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An investigative study of the female initial teacher preparation programme in Saudi Arabia in an Islamic Context: perceptions of the key participants

by

Layla N. Al-Zarah

Thesis
Submitted to Durham University
in fulfillment of the
requirements for the degree of
Doctor of Philosophy

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18 APR 2008

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Abstract

The Kingdom of Saudi Arabia is in a new era which is characterised by frequent and rapid change. As a result, the Kingdom has to cope with these changes by updating requirements in all fields. Regarding the educational field, new strategies of change and development are needed. These changes and developments have to be in accordance with Islam which is the religion of the Saudi nation and its total system of life, and the changes have to respect the prevailing culture. The quality of the conveyor of education, the teacher, is as important as the quality of the education itself and the teacher training system is a key factor in determining the quality of education. This thesis focuses on the female initial teacher preparation in King Faisal University in Saudi Arabia.

The study investigated the female teacher preparation programme in an Islamic context by examining the perception of three groups: student teachers, university supervisors and monitoring teachers. The aim was to shed light on the strength and weaknesses of the preparation programme through examining its various aspects and to make key recommendations for change.

The study used two instruments to gather the required data: questionnaires and interviews. The questionnaire sample consisted of 14 college advisors, 31 monitoring teachers and 117 student teachers in their final year where the teaching practice is placed. For the interviews the sample consisted of 6 supervisors, 8 co-operating teachers and 12 student teachers who were in the final semester of their course at King Faisal University.

From the analysis of the responses many points emerged which lead to key recommendations to improve the programme with regard to the development of teaching skills and the organisation of teaching practice in particular. Some areas of development are also needed in relation to the

category of knowledge and understanding. A key recommendation is the need to define more clearly the mentoring aspect of the programme and to develop a new sense of partnership between university and schools.

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Chapter One: Introduction

Chapter One

Introduction

1.1 Introduction

Education was established very early in Saudi Arabia as it coincided with the development of religious teachings. The "Khuttabs" were small schools located near or in the mosques, and were considered the supplier of Islamic instruction and a basic type of literacy. It was later acknowledged that there was a need to increase and advance education and the role of teachers was central in this process. Teachers play a vital role in society as they are the powerful agents of a nation's progress. Also they are considered by many to be the most important components of the educational process. In order for the goals of education to be achieved, the teachers must be prepared in such a way that they are fully aware of their essential mission.

This study therefore endeavors to examine some aspects of teachers' preparation in a college of education at King Faisal University in the kingdom of Saudi Arabia, with a special focus on three dimensions which are teaching skills, teaching practice, and knowledge and understanding. An explanation of why these dimensions were selected as the focus will be given in the methodology chapter. The data were collected through the viewpoints of student teachers, supervisors, and monitoring teachers regarding these categories. As indicated above, the teacher preparation programme is or should be an essential step in the student teacher's life, because it provides and equips the student teacher with knowledge, skills and attitudes which are key to providing a better quality of education in society.

1.2 Statement of the problems

Humans have a complex set of needs and abilities, and education is fundamentally about the way in which human beings are prepared in order to live their lives. One of its central functions is to improve the quality of life. The primary resources for the society and the nation are the individuals, and the task for education is to use the individuals' relationships in the development of the nation, human values, abilities and output.

Teachers are the foremost elements who play a vital key role in the educational process. They are the major resource in the education system and the success or the failure of it is dependent on them. So teacher quality counts, as it is one of the most critical elements influencing successful student learning. Good teaching is not entirely explicit or simplistic. It is generated from comprehensive knowledge of student and subject, from the ability to convert complex ideas to be understandable, and from professional judgment.

Al –Ahmed (2005:16) actually sees the teacher as *"the cornerstone in the educational operation, the first step to effective pupil education is effective preparation of the teacher"*.

For the above reasons associated with the essential importance of the teacher in society and worldwide, the purpose of this research is to evaluate the teachers' preparation programme in the college of education at King Faisal University (KFU) in the Kingdom of Saudi Arabia.

1.3 The purpose of the study

This study will attempt to shed light on the nature of the teachers' preparation programme in KFU in Saudi Arabia with special reference to the most important elements of it which are teaching skills, teaching practice, and knowledge and understanding. The programme will be evaluated from the points of view of three parties involved: student teachers, supervisors, and monitoring teachers

The major focus of this study is to know the Saudi prospective female teachers' perceptions of their preparation and professional development through the program for preparing female teachers at the KFU. Additional perspectives will be provided by supervisors and monitoring teachers.

The main title of the research is:

An investigative study of the female teacher preparation programme in Saudi Arabia in an Islamic context: perceptions of the key participants.

This will be explored with a view to determining key areas of agreement on the strengths and weaknesses of the programme and whether these can inform recommendations for future reform.

In order to undertake this study the researcher has to answer this main research question: how is the teachers' preparation programme perceived by the key participants (student teachers, supervisors and monitoring teachers)?

It was also necessary to take into account these sub-questions:

- How effective is the programme on the practice of student teachers?
- How far and how successfully are the objectives of teaching practice applied?

- What are the viewpoints of the individuals who have a direct relationship with the teachers' preparation programme?
- How far do the pre-service and in-service teachers believe that preparation develops the students' skills as teachers?
- What do the student teachers feel that they would like to learn more about in order to meet the needs of their pupils?
- What are the present strengths and weaknesses, as perceived by the educational supervisors?

1.4 Limitation of the study

This study will be limited to the teachers' preparation programme in King Faisal University in Kingdom of Saudi Arabia. Relevant personnel will be:

1- Supervisors who are teacher assistants or lecturers in the Teachers' College;
2- Monitoring teachers who have been assigned to support and advise the student teachers;
3- Student teachers in the final year of teacher preparation programme, who have finished all the other college requirements and are doing their teaching practice.

1.5 The significance of the study

There has been some research about teacher preparation in the Kingdom of Saudi Arabia which has looked at teachers' preparation from different perspectives such as Al-Majed, (1998) who studied teacher preparation in general with a focus on women's education and the factors which have influenced women's participation in Education in Saudi Arabia. Also Kabli, (1999) and Al-Mufadda, (2003) have studied the initial training of male teachers' preparation; the former dealt with the male teacher preparation in the light of key principles and regarding teaching practice, whereas the

latter focused on the Islamic Education of male teacher preparation. However, none of these studies has addressed the female teacher preparation in relation to the views of the student teachers, supervisors, and monitoring teachers.

For that reason this subject is thought to be worthy of research. In addition, with regard to the preparation of prospective female teachers, this study is a pioneer attempt. The lack of previous studies, unavailability of reliable data and information on the female teacher program, caused the study to be mainly exploratory in nature and represents a first step in determining how the course is perceived by its key participants and how, if necessary, it might be reformed. Recommendations for further research will be given in the conclusion. The timing of this research turns out to be significant. As the Saudi Minister of Civil Service as reported in Asharq Alawast Newspaper (June, 2006) stated, the outputs of university education do not suit the developmental needs of the country (see appendix 1) In fact, recently in February 2007 the King Abdullah bin Abdulaziz Project for the Development of Public Education was launched by the Saudi Council of Ministers. The overall budget for the implementation of the project reached 9000,000,000 Saudi Riyal = 1, 250, 000, 00 GBP which will be distributed over the period of implementation which is set for six years. The project aims to create standards measuring the efficiency of the educational process. The project consists of four programmes which are:

1- Development of educational curriculum programme to comply with modern scientific thinking;

2- Re-training and re-qualifying female and male teachers programme;

3- Improving the educational environment programme by preparing to utilize information and communication technology (ICT) in education to stimulate learning; and

4- Non- curricula activities programme. (Asharq Alawsat Newspaper, 2007)

So this project confirms the need for an evaluation and development of the issues addressed in these programmes. The development is considered as a support to this study which will be focused on teacher preparation from the viewpoint of student teachers, supervisors and monitoring teachers. It deals with three categories which are considered key components of the teacher preparation programme, these categories are teaching skills, teaching practice and knowledge and understanding.

The overall picture of how well the teacher preparation programme works, how much needs to be changed in order to be more up to date with society's needs, and how good and relevant the programme is to the reality of student teachers' needs, is not clear.

This study, hopefully, will contribute in the following ways:

1- It will contribute to the universities and colleges of teachers' preparation with ideas and suggestions to develop the teacher preparation programme. It is necessary for all involved to come together and tackle any weaknesses of the programme. The empirical research will also shed light on the relationships between all members who have a key role to play in delivering this programme.

2- It is expected that this study will provide useful data to the planners and designers of the programme. If the teachers' preparation programme is not well designed and managed, then very few teachers, who can face and meet the new challenges of education and keep up to date, are likely to emerge.

3- In the light of the huge increase in the number of student teachers in the Kingdom in recent years and the burden placed on supervisors in terms of supervising and assessing teaching practice, the future development of the

teacher preparation is vital. This thesis will seek to make a range of practical suggestions on the basis of the research.

1.6 Language issues

Translation from one language to another requires full awareness and multi competences, beside that it needs considerable thought in both languages to maintain the meaning of the words.

