

PASSION FOR TEACHING AMONG PROSPECTIVE TEACHERS: A case of Bachelor of Education Students, University of Nairobi, Kenya by Lucy W. Kibera, PhD

ABSTRACT

The major objective of the study was to establish why prospective teachers join teacher education. To achieve this objective, the study used a survey research design and collected data using a questionnaire from 338 prospective teachers in their 1st semester of their 1st year of study from the School of Education, University of Nairobi. The respondents were randomly selected from Bachelor of Education (Arts) and Bachelor of Education (Science). The findings indicated that 66.1% and 53.9% students admitted in BEd (Science) and BEd (Arts) programmes respectively had not chosen teaching as their first career. The analysis also revealed that only 54.3% of BEd (Science) and 56.4% of BEd (Arts) students agreed that they joined teaching profession because they had a passion for teaching. Indeed, an overwhelming majority (91%) and (80.4%) of BEd (Science) and BEd (Arts) respectively said that they joined teaching because of job security. Finally, nearly 50% of the prospective teachers indicated that they would be not be interested in teaching even after undergoing teacher education programme.