

Title: A study of the attitudes of pre-service teachers towards mathematics in some primary teachers colleges

Author: Tumbo, Martin E. Maundu

Abstract: This study investigated the attitudes of pre-service teachers towards mathematics in some primary teachers' colleges. The study examined the attitudes of the trainees based on a number of variables which included sex of the student, sex of mathematics teacher in secondary school, level of education, experience of teaching as untrained teachers and the nature of secondary school (single sex or mixed) attended by the students. The subjects of the study consisted of a total of 88-second years from two primary teachers colleges in Kenya composed of 42 females and 46 males. A likert type attitude scale was adapted and given to all the trainees selected for the study. The results revealed that mathematics is not that much-hated subject, as many people believe. Males had more positive attitude towards mathematics than females. Those students who had attended single sex schools had a more positive attitude than those who had attended mixed schools. It was also found out that even though majority of mathematics teachers in upper primary and secondary schools are male, any teacher whether male or female can influence the attitudes of the pupils positively. It was also found out that in recruiting pre-service teachers to colleges, it never mattered whether one had teaching experience or not since the mean attitude score for those who had not taught at all was even higher than those who had taught. The results also showed that those students who had reached form six had a more positive attitude than those who had reached form four. In conclusion, it was felt that ways should be researched to try and promote positive attitudes towards mathematics for about 25 percent of students who had negative attitudes. This was so because the students were expected and required to teach the subject after completing the two-year course and it was felt that it was possible to pass these negative attitudes to the pupils they will teach.