Translation in the context of social and humanities sciences calls for choosing precise expressions and idioms in order to avoid distorting the meaning. As Jones (2001:79) pointed out *"some terms had to be examined more closely in relation to the different cultural and professional contexts to establish the extent to which an equation of the term across cultural and professional boundaries could be problematic".*

Arabic and English are very rich languages, and words have many shades of meaning. Thus, as in many languages, it often requires more wordiness to get the right meaning across.

In this matter I worked hard to translate the questionnaires and the interview questions from English to Arabic and vice versa. There is a danger in making a lot of mis-matching words when translating Arabic to English which may lead to changing the exact meaning. For example, not exclusively, when translating the words 'hierarchy' and 'amputate' from Arabic to English the meaning could be completely changed and the English sentences might not be clear and understood. So with a lot of help and discussion with my supervisors I endeavored to get the right meaning.

Because of the difficulty with translating exact meanings, when reporting data from the interviews which were held in Arabic, I included the original language as well as a translation. This was to strengthen the trustworthiness of the data as it is assumed that many of the main readers of the thesis will be able to understand Arabic.

1.7 Overview of the thesis

The remainder of the study comprises ten chapters, as follows:

Chapter 2 summarizes the educational system in Kingdom of Saudi Arabia, starting with the nature of the Kingdom of Saudi Arabia and aiming to shed light on the history of Saudi Arabia education. Also it includes discussion of the introduction of women's education and the factors affecting women participating in education in Saudi Arabia. Then it covers the objectives and characteristics of the education system. Finally the chapter points out the agencies of education and the description of education levels in Saudi Arabia. Chapter 3 deals with one of the dominant attributes of the Educational system in Kingdom of Saudi Arabia which is the study of Islamic education as it is the only religion in the Kingdom of Saudi Arabia. Also because Saudi Arabia is the custodian of the two holy cities of Mecca (which is The Direction to which all Muslims around the world have to face when they conduct their prayer) and Madinah (which represents the emergence of the Islamic state and embraces the prophet Mohammad's grave), this has given the Kingdom a clear leading status in the Islamic world. So all the policy legislation including those related to education will emerge from Islamic law which has its sources in the Holy Quran and Sunnah. They are the main sources in the fields of rule formation, work, and the whole of life and therefore significant with regard to education. Islam is considered a comprehensive life system in the Kingdom of Saudi Arabia. In chapter 4 teacher training in general and specifically in the Kingdom of Saudi Arabia is discussed. Then there is some discussion of the concepts of

'practice' or 'placement' in relation to the time students spend in schools. This chapter highlights the duration of the teaching practice at King Faisal University and the conditions of enrolment in teaching practice.

Chapters 5, 6 and 7 present the empirical side of the study. Chapter 5 will outline the research design and methodology. Chapter 6 will present the analysis with regard to the results of the questionnaires whereas Chapter 7 will present the analysis results of the interviews. Chapter 8 will discuss the implications of the data obtained. Chapter nine concentrates on what are thought to be some key issues related to teacher preparation deriving from the empirical work, in particular the importance of mentoring and partnership. The final chapter will provide a summary of the findings, draw conclusions, offer recommendations for improving the efficiency and effectiveness of the teachers' preparation program and indicate areas where further research might be practicable and worthwhile.

1.8 Definition of the terms

Problems sometimes occur in using terminology because different terms are used with slightly different meanings between countries. So for the sake of clarity, here is a definition of the key terms in this study.

1.8.1 Student teacher

Students who have graduated from high school and they are full-time students in the college.

1.8.2 Supervisor

University lecturers: normally, the advisors have at least a master's degree and they must be a specialist in the subject on which they are supervising.

1.8.3 Monitoring teacher

This term refers to the teacher who supervises the student teachers on teaching practice. This teacher normally teaches the student teacher's subject in the school, is experienced in her field and supports and advises the student teacher within the school. Other terms are often used but the use of these terms depends on differences in the educational system in each country. In the K.S.A. the terms 'subject teacher' or 'co-operating teacher' are often used. Co-operating teacher is more popular in the U.S.A. and mentor in the UK. They do a similar job, but under a different name – although one implication of this study is that there may be a useful qualitative difference between concepts of 'supervision' and 'mentoring'.

1.8.4 Teaching practice

This is part of the teacher preparation programme in the college and means practical and field study in the school. The student teacher spends a period in a school teaching with some guidance and supervision from college and school staff.

1.8.5 Practice school

School that takes student teachers for teaching practice and supplies a teaching practice place for the student teachers. This school should have all the essential educational aids and materials for supprting the student teachers.

1.8.6 King Faisal University (KFU)

KFU was established in 1975, in Al-Ahsa. It has 14 colleges which are education, medicine, agriculture and food sciences, administrative sciences, architecture and planning, applied medicals sciences, applied studies, sciences, computer sciences, pharmacy, dentistry, and nursing. More details of the way teacher training is organized

in the College will be given in chapter four. However before that it is important to provide some broader contextual information about education in Saudi Arabia in terms of its broad historical development and current challenges.

Chapter Two

History of Education in Saudi Arabia

Chapter Two

History of Education in Saudi Arabia

2.1 Introduction

This chapter will provide an overview of the nature of Kingdom of Saudi Arabia and its education system. First, this chapter will describe education in general, from its early history to recent education with particular emphasis on the education of women. To those unfamiliar with the Saudi education system, this chapter will produce an overview of educational policy, and it will shed light on the characteristics of the education system. Also it will go through the agencies of education and describe the educational levels in Saudi Arabia.

Thus, this chapter will present background information about the educational system in Kingdom of Saudi Arabia which will set the study in context and pave the way for the empirical work and discussion in subsequent chapters.

2.2 The nature of Kingdom of Saudi Arabia

The Kingdom of Saudi Arabia was founded in 23-9-1932 and is located on a peninsula where Saudi itself occupies about four-fifths.

Saudi is bordered on the west by the Red Sea; on the north, by Jordan, Iraq and Kuwait; on the east by the Arabian Gulf, Qatar, the United Arab Emirates and Oman; and on the south by Yemen.

Saudi is divided into five major territories: the eastern province that includes the oil fields; the western province where the Holy City of Mecca is situated. This is the spiritual capital of Islam as it is considered the direction to which Muslims turn in their

prayer and the birthplace of the prophet Mohammed. The central province, Najd, is where the capital city, Riyadh is located. Riyadh is the political and administrative capital of Saudi. There is also the southern province of Asir and the northern province of Tabuk.

Islam is the only and dominant religion in Saudi in which Islamic and holy law is considered the constitutional and valid framework. The population of Saudi reached 22,757,092 in 2001. The country's overall literacy rate is 62.8 percent (71.5 percent male and an estimated 50.2 percent female).

2.3 A History of Education in Saudi Arabia

Historically, education began very early in the Arabian Peninsula. In fact, education goes along with religious teachings, since the first teacher for the muslim majority was the prophet Mohammed, the holy Quran is the first textbook, and the mosque the first school. The fact that the holy Quran started off with the divine command "Read" (Yonies, et al, 1999) highlights the centrality of education; verses in the Holy Quran state that "seeking knowledge" is essential for every Muslim male and female. This legacy of Islamic faith paves the way for the foundation of education in the Arabian peninsular and later for modern Saudi Arabia.

In the first century of Islam (7^{th} century A.D.) schools represented the most basic form of education. The 'Khuttab' was directed by an old wise-man of the mosque called the 'Imam'. These small schools were located near or in the mosques. There were two kinds of Khuttab, one exclusively for boys and the other strictly for girls. Here we see the origin of the gender split which is still evident for example in the teaching programme on which this study is based. In the western region of Mecca, Jeddah and Medina were Khuttabs which allowed the mixed education of boys and girls until the

pre-kindergarten age of 6. In reality the mosque constituted not only the centre of worship, but also a place for learning, discussion and community life in general.

Education was primarily for males and was dependent on memorization of the holy Quran with a secondary emphasis on reading and writing. As referenced previously, the Khuttabs included both boys and girls until a certain age, however, boys usually continued learning in the Khuttab to about the age of 12, whereas the girls were confined to education at home (Al-Dayil, 1999). A few girls extended their schooling to pursue specialized instruction in the mosque, but it was strictly limited to the Islamic science curriculum of Hadith (prophetic traditions), Sharia (Islamic creed) and Figh (Islamic jurisprudence).

Since the Khuttabs supplied only a basic type of training, it was recognized that there was a need for more advanced education. As a result, in 1875, the Solateyah School was established with approximately 200 students and 10 teachers. Other schools which were well known in Macca in that period were, the Fakriah, the Kaireah and the Falah schools. Aside from these, there were 12 other schools located in Medina. All these schools were closed in 1961, because of the introduction of the official regular education.

King Abdulaziz understood the significance of education to illuminate and unify a diverse population. In 1924 the Directorate of Education was established by the Government (M.O.E. 1992). Its duties were to establish elementary and secondary schools and to recruit teachers from outside the country, particularly Egypt, to carry out the instructional programmes for these schools.

