean	Std. Deviation	Std. Error Mean
Teaching/Learning Resources Female	43	11.98	1.908	.291
Male	43	11.72	2.153	.328

Table 3 shows the t-test results based on gender

Table 3 Independent Samples t-test of Student Mean Scores Based on Student's Gender and Use of Learning Resources

		Levene's Test for Equality of Variances					
		F	Sig.	t	df	Sig. (2-tailed)	Std. Error Difference
Teaching/Learning Resources	Equal variances assumed	.903	.345	-2.622	84	.010	.427
	Equal variances not assumed			-2.592	74.134	.011	.432

Hypothesis two sought to establish whether gender of a student teacher affects their use of teaching resources. Table 3 shows a significant difference in use of resources between male and female teachers in favour of male teachers. Therefore, H_02 is rejected.

Influence of Student Teachers' Programme of Study on Use of Learning Resources

Table 4 shows mean scores obtained by the student teachers based on programme of study

Table 4 The Mean Scores of Student Teachers Based on Programme of Study.

Student's field classification (Arts or Science)	N	Mean	Std. Deviation	Std. Error Mean
Teaching/Learning Resources Arts	49	11.37	1.890	.270
Teaching/Learning Resources Science	37	12.49	2.050	.337

Table 5 Independent Samples t-test of Student Teacher Programme of Study and Use of Learning Resources

	Levene's Test for Equality of Variances							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Teaching/Learning Resources	Equal variances assumed	.764	.385	.583	84	.561	.256	.439
	Equal variances not assumed			.583	82.810	.561	.256	.439

Table 5 shows that $t=0.58$, $p>0.05$. Therefore, H_0 is retained.

Discussion of Results

Results are discussed based on the three objectives of the study. The first objective addressed the relationship between a student teachers' personality and his or her use of learning resources in teaching. Results of the study show that there is a significant positive relationship between a teacher's personality and use of resources.

In this study, the indicators of a teacher's personality were interaction with learners, punctuality, confidence, voice projection and decency in dressing (Egerton University, 2019)

Results of this study are in agreement with Rupnar's findings, who said that teachers' personality traits are reflected in their classroom performance especially in their selection of instructional media, methods and materials (Rupnar, 2014).

In addition, Weber had similar results (Weber, 2015). During training, the trainer should focus on developing a teacher's personality as this may help in getting them prepare and use learning resources when teaching.

The second objective focused on the influence of gender on teachers' use of teaching resources.

The purpose and role of teaching and learning resources don't only consist of making the educational process more interesting but also encourage active learning, the development of various skills and acquisition of desirable attitudes and values (Buslyeta, 2013).

In order to achieve these objectives, it is important to train teachers in the development and use of teaching resources. However, this study found that even after training of teachers, their use of teaching resources is influenced by the teacher gender. Therefore, teacher educators should bear this in mind for them to attempt to bridge this gap.

The third objective sought to establish whether there is a difference in use of teaching resources between arts and science teachers. These teachers follow similar curricular during training. However, for science teachers' emphasis is made on teaching through an induction approach. This means these teachers prefer to teach through experimentation. Therefore, the students interact with teaching materials in most of their lessons (Wachanga, 2005).

However, this study found that there was no difference in use of teaching facilities between art and science teachers. Currently all teachers are exposed to the use of open resource materials during teaching. These materials are available in the internet. Thus, the humanities teachers are able to use these resources freely (Martiny&Yasim, 2016). This may have resulted in the reported findings on this objective.

Conclusions

Results of this study leads the researchers to make the following conclusions

- a) The stronger the teacher's personality, the stronger they are in using learning resources during teaching. Teacher personality is the projection of him/herself to the students. It helps teachers to become sensitive to students needs and give them the knowledge and skills required to create caring and wholesome learning environment. This sensitivity will impact more positively on students' learning as the teacher chooses the appropriate learning resources in the lesson presentation.
- b) Gender influences the use of learning resources. Male teachers are better in this skill.
- c) The programme of study of student teachers' does not influence their use of learning resources.

Recommendations

The following recommendations are reached:

- a) College teacher trainers should put more emphasis in training on the effective use of teaching resources. This will assist the teachers in the presentation of the content and achievement of the learning outcomes at the same time it helps the students in acquiring knowledge and skills.
- b) The significant relationship between teachers' personality and use of learning resources during teaching practice could be enhanced by having more training in equipping teachers on use of learning resources during teaching. This will enhance support for student learning and increase their motivation to learn. In addition, learning resources can help in the tailoring of lessons and instruction to the different learning styles and abilities of learners.

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