

### I 13. Role of teaching practice in fostering student teachers' self-efficacy

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119

#### Abstract

This study investigated the effect that teaching practicum has on the self-efficacy of student teachers in secondary schools. When student teachers enter the workplaces as interns, they are faced with the daunting task of embracing their roles as teachers while at the same time maintaining their connection with the university as learners. A descriptive research design was employed and quantitative data was collected using pre- and post- questionnaires. The study targeted all (130) fourth-year students on teaching practice from the Bachelor of Science in Education and Bachelor of Science in Agricultural Education programs at a public university in Kenya. The teacher interns were placed in all types of secondary schools' country-wide; urban, rural, boarding and /or day schools, single-sex, and co-ed schools. Seventy two (72) student teachers answered the surveys, giving a response rate of 55.4%. Preliminary results indicated that on average, student teachers had a high sense of self- efficacy. Three quarters of the respondents strongly disagreed that they generally felt as failures at all times. A similar proportion (70.8%) had a positive attitude about themselves and nearly two thirds (62.1%) strongly disagreed that they felt useless at times. Most of the students (95.8%), were, on the whole satisfied with themselves. This strong sense of self belief goes a long way in helping student teachers transition into the profession. Further, the study found that teaching practice improved student teachers' confidence in lesson presentation, and a number were able to create and facilitate effective teaching and learning environments for all students.

**Keywords:** *Self-efficacy, co-ed schools, Teachers transition*