The establishment of this Directorate was considered the starting point of formal public schooling in Saudi Arabia. The work of the Directorate included recording and regulating the few existing private elementary and secondary schools. In 1947, the number of schools in the Kingdom totalled only 65, with a role of 10,000 male students.

This figure caused a great deal of concern to the Saudi government and prompted a new era in the development of modern education which began in 1953 when the Directorate General of Education was replaced by the Ministry of Education (Al-Salloom and AL-Makky, 1994). With the establishment of the Ministry more schools were opened, and public education started to spread throughout the country. Since that time, the government of Saudi, through the Ministry of Education, has worked hard to develop education programmes. "It has achieved much in improving and expanding education during a short period of time" (Al-Khatabi, 1986: 14).

2.4 The Introduction of women's education in Saudi Arabia

Before 1960, there was no formal public education for women in Saudi Arabia, as women were excluded from acquiring formal education in the early days. However, families who could afford the private education of their daughters did so by using tutors at home. "There were, however, a few private schools" (Al-Rawaf and Simmons, 1991: 288).

A few conscientious, enterprising citizens took the matter of girls' education into their own hands and opened private schools for girls before the 1960s. These schools were small and set up in private homes. The girls were taught the Quran, Arabic language and rudimentary mathematics. The first of these schools in Madina was established in

1928 and was called 'Tahdeeb Al-Akhlaq' meaning the 'Polishing of Ethics' school. Six more private schools were established in Madina in the 1930s and also in other cities in the Hijaz but their widespread impact on girls' education was insignificant (Hafiz, 1987).

A national education system for girls was not even an issue at the time of the establishment of the Ministry of Education in 1953. When the country's first University, the University of Riyadh, opened for men in 1957 not one public primary school yet existed for girls in Saudi Arabia.

The 1950s brought an increase in popular demand for public education for girls in Saudi Arabia. A group of young, middle class, educated Saudi men launched an appeal urging the government to establish schools for girls. They expressed their social dissatisfaction through newspapers and articles and stated their need for educationally compatible wives. These young men, who had been educated abroad in higher institutions and whose number reached 600 in 1951, complained about the ignorance of Saudi women, and their lack of modern education. They insisted that women's education was necessary to the family, the children and the marital harmony of the couple, although not necessarily for occupational purpose. Many of them could find intellectually compatible women from other Arab countries (e.g. Egypt, Syria, Jordan, Palestine, Lebanon and Iraq). This led to the emergence of a serious social problem with Saudi girls remaining single as the number of men marrying foreign women reached more that one hundred per annum (AL-Munajjedd, 1997).

The first modern girls' school offering a wider curriculum, was founded in Jeddah in 1956 by King Faisal's wife, Iffat. Many sectors of society viewed this school as exemplary and applauded it, but the religious authorities (Ulama) were still against

general public education for girls. However, modern forces were pressing the government to give way and finally in 1959 amidst stormy opposition and antagonism, a royal decree was issued establishing schools for girls throughout the country. The girls' schools were not placed under the Ministry of Education. Instead, a special commission of notable religious scholars and leaders (Ulama) were assigned by the government to supervise girls' education. This new commission was to be called the General Presidency for Girls Education (GPGE).

The aim of the Saudi educational system was, and still is, to provide religious, moral and intellectual training to create citizens who are aware of their rights and their obligations to society. Education policy in the Kingdom of Saudi Arabia states that the aim of education is the correct understanding of Islam and the inculcation and dissemination of the Islamic creed, the imbuing of the student with Islamic values, doctrines and ideals, the imparting of various types of knowledge and skills, the social, economic and cultural development of society, and the preparation of the individual to be a useful participant in the building of society (Al-Hariri, 1987).

A further objective of girls' education specifically is to "produce women who are able to achieve successfully their primary roles as housewives and mothers" (Al-Manea, 1984: 56).

The GPGE's objectives of girls' education are stated thus:

1. To give girls a clear understanding of their responsibilities towards their children, homes and society.
2. To satisfy the needs felt in the Kingdom for women who are capable of maintaining a balance between the changing patterns of today and the traditions of yesterday.

3. To ensure service in education and elsewhere.

4. To provide all girls with an avenue to higher education.

(Al-Manea, 1984)

The particular nature of the education system influenced the approach to this study, particularly focusing on the training of women teachers, as will be described in the later chapters.

2.5 Factors Affecting the Participation of Women in Education in Saudi Arabia

2.5.1 Religion

Education is considered an obligation for all Muslims, since the messenger Muhammad said "Seeking knowledge is mandatory for every Muslim man and women", also that " the rank of knowledge is among the highest". Interestingly, the statement makes explicit the equivalence between men and women, and also clarifies women's rights in education in specific contexts and in the whole of life fields. In fact he asserts that " God commands us to treat women nobly". It is clear that the Quran and the sayings of the messenger are direct in stating that men and women are complementary to each other, and the purpose of life depends on their full co-operation. It can be argued that religion is supportive as regards the inclusion of women in education but the socio cultural context which has a more negative attitude to women seemed to be stronger in early times.

2.5.2 Social

Arebi (1994) asserted that social traditions (as opposed to religious teachings) stand for the development of prejudice and anti female education in Saudi Arabia. As an

example, when public schools for girls were opened, the Saudi conservatives perceived female education as a disruptive idea because that would influence the long-standing tradition of their culture regarding the status of women. Over time this attitude was changed by the emphasis on the Islamic point of view to encourage female education.

2.5.3 Socio-Cultural

A major hindrance of females to take up educational opportunities is the fundamental cultural discrimination in favor of males. Beside that, early marriage and early pregnancy, the domestic and subsistence duties of females especially in rural and desert areas, made an impact on lowering the regard for the value of female life. All these considerations affect the participation of girls and women in education. As life styles in Saudi Arabia have been changing rapidly, the hope of better education is widespread and there is a higher regard for female status. The government in Saudi Arabia is trying to encourage the education of girls, while bearing in mind social and cultural attitudes especially in rural areas.

2.5.4 Geographical

Saudi Arabia is a land of highlands, plateaus and deserts, and most of its surface is covered by sand. As mentioned previously in this chapter, it is divided into five major regions: the eastern province, the western province, the central province, the southern province, and the Northern Province. This presents a particular challenge when developing an education system. As a result of these rough and wide geographical areas, the government has tried to provide schools in every village but physically this has proved very difficulty to put into practice, particularly in the desert and mountains.

The transportation of building materials, the building itself and the transportation of teaching staff to remote villages in these regions have all contributed to the problem.

Also the negative social attitudes towards working females have escalated the problem due to the fact that conservatives have considered working females as an infringement of their traditions and culture.

In view of the fact that modernization has spread in the country and Saudi Arabia is considered as the world's largest exporter of petroleum and oil products, some of these geographical problems have diminished.

These factors are related to the short history of Saudi Arabia since its unification in 1932 and the fact that the female education system is only 50 years old. It is not surprising in developing countries; conditions of female education could not have changed without any of the supporting factors mentioned above.

2.6 Educational Policy Objectives in Saudi Arabia

The government education agencies apply an integrated national policy which is planned and overseen by the Higher Committee for Educational Policy, set up in 1965. This committee released a document entitled "Educational Policy in Saudi Arabia" in 1970, detailing their responsibilities to education and policies in education development in Saudi Arabia.

The Education Policy specifies the objectives of Islam in accomplishing the goals of education, and emphasizing the cultural and religious role of the Kingdom. Its most significant objectives are as follows:

1. Promoting the spirit of loyalty to Islamic law.

2. Demonstrating the full harmony between science and religion in Islamic law.

3. Understanding the environment and broadening the horizons of students by introducing them to the different parts of the world

4. Encouraging and promoting the spirit of scientific thinking and research, strengthening the faculty of observation of contemplation and enlightening the student about God's miracles in the Universe and God's wisdom in enabling his creatures to fulfill an active role in the building-up of social life and in steering it in the right direction.

5. Equipping students with at least one of the living languages to enable them to acquire knowledge of arts and new discoveries, to transmit knowledge to other communities and to participate in the spreading of Islam and serving humanity.

6. Studying individual differences among students in order to orientate them and to help them grow in accordance with their abilities, capabilities and interests.

7. Providing special education to mentally and physically disabled students.

8. Training the necessary manpower and diversifying education with special emphasis on vocational training.

9. Instilling students with enthusiasm for work, equipping them with scientific skills together with instruction in applied training and practice in handicrafts, providing opportunities for participation in production processes and helping scientific principles of the various activities leading to increased productivity and creativity.

10. Recognizing gifted students and setting up special programmes for them.

(Saudi Arabia Higher Committee, 1974).

So we can see that educational policy has emerged from the Islamic view which is considered the faith of Saudi Arabia. As a consequence any need or development in

education including in teacher training, has to spring from the society's needs and improvement requirements, but also needs to consider Saudi society attributes and values.

2.7 Characteristics of the education system in Saudi Arabia

An awareness of Saudi Arabia culture leads to a better understanding of the country's education system. The special features of the Saudi education system, as asserted by Al-Salloom and Al-Makky, (1994) are as follows:

2.7.1 Concentration on Islam

"Islam is considered a way of life for the present and future". (Al-Salloom, and Al-Makky 1994: 19).

