

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.