Saudi Arabian education is intrinsically linked to Islamic education. Islam is the spirit of the Saudi education curriculum, the study of Quran and Islamic subjects are started at kindergarten until the last level of higher education. It is essential to point out that religious studies are not taught as detached from other fields; on the contrary, Islam is integrated and an important part of other realms of study such as education, economics, sociology, psychology, medicine and law (Abdullah, 1996)

2.7.2 Centralized Educational System

The national educational policy is set by the Supreme Committee on Education Policies and stems from Saudi Arabia's heritage and rich Islamic values. Though the Ministry of Education is responsible for male education and the General Presidency of Girls' Education was responsible for female education, all educational directorates throughout

the Kingdom follow the same educational policy, curricula, educational heirarchy, evaluation techniques and method of instruction as laid out by them.

Private non-state sponsored schools and special training schools directed by other government agencies also follow these policies.

2.7.3 Separate Male and Female Education

The education policy of Saudi Arabia is determined by separation of the sexes at all levels of education with the exception of kindergarten and nursery and some private elementary schools in the first and second grades. Subsequently, because of the need for separation there are detached school buildings, staff, and completely separate institutions.

Female students in higher education, where necessary, work and listen to lectures from male teachers using closed-circuit television. This happens where the curricula are identical, and there is a need for a male teacher for either males or females. An exception to this is home economics and physical education which is totally gender exclusive (Al-Salloom, Al-Makky, 1994).

2.7.4 State Financial Support

Education is seen as a leverage agent for progress and as a means for promoting the achievements of the inclusive national development plans. The Saudi Arabian government's understanding is that the function of education is to improve the quality of life, subsequently education is made available to all (EFA 2000) and education is free to all Saudi citizens and residents. Furthermore, the government supplies students in higher education and for specific fields of training with various stipends and

subsidies, the variation depending on the demands of the specialization of the student (EFA 2000).

In addition to stipends which is considered as a monthly reward given to the students , free housing is provided to higher education students who live a great distance from the university (Ministry of Finance and National Economy, 1994). Transportation is also available at no charge to female students. The government also supplies the students and staff with medical care (Al-Hugail, 1998). These facts highlight the importance and support given to education.

2.8 Agencies of Education in Saudi Arabia

Education in Saudi Arabia is controlled by four main sectors and is administered mainly by the government. These are:

- The Ministry of Education
- The General Presidency of Girls' Education (later, as will be explained shortly, change happened to this agency).
- The Ministry of Higher Education
- The General Organization for Technical Education and Vocational Training.

2.8.1 The Ministry of Education

The Ministry of Education is presently considered to be the largest centralized educational agency in Saudi Arabia. Its responsibilities range from participation in policy making, planning and budgeting for staff to providing physical and teaching materials and supplies to all elementary, intermediate and secondary male schools. This Ministry was at one time solely responsible for the teaching and training of males.

The Ministry of Education has offices in various regions of the country, to administer and supervise education in each district.

The Ministry has the following stages and types of education for boys:

- Public education (primary, intermediate, secondary)
- Teacher training
- Special education
- Adult education and literacy campaigns.

It also supervises the private education sector for boys (this sector being established and financed by the private sector and sometimes supported financially by the state) (EFA, 2000). The number of students in Education Ministry schools in 2002 totaled more than 2.36 million in 13,849 schools with 189,303 teachers.

2.8.2 The General Presidency for Girls' Education

This organization was established in 1960, to be responsible for girls' education at all levels, including women's colleges, which reached seventy six colleges in 2000. The fundamental accountability of this organization is to provide general education for female students from kindergarten to secondary school and up to college level. It is also responsible for the training of female teachers. Elementary education began in 1961 and intermediate and secondary levels in 1963 (Al-Hugail, 1998).

The General Presidency of Girls' education controls the complete range of schooling for female students. It is divided into two main departments: the Directorate General for general education which is responsible for directing schools and programmes at all levels, elementary, intermediate and secondary, and the Deputy General of Girls' Colleges which monitors undergraduate and post-graduate levels. It also manages

specialized training institutes and technical schools that are dedicated to nursing, teacher training, tailoring and adult education (Al -Baker, 1994).

Women's Colleges, as listed in the Sedgwick (2001) are:

- College of Arts (Riyadh)
- College of Arts (Damamam)
- College of Education (Riyadh)
- College of Education (Jeddah)
- College of Education (Mecca)
- College of Education (Abha)
- College of Education (Medinah)
- College of Education (Tabuk)
- College of Education (Dammam)
- College of Social Work (Riyadh)

These colleges were established between 1970 and 1982 and are also overseen by the General Presidency for Girls' Education. They offer four-year Bachelor of Education degrees. In 2002 it was estimated that the number of female students at various stages of education in 14,461 institutions reached 2.37 million, being taught by approximately 228,000 female teachers.

Recently the General Presidency for Girls' Education merged into Ministry of Education, as King Fahd bin Abdulaziz issued a Royal Decree in 2002 directing that the General Presidency for Girls' Education be fully incorporated into the Ministry of Education, which traditionally has dealt only with the schooling of boys. So as a consequence, boys' and girls' education run under one agency that is the Ministry of education, and they both study the same curriculum with slight differences according to

the gender. The significance of this merger is to raise the performance competence in boys' and girls' education through the integration and coordination of the experiences and efforts. The intention is to promote cooperation and collaboration in the attainment of goals by creating one system. In addition, from an economic perspective, the policy will save or decrease the financial costs as it will concentrate on one aim which is the quality of the education.

There were some Saudi conservatives who resisted the new integration of both General Presidency for Girls' Education and ministry of boys' education into one Ministry of Education of boys and girls. They believed that this would impact negatively on their traditional way of life and Islamic religion.

2.8.3 General Institutions for Technical Education and Vocational Training and Special Colleges

In 1980, all the training centers and institutes for technical education, the Ministry of Labour and Social Affairs, as well as the technical institutes of the Ministry of Education were integrated into one institution, now called 'the General Institution for Technical Education and Vocational Training'. They were integrated to develop technical education and vocational training to implement the plans and programmes set, in order to develop the national and professional forces with the framework of the policies as laid out by the labour force council in all matters related to technical education, in all its fields, such as industry, agriculture, commerce and vocational training (EFA 2000). In 2000 the number of colleges reached nine.

This organization is confined to male learning and does not graduate teachers as it aims to supply qualified manpower for various technical fields instead.

Other colleges such as colleges of nursing and institutions which have been established in 1992 are under the supervision of the Ministry of Health. The number of these colleges and institutions has reached in 2000 thirty seven, of which nineteen institutions are for males and eighteen for females.

Also there are military colleges and institutions which are subjected to the Ministry of Defence and Aviation, and some of them are authorised to the Ministry of interior and national guards. In addition, some colleges follow the governmental institutions as Al-Jubail and Yanbu industrial colleges. Also the diplomatic institution is subjected to the Ministry of Foreign.

2.8.4 Ministry of Higher Education

The ministry was established in 1975; prior to that, higher education was under the supervision and administration of the Ministry of Education (Al-Salloom, Al-Makky, 1994). The Ministry of Higher Education supplies support and services to the Kingdom's eleven universities and seventy-eight colleges. This ministry trains both males and females separately, also it is responsible for the supervision, coordination and follow-up of higher education programmes and connects with national development programmes in different fields and provides the various sectors with the necessary technical and administrative manpower. It also supervises scholarships of Saudi students studying abroad (Al-Hugail, 1998).

The following universities are controlled by this ministry:

- Imam Mohammed bin Saud Islamic University, Riyadh (1974)
- Islamic University, Medinah (1960)
- King Abdul Aziz University, Jeddah (1970)
- King Fahd University of Petroleum and Minerals, Dhahran (1975)

- King Faisal University, Al-Ahsa (1975)
- King Saud University, Riyadh (1957)
- Umm Al-Qura University, Mekkah (1981)
- King Khalid University, Abha (1998)
- Al-Qassim University (2003)
- Al-Taif University (2003)
- Taibh University (2004)

These universities offer two types of education; traditional Islamic education and western-orientated education. The Islamic University of Medinah and Imam Mohammed bin Saud Islamic University focus on Islam law, Quranic studies, Arabic language and social sciences (Sedgwick, 2001). Access to institutions of higher education is based on the results of the General Secondary Education Certification Examination. Individual faculties may administer their own entrance examination in addition to Secondary Certification.

The Kingdom's universities and teacher training colleges, polytechnics and health colleges and institutes have 502,000 students and 20,000 teachers, most of these universities undertake teacher preparation.

2.9 Description of Education levels in Saudi Arabia

Education in Saudi Arabia is divided into four levels:

- Pre-first level, kindergarten;
- First level, Elementary;
- Second level, Intermediate;
- Third level, Secondary Education

These levels are directed by Ministry of education

- Fourth level, Higher Education, is directed by Ministry of higher education as mentioned previously.

The number of years for the first four levels breakdown is as follows:

Kindergarten (2 years), starting from age 4

Elementary (6 years), starting from age 6

Intermediate (3 years), starting from age 12

Secondary (3 years), starting from age 15.

2.9.1 Kindergarten Education

Because of the nature of Saudi society, kindergarten education developed comparatively late. Most women do not work outside the home, so they keep their children at home. However, with the modernisation of education, together with some liberalisation in the role of women, more of whom now have a university education and a career (jobs such as in the girls' schools, hospitals and elsewhere are considered appropriate for women according to Islam) a need for kindergarten provision emerged.

In 1960, there were no kindergarten schools in the country, but by 1965 there were 15 private kindergarten schools. By 1974 the number had increased to 65 and in 1980 there were 169 kindergarten schools in the country (Al-Hugail, 1998).

2.9.2 Elementary Education

In 1987 the Ministry of Education advocated that the elementary level is the foundation on which rests the preparation of youth for the following stages of their life. It is an important stage which covers all the members of the nation and provides them

with the fundamentals of sound ideology and trends and with experience and information.

The school year is made up of two semesters. Each semester is usually three months long. The Saudi school system, at all levels of general education depends on success in the yearly promotion examination which all students must pass to continue on to the next grade. These examinations are prepared by the individual schools and administered by them to their students. Students must pass the examination in all subjects. If a student fails in any subject, he must be retested before the end of the summer. If a student fails the retest, he must repeat the grade level for another year. To enter the intermediate level, students must pass the sixth grade examination at primary level. The General Presidency of Girl's Education was responsible for setting examinations at this level and sending them out to all schools in the country. At that time, the responsibility for this examination was taken over by the General Directorates of Education (district authorities). Today, each school individually sets its own examinations but has to abide by nationally set examination times.

The curriculum of this stage consists of: Arabic, Art education, Mathematics, Islamic studies, Science, Geography, History, Home Economics for girls and Physical Education for boys. The degrees of elementary teachers were obtained from teacher training programmes at secondary or intermediate colleges. Few had a Bachelor of Education Degree. However, today, there are new changes regarding teacher qualification standards; these demand that all teachers have a Bachelor degree to become an elementary teacher, and those who have only training certificates must upgrade (Ministry of Planning, 1996). This indicates the concern to raise standards in teacher preparation and is of particular relevance to this study.

2.9.3 Intermediate Education

This level consists of 3 years starting from the age of 12 until the age of 14. The school year at this level is also divided into two semesters, but each semester is much longer than at elementary level, being approximately 15 weeks duration with an additional two week examination period.

The curriculum that is devoted to these stages consists of: Arabic, Mathematics, Art Education, Geography, History, Religious Studies, Science, Home Economics for girls, Physical Education for boys.

A far greater proportion of teachers at this level have Bachelor degrees. Others have a qualification from Intermediate or Secondary College level teacher training programmes (Ministry of Education, 2000)

2.9.4 Secondary Education

This level is also of 3 years duration from the age of 15 to 17 years. Students must finish these three years receiving a Secondary School Certificate which permits them to enter university, dependent on the grades they have achieved.

After the student has finished the first grade of secondary school, he/she has to specialise in either arts or science. The student will then continue in the secondary school in their chosen specialization for the remaining two years. Choosing between these two forms of specialization relies on the student's capability and mark in the final examination at the first year of secondary school. If he/she gains a higher level in arts subjects, the result is the enrolment in the art specialization, and if he/she attains a higher mark in science subjects, he/she will enroll in the science specialization. The

choice between these two specializations will determine the choice of subjects available to those wishing to enter university or college.

At the secondary level, teachers must have no less than a Bachelor degree (Ministry of Education, 1992).

In Saudi Arabia, the school week lasts five days, starting from Saturday to end with Wednesday. Schools are closed on Thursday to Friday. The school day starts at 7:30 and finishes at 1.00 p.m., the exact timing varying from a summer to a winter session, depending on the time of sun rise every day. Pupils have seven or eight periods of instruction, of approximately 45 minutes duration each day. After the third period, the pupils have 15 minutes as a break.

2.10 Summary

This chapter has provided background information needed to familiarise the reader with the history of the education system in Saudi Arabia. The chapter has provided a variety of information on the education system but the key features are as follows.

The foremost attribute of Saudi education system is that it is tightly tied up under the shadows of Holy Quran and the Prophetic tradition, Therefore, all of the written education curriculum, discipline and character rely on the Quran and Sunnah texts and devices. Later, as will be explained in chapter three which is Islamic Education, the Islamic education system integrated education side by side to the teachings of Islam and its concepts, principles and purposes, Therefore, it is different from all the educational systems in terms of its sources, objectives, and some foundations, principles and institutions, methods, and properties.

A key feature which emerges from this chapter is the deep commitment to the importance of education as is advised by the Holy Quran and the Sunnah of Prophet Mohammad, who is the first and represent of the perfect teacher in the Muslim societies, and the adherence to producing the best teachers.

The segregation of men and women in all education aspects such as the ministries, coordination, curriculum, and buildings is of particular note and has been but its control has been re-organised , bearing in mind the recent merger of the General Presidency for Girls' Education with the ministry of boys' education into one Ministry of Education as mentioned earlier. These particular characteristics need to be kept in mind when considering possible reforms and changes to the process of teacher education.

Also the introduction of women's education and the factors that impact on female participation in education in Saudi Arabia was reviewed. It was pointed out that some changes and developments have occurred in the education of women, even if this has not happened very rapidly. All these slight changes have happened with due consideration for Islam and have conformed to the cultural context.

A key theme of this chapter has been the official support for education and the determination to improve and reform education within the society

So regarding this study the ambition is to add some thing worthwhile to the education of women, in particular the female teacher preparation. Furthermore it needs to be borne in mind that any development or change will not automatically come just from taking part in the improvement of teacher preparation; it will help, but a separate change strategy will surely be needed to facilitate change in attitudes within the whole culture. Also any change will need to be very systematic, well organized and planned. Also, although there is an appetite for reform, any changes need to be made in the

context of the cultural values already existing within the society; in Saudi Arabia religion is a strong influence on the education system. The next chapter will focus on Islamic education and its profound roots in the education system of the Kingdom of Saudi Arabia. This chapter will explain the reason for the strong attachment between the Islamic education and the Kingdom of Saudi Arabia.

Chapter Three

Islamic Education

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Islamic Education

3.1 Introduction

Islamic education as a concept clearly consists of two words 'Islam' and 'Education'; both words need consideration. In order to understand and define this concept there is a need to know what we mean by 'education'. Peters (1973) has described education as being concerned with initiating young people into what is worthwhile. His viewpoint regards "what is worthwhile" as the models of thought and awareness which are implicit in the disciplines of history, mathematics and aesthetics, together with initiation into moral, prudential and technical forms of thought.

Previous chapters provided us with background about the history of the Kingdom of Saudi Arabia education and necessary contextual background for discussion of the teacher preparation programme. These issues are extremely influenced by Islamic religion, so consequently it is necessary to cover Islamic education in more detail to illuminate the correlation between education and Islam. There are two reasons for this. Part of the study sample consisted of Islamic education student teachers and this factor has an influence on their preparation. Also, as this study was conducted in Great Britain, it is essential to equip the foreign reader with knowledge about Islam and Islamic education to assimilate the notion of the strong link of the whole Saudi society to Islam. Any recommendation for the reform of teacher education needs to take this context into account.

This chapter will briefly present the concept of education in Western and Muslim educationalists' thought. Also it deals with many related aspects such as the sources of

Islamic education and the contents highlighting their objectives and importance. In addition, the chapter discusses the characters, and the qualities of the teacher of Islamic education, and ends by shedding light on the importance of Islamic education in the Kingdom of Saudi Arabia and how it is reflected in its education policy document.

3.2 The concept of Education in Western and Muslim Educational thinking

Educationalists differ in their definition of "education". These vary because of the differences in educational philosophies, the complexity of the process of education itself, differences from one society to another, and their development over the centuries.

One of the most important definitions of Education amongst Western educationalists is a definition of Emile Durkheim (cited in Lukes, 1985) who confirmed that education is the work performed by adult generations for un-mature generations. According to Rowntree (1981) education is an important way of shaping human behavior to suit the prevailing patterns of social organization. Herbert Spencer transcribed by Ryan (2000) highlighted education as the preparation for public life. Also John Dewey (1924) illustrated that education is life and not preparation for life as it is a process of growth, a process of learning, building and renovation of ongoing experience and a social process.

Amongst Muslim educationalists, education is the process of bringing up the child in all stages of life, so that he/she can rely on himself/herself, and may dispense with the others (Al-Nahlawy, 1996; Yalgan, 1986, and AbuSaleh, 1996). Others consider education as a method that contributes to equipping the child with complete culture, or gives the child a set of habits which form the patterns of behavior of the child in

mental, social, psychological and moral matters (AbuSaleh, 1996). In the view of others, education means the process which contributes to the development of all aspects of the individual, serving the individual and society (Ali et.al. 2004).

There are a lot of definitions of "education" in the literature. Some Muslim scholars such as Al-Asfahani (cited in Al-Abrachy, 1985) believe that education is developing gradually up to fullness. Where as Al-baidawy (cited in Al-Abrachy, 1985) asserts that education is the communication and interaction with things to progress to gradual perfection. Also Ibn Sina (cited in Al-Abrachy, 1985) sees education in terms of habit, which is trying to repeat something to reach perfection. What is more, Draz (2001) threw light on education as the introduction of maturity and perfection dealing with humanitarian aptitudes and abilities.

So we can reach the conclusion from the previous definitions of "education" that, contrary to what is sometimes the popular belief, the meanings Muslim Scholars give to 'education' are similar in some respects to the beliefs of Western educationalists, that education is the process by which the individual is encouraged and enabled to develop his/her innate potential. Furthermore, education is considered as a socialization process, growing and getting expertise and skills-building behavior.

3.3 Sources of Islamic Education

The only main sources of Islamic education are clear in the words of the prophet " I have left between you something which by adhering to it, you won't ever be mis-lead after me: the Holy Quran and my Sunnah".

So these are the sources of Islamic education cited by Al-hammed (2002) and Madcor (1999) and scholars unanimously.

3.3.1 Quran

The Quran is the primary source of Islamic education: Muslim scholars view the Quran as the source of all first legislative regulations to be applied in Muslim society, to the education system, and the formulation, preparation and upbringing of the Muslim. It is therefore natural that the Holy Quran is the primary source of Islamic education; derived from the Quran are fundamental objectives, principles, and values, means and methods, and some of the behavioral patterns of the constituent content of the Islamic education. Islamic Education is influenced by certain characteristics, as reflected in Quran texts and purposes. So by saying the Quran we mean the verses, phrases, sentences and chapters uttered by the prophet of Islam, not as his own words, but as the word and the book of God revealed to him.

The Quran should be considered as the primary source of Islamic education, says Al-hammed (2002): "The Holy Quran is a great treasure of the treasures of Islamic culture, and especially spiritual life. It is the first book to refer to with regard to rearing and discipline in general, and raising social, moral and spiritual, in particular" p.29.

3.3.2 Sunnah

The Sunnah is the second principle source of the Islamic education curriculum immediately after the holy Quran, which provides a clear indication of its sanctity and high place. Before considering the objectives of the Sunnah we should have knowledge about what is meant by this word.

In Arabic 'Sunnah' means the way or custom, therefore the Sunnah of the prophet Mohammed means the way of the prophet, or what is commonly known as the prophet's Mohammed traditions (Al-hammed, 2002).

So the Sunnah came to serve two objectives as illustrated by Al-hammed (2002) that are:

(1) Providing detail and explanation of what has come in the Quran. This is referred to in the Quran by almighty God "And we have sent down unto thee the Message, that you have to explain clearly to mankind what is sent for them, and that they may give thought." Surat Al-Nahl, 16 verse 44.

(2) Explaining and providing details of the Islamic legal jurisprudence and other behavioral issues. This is referred to in the holy Quran by "It is he who has sent amongst the unlettered a messenger from among themselves, to rehearse to them his signs, to purify them, and to instruct them in the book and wisdom,-although they had been before in manifest error, "Surat Al-Jumu'a, 62, verse 2.

3.4 The characteristics of Islamic Education

Madcor (1991, 1999), Tawelah (1997) and Al-hashmee (1997) verify that the curriculum of Islamic education is characterized by a group of features, the most important of which are:

3.4.1 Integrated System

The first characteristic is that the curriculum of Islamic education is a system which is integrated, meaning by this concept that its characteristics, pillars and components are related and every part of it influences the other parts and impacts on it. (This concept of integration will be re-visited in the discussion of teacher preparation, p. 257).

3.4.2 The divinity of origin and aim

The second characteristic is that, this curriculum stems from the Islamic conception of the earth, mankind and life. Therefore it is a (divine) curriculum in its origin and aim, it

provides the educated mankind with basic facts, criteria and divine values that direct the work and contribution that will assist mankind in inhabiting and promoting life on the earth in accordance with divine manner. The divine criterion that characterizes the curriculum of Islamic education is the same as the comprehensive Islamic pattern. What is meant by divine here according to Al-Garadawi (1986) are two matters:

3.4.2.1 The divinity of origin and source

It is a divine system directed from God to mankind, and not created by Mankind. Mankind receives it from the creator; it is not mankind that creates it the way it creates the idolater or philosophical imagination- in spite of the difference between the two-the contribution of man to it is to receive, understand and adapt to it as well as apply its requirements in human life (Quotab, 1982).

3.4.2.2 The divinity of direction and goal

By 'divinity of direction and goal' according to Al Garadawi (1986) this means that Islam in its final objective and goal aims at a good relationship with almighty God to obtain his acceptance and satisfaction, which should be ultimately, the aim and goal of all mankind.

Based on what has been mentioned above, resulting from the fact that the Islamic program is a divine one in its origin and goal it is a comprehensive and integrated one that does not accept any development or addition. As well it does not accept any external influence from an external source because it is made by God and any other one made by any one except him is incompatible (Ali et.al, 2004).

The function of mankind in this program is to receive it, understand it and be diligent within its context in order to adapt to it, aiming at applying its essentials to the reality of life (Ali et.al. 2004).

3.4.3 Experience

The third characteristic is that the Islamic education curriculum depends very much on experience, as experience is the main pillar for building mankind and society. The experience requires the individual to be active and aware of the educational situation and to be interactive with it. Originally the Islamic education curriculum does not depend on recitation only but it depends on also on educating through creation, experience and work and through rewards and punishment in addition to education through stories, giving examples, and projection in addition to the use of powers of perception god provided mankind with (Shahata, 1998). There are echoes here of the philosophy of the western educational philosopher John Dewey. (The concept of 'experience' will also be re-visited in the discussion of teacher preparation).

3.4.4 Positive and realistic

The fourth characteristic is that the Islamic education is a positive and realistic program. According to Quotab (1983) it is a design for a reality to be built in accordance with this design through deep thinking and activity in a positive way as mankind is the only inheritor for the God on earth.

3.4.5 Comprehensive

The fifth characteristic is that Islamic education is comprehensive and integrated for the educator and the curriculum as the curriculum is the practical side of the educational sources. That is why it is not an aim in itself but it is a means to achieve a goal which is

the development of mankind to the degree of perfection that God prepared for. For that reason the program prepared for this purpose should be comprehensive in its realities, experience and all areas of its activities.

3.4.6 Generalization

The sixth characteristic is that Islamic education is a program for the education of man who could then live any where and not only in his limited home land.

In conclusion, we can argue that, the humanitarian school in education is as old as the age of Islam. While many curriculums on earth agree according to Quotab (1982) that the aim of education is the preparation of the "good citizen" we find that Islam caters for more deep and comprehensive goals which is, the preparation of the "good mankind in the absolute meaning of man with his deep essence as a human being" and not just as a citizen on this or that part of the earth. Because authority is seen as a strong feature of Islamic education, other characteristics are sometimes missed or misinterpreted by commentators. As demonstrated, it has a number of features which are shared by what are considered enlightened thinkers in western educational thinking. These issues will be important in the discussion of the reform of teacher education.

3.5 The contents of the Islamic Education Curriculum

Madcor (1999) stated that the curriculum of Islamic education studied in the different levels of general education contains different texts from holy Quran, Tafsir, Hadiths which means the reports of Prophet Muhammad's, Tawhid which means monotheism and Fiqh which means jurisprudence. Full definition will come later on with the objectives of each curriculum.

For each of the mentioned subjects there are selected texts combined in one book, these books vary according to the stages.

3.5.1 The objectives of teaching the holy Quran

Al-Zabalawy (2000) mentioned that the aims of learning Tilawa (ritual recitation of the holy Quran) which means recitation are as follows:

1- To recite the holy Quran in a perfect way by giving each letter its proper pronunciation and description.
2- To understand the meaning of the verses during the recitation.
3- To instill and develop the love and respect for Quran in the hearts of the students so that they can be proud of it and defend it.
4- To realize psychological peace and showing of reverence during the recitation.
5- To behave with Quran behavior and politeness.

3.5.2 The objectives of teaching the Tafsir explanation

Tafsir is defined by Al-Hashmee (1997) as the science of explanation and interpretation of the Qur'an.

Tawelah (1997) explained that the objectives of teaching the Tafsir explanation are:

1- To build the capacity for correct understanding of the holy Quran.
2- To plant the pure Islamic belief based on the correct understanding of the Quran.
3- To highlight the aspects of miracle in Quran in the literal, scientific and jurisprudence areas.
4- To cement the belief that the Quran is the only solution for humanitarian problems of its different types in any time or place.

5- To submit to the wisdom of the Quran, and its impacts do not contrast with logical or healthy thinking.

6- To connect the Quran with the different areas of life.

3.5.3 The objectives of teaching the Hadiths reports of the Prophet traditions

Hadith just means a saying. When used as term in the religion of Islam, a hadith means a report of what the prophet Mohammed said or did on a certain occasion (Al-Hashemee, 1997).

The holy Quran and the Hadiths, the reports of traditions of Prophet Muhammad, meet in the aims and objectives in teaching for example in reading perfection and correct understanding. In addition there are more aims for the Hadiths as explained by Tawelah (1997) which are:

1- To enforce the love for the Prophet Muhammad in the hearts of the youngsters to take him as a lead.

2- To educate about the Sunnah its place, origin and the methods for getting to its sources.

3- To acquaint the students with the Islamic legislations details.

4- To develop the students culture and their linguistic vocabulary.

3.5.4 Tawhid

Muslims believe that God can not be held equal in any way to other beings or concepts; this is what is meant by Tawhid in Islamic education (Madcor, 1991, 1999).

The objectives of teaching Tawhid monotheism or belief were highlighted by Tawelah (1997)

1- To develop the congenital believe in God - monotheism.

2- To immune the Moslem individual against any other deceptive intellectual trends.

3- To build the ability for defending the Islamic belief against any deception or deviation.

4- To educate the individual in love of God and the Prophet.

5- To explain the pillars of belief.

6- To establish a link between belief, life and behavior to be established on intellect and sentiment.

7- To create tranquility and calmness in the spirit of the youngsters through beliefs to avoid unrest.

8- To confirm that the right of legislation is only for God.

3.5.5 Fiqh

Fiqh is Islamic jurisprudence made up of the rulings of Islamic jurists to direct the lives of Muslims. (Al-Hashmee, 1997).

The objectives of teaching the Fiqh jurisprudence have been illustrated by (Madcor, 1991, 1999) and Tawelah (1997):

1- To get acquainted with Islamic legislation.

2- To highlight the advantages of the Islamic jurisprudence and its suitability for every time and place.

3- To acquire practical realization of the faith.

4- To highlight the wisdom of worship and to strength the relationship between man and God.

5- To strength the social ties between Muslims.

6- To learn about the historical development of the Islamic jurisprudence.

7- To highlight the greatness of the Islamic mentality.

8- To acquaint the students with the verses and traditions that relate to Islamic jurisprudence.

9- To convince the students that what is legislated by God is full of wisdom and interest.

3.6 The qualities of the Islamic Education Teacher

The teacher and the student are the two poles of the educational process, they are connected together to extend the Islamic educationist's view of the teacher as a father for his student.

Ghazali (1986) emphasized the importance of the teacher for his student by asking the teacher to bring up his students in the same way that he brings up his own children with the intention of saving them from hell. He regarded this duty of the teacher even more important than the duty of the parents to save them from the hell, adding that is why the general duty of the teacher is as important as that of the parents, describing the parents as the reason for existence in the present and the teacher is the reason for the eternal life.

The teacher is the pivot of the educational message and the main pillar of its success. The text book in whatever shape, content or language will not serve its objective if it is not taught by competent and qualified teachers equipped with loyalty and pureness. The importance of the teacher of course has implications for the significance of teacher preparation.

The teacher of Islamic education, in order to be successful in his job and become an example for his students, should have special qualities. Such qualities are basic and important since he is teaching the holy Quran and the traditions and reports of the Prophet, as dealing with them needs a special teacher. That is why the Islamic education subject teacher should have the following qualities as illustrated and recapped by Al-Hashmee (1997), Al-Zabalawy(2000) and Emad (2002) beneath :

3.6.1 Faithfulness

Faithfulness is requested for all workers and staff in general, so it is requested from the teacher of the Islamic education subject in particular, because faithfulness makes the teacher of the Islamic education subject to do his job first for the sake of his God then for the reward.

3.6.2 Trust in God and in what He legislated

The teacher of the Islamic education subject should have full trust that God's law cannot be compared with the human law which is characterized by limited nature and all teachers should have responsibility to plant this faith in students.

3.6.3 God fearingness

God-fearingness is the fear of God in private and public in addition to abiding by what God ordered. This will make the teacher fear God in his attendance, lesson preparations, and examinations and in dealing with his students, because his motivations will be fear of God and not his bosses or the regulations.

3.6.4 Trueness

Trueness is one of the most important qualities of the teacher of Islamic education subject. That is why he should never lie as he is the model for his students.

3.6.5 Patience

The educational process is a very hard and difficult one, it needs a high degree of patience and the Islamic education subject teacher should set the example in patience and endurance.

3.6.6 Honesty

It is one of the qualities that Islam called for, the teacher of the Islamic education subject should abide by it moreover, and he should be an example to be followed.

3.6.7 The love of the profession

The teacher of the Islamic education subject should love his profession and be interested in it.

3.6.8 The continuous reading

The teacher of the Islamic education subject should keep reading and researching to have broad lines of thinking and to be acquainted with the contemporary problems and latest developments in his area as well as in other areas.

3.7 Conclusion

To sum up, going through these foundations we can see that in total it is about highlighting Islam which is the religion of the nation, its faith, worship, morality, jurisprudence, governance and its total system of life. On the ground of this strong belief the education system has derived. The curriculum concentrates on belief in Allah the One and what the messenger of the God brought of legislations aiming at the well-being of mankind in life and in the afterlife. So, Islamic education is considered as the knowledge or theories coming from Islam which influence the Muslim's life on a small scale and the life of nation as a whole, not only in worship but by directing the

whole way of life in the shadow of Islam. There are significant differences from other conceptions of education; the focus on authority and religion is not shared by other philosophies and approaches. However there are other keys ideas within the tradition of Islamic education that are more recognizable to other philosophies: for example the ways the aims are deeply rooted in a way of life and the emphasis given to experience and integration.

Thus, hopefully the explicit and clear picture about the system of education and the whole life in Kingdom of Saudi Arabia has been formulated.

The next chapter will handle the teaching training with a focus on the teacher training and its objectives in the kingdom of Saudi Arabia.

Chapter Four

Teacher Training

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Teacher Training

4.1 Introduction

Teachers in training in most countries all have to undertake some form of practical teaching whether they are in universities, colleges of education, diploma colleges, advanced teachers' colleges, or are continuing the post-graduate diploma in education.

Everybody from electrical engineers to medical surgeons has to transform what they have learned in theory into practice before they are regarded as qualified for their professions.

In the same way, teachers have to practise teaching in a real classroom prior to being considered qualified (Desmond et.al. 1990 and Al-Mansory, 2002).

In the current educational environment, developments in teacher education and training mean there is a need to recruit individuals who are dedicated to inspire and motivate students. The purpose of this chapter is to discuss in general terms the objectives of a teacher training programme. Then it presents the theme of 'practice' or 'placement' and suggests a useful conceptual distinction between those concepts. It also examines issues related to teacher preparation. Finally the chapter concentrates on teacher training in Saudi Arabia; its duration of teaching practice and the conditions of enrolment in teaching practice at King Faisal University (K.F.U).

4.2 Objectives of a Teacher Preparation Programme

It useful to have a view on the objectives of other countries to attain a good understanding and shared experiences. As Muckle and Prozorov (1996:36) stated

"countries do learn from each other to some extent at least by the exchange of experience". In general, the aim of a teaching practice programme is to produce and develop the personal, social and professional skills of the future teachers.

Although the empirical work was carried out in Saudi Arabia, this study as a whole was carried out in Great Britain so it is helpful to gain knowledge of the objectives for teacher preparation and its reforms there.

In Great Britain numerous reforms and major changes have, since 1992, been made in initial teacher training which introduced more school-based initial teacher training with the aim of improving the quality of teachers and education as a whole. The objective of the teaching programme as explained in DfES (2002) is to develop the student teacher's knowledge and practical skills, generate teachers who capable of making informed judgments and develop their ability to find a balance between pressure and challenges, practice and creativity, interest and effort. The programme also aims to develop understanding of the psychology of their pupils and how they learn and develop.

A major change came about through the introduction of national competences, which later on developed as standards for the award of Qualified Teacher Status. (These standards have recently been revised and the new version was issued in June 2007).

In order to be granted QTS by the Secretary of State for Education and Employment, student teachers must successfully demonstrate their abilities in three areas which are:

- Professional Values and Practice;
- Knowledge and Understanding;
- Teaching, planning, classroom management, monitoring and assessment.

These are expressed more broadly than is sometimes found. The teaching preparation programme in the Education College at K.F.U in KSA aims to provide various experiences to assist student teachers to acquire professional skills and attitudes needed by them in all teaching tasks. The following outlines the key objective areas as set out by the government:

1. Teaching Planning, student teachers will be able to:

   - Analyse the content of the textbook for the academic subject concerned;
   - Formulate behavioural and procedural aims and overall behavioural goals of the lesson;
   - Implement a teaching plan to reach these goals.

2. Implementation of the Lesson and Administration in the classroom, student teachers will be able to:

   - Introduce the lesson in a stimulating way;
   - Encourage and stimulate pupils throughout the lesson;
   - Utilise resources i.e. audio-visual aids;
   - Use standardised Arabic;
   - Manage behaviour;
   - Move around the classroom without disturbing the pupils.

3. School and Social Activities, the student teachers will be able to:

   - Co-operate with the school administration to implement plans and programmes;
   - Participate in the supervision of non-classroom based activities;
   - Supply teach for absent colleagues;

- Co-operate in organising meetings between students parents/guardians, tutors and school administrators;
- Participate in the planning and implementation of school projects;
- Maintain communication as needed.

4. Vocational Values and Attitude, student teachers should:

- Observe their own behaviour and dress code to set a good example for pupils;
- Arrive at school early and be punctual for classes;
- Respect other members of staff;
- Be enthusiastic, active and cheerful;
- Communicate well with colleagues and pupils;
- Have a humble and respectful demeanour;
- Be accepting of advisors' comments and guidance.

These objectives were set out by the Ministry of Higher Education in 1992. Looking at these objective shows that some of them are highly specific (e.g arrive at school early) and some are written in very general terms and need to be clearly specified and measurable to facilitate implementation in practice. For example, the objectives of participate in the planning and implementation of school projects and maintain communication are universal objectives which require to be more precisely formulated so the student teacher is capable of following them and their supervisors can measure and evaluate their progress. Al-Sadan (1995) and Al-Saige et.al., (2004) in their research found that the current lack of clarity may be a result of lack of sufficient knowledge and limited information about the function of teacher education and show the need for educators and educational colleges to improve their research quality. Returning to UK initial teacher training, we can notice the clarity in the objectives of

teacher training as cited in the standards for the award of Qualified Teacher Status. Not only that but also the willingness of many professionals engaged in teacher preparation to improve the educational system through undertaking many changes. In addition there has been a growing concern to improve the relationship between schools and colleges within partnership. This empirical research will aim to contribute to the improvement of teacher education in Saudi Arabia. It will aim to clarify some of the issues and articulate the picture of the function of teacher education by examining the perception of key participants.

Many writers argue that the ideal teacher preparation programme should be to produce a teacher who is not just competent, but a professional who has the ability to think critically about their own teaching practice, continually developing and refining their teaching skills (Hagger, et.al, 1999). This is achieved through reflective practice. Osterman and Kottcamp (1993), stress that reflective practice is an essential part of the learning process because it results in making sense of, or extracting meaning from the experience.

For the practitioner, reflecting not only an action but also thought, and the ability to critically analyse one's own practice from the point of view of an observer will lead to improvement in professional practice (Humphreys, 2000).

Continuing professional development and life-long learning will also contribute to improving professional practice and is necessary because of the complex role teachers have to perform.

"Teachers today need a wide range of skills to meet the increasing demands made upon them. Not only do teachers need to be committed and well educated subject specialists, able to diagnose a pupil with learning difficulties, they also need to be able

to help pupils with personal problems and to communicate effectively with parents, governors and the local community"(Harrison and Gaunt, 1994:56).

To be able to develop these skills teachers need to continue to develop professionally by undertaking training in a process of life-long learning.

By adopting a social constructivist model (Vygotsky, cited in McCulloch and Fidler, 1994) and a model of integrated learning, by making the connection between different aspects of the programme of teacher preparation, students are able to become more reflective and enlightened practitioners. It is through such a programme of integrated learning that students can make the most of the limited time available by receiving high quality, relevant training. The theme of teaching 'placement' as opposed to 'practice' embodies this notion of integration (which was seen in the last chapter to be central in Islamic thinking). It will be examined in more detail to highlight and expand the benefits involved in it before going on to demonstrate the vital issues related to teacher preparation.

4.3 'Practice' or 'placement'?

Writers, trainers and teachers often do not make a distinction between 'practice' and placement' – both terms are used to refer to the time students teachers spend in schools. However traditionally the view was that teachers were trained how to teach in colleges and universities and then went into schools to practice what had been learned. With the development of more school-based training in the UK and other countries, time spent in school is a part of the training and can take different forms other than just teaching lessons (e.g. observing, working with single pupils, undertaking task outside the classroom). The word 'placement' is being used here to refer to time spent in school

which is more than just 'practising' teaching skills but also involves being trained and being involved in other aspects of school life.

Pre-service teacher education is undergoing a profound change in some European countries. Without doubt ways of educating pre-service teachers for teaching is one of the most important issues under discussion (Henry, 1989; Silberman, 1970; Duguetle, 1994; Bullough et al, 2002; Mule, 2006). Actual teaching practice is an important and fundamental part of teacher preparation. Teaching practice offers the student teacher more than just hands on experience, it also offers the relevant opportunity to put educational theory into practice. Inevitably the benefit is not from isolating the theory from the real world but from the value of experience: "*learning by doing is the way to link theoretical courses which are taught in the university and the competences of teaching at school*" (Saad, 2000:25). Practice therefore is important but the word 'placement' is wider. Placement of student teachers at school implies several other vital aspects such as observing, team-teaching, mentoring, partnership, which will be discussed later on. It also involves collaboration with colleagues, seeing student teachers as enquirers and dealing with ethical issues. All of these aspects have to be dealt with and practised by student teachers in their placement.

Teacher educators have been encouraged in recent years to devote more attention to developing the relationship between schools and colleges under partnership (Clark, 1999; Sandholtz, 2002; Ginsberg & Rhodes, 2003 and Sands and Goodwin, 2004).For instance, initial teacher education in Great Britain has traditionally taken place within partnerships of institutions of higher education and schools, during the teaching practice as it is considered the main point of contact between the two (Furlong, 2000, Brisard and Malet, 2002). Since 1992 the professional preparation of teachers in

England and Wales has been increasingly concentrated in schools for preparing more competent teachers (Furlong, 2000) so the reform movement moved towards school-based initial teacher education in which two thirds of the course are spent in school with experienced teachers (Brisard, 2002).

Wilkin (1992:79) explained the move towards more school-based work as follows, (It) *"consist of three strands which vary in the degree to which they would commit to school and the power that they would delegate to teachers. The first is the prolonged evolutionary development of school- based training within the profession itself. The second strand is more recent and consists of the advocacy in public debate and for a variety of reasons, of the transfer to schools of the major or even the total responsibility for training. The third strand consists of the directives promoting school-based training"*. In other words, school based training was not conceived in a sudden way, although its application to the whole country did happen at a specific time. Groundwater-Smith (1992:113) explains the benefit of placement of student teachers within school as

"teaching is first and foremost a social practice, and preparing them for the very complexities of the profession demands much more of teacher education programs than providing opportunities to practise technical strategies".

As Cabello and Burstein (1995); Pajares (1993) and Flores and Day (2006) have pointed out, teacher preparation typically focuses on the introduction of the trainee to a set of new ideas and beliefs with the purpose of altering and reshape existing belief.

However, knowledge acquisition by itself without practical experience is unlikely to cause change. In fact, skills and strategies do not convey well when they are not learned in a situated environment (Glazer and Hannafin, 2006).

Teaching is no longer just about acquisition of subject knowledge and background theory and research. It is also about the importance of effective transmission and communication in an educational situation (UNESCO, 1983). Hence, student teachers' development into future professional teachers is emphasised in the models of partnership as they are monitored in a much closer way and get much more support by experienced teachers and college supervisors. The aim is to develop the opportunities to enhance the quality of teacher preparation by providing the pre-service teachers with greater involvement in the school context (Sutherland, et. al. 2005).

Teaching practice, that is school based initial teacher education, is accepted as a valuable method of practice and knowledge acquisition in the view of Mewborn and Stanulis (2000). First of all, placing the student teachers in schools provides them with the opportunities to obtain the necessary skills needed as a professional which goes beyond just acquiring the skills that are needed to deal effectively in the classroom, it embraces deep understanding of the complexity of practice, of ethical conduct and higher-order learning which occurs in schools. In addition, working alongside practising and experienced teachers gives the trainee valuable insight and preparation for entrance into the profession. Critically, it gives the trainee the real life experience of classroom management and subject exposition. Not only that, it allows them to bridge the gap between theory and practice as Graves (1990:94) said *"The only way to learn how to teach is by doing it"*.

What is more, it provides the student teacher with the "relative" experience of putting knowledge and theory into practice in a classroom situation. This in turn produces new knowledge to add to their existing knowledge base and a deeper insight into the process of teaching. Understanding the underlying principles of teaching through practice is a

desirable outcome. Being able to think and act rationally in a teaching situation is also a quality sought in a good teacher (Korthagen and Kessels, 1999, Parsons and Stephenson, 2005). As time goes by student teachers begin to gain experience in dealing with teaching in specific classrooms and with whole school contexts in general. Also school experience should be obtained in school as this allows student teachers to see that real teaching is not just a series of simple actions which are undertaken by the teacher, it is a continuous dynamic relationship between teacher and learners, teacher and parents, teacher and administration and teacher with the entire education system. Not only that but also school based education gives the student teachers knowledge, awareness and practice in the range of duties of a teacher. Thus, teaching can not be directly taught, it can only be learned and developed by the reality of experience which is only found in schools. Therefore existing teachers are tending to see school based initial teacher practice courses as an opportunity to make teacher preparation more relevant and effective, and most teacher educators seem to concur with this (Tomlinson,1995). As Hall and Davis (1995) and Glazer and Hannafin (2006) have suggested, student teachers become empowered by teaching, learning from and supporting one another during their school day, so learning experiences are sustained when they are located in the context in which they will be required. The empirical work in this study will address and evaluate various aspects of school-based practice.

Sim (2006) asserted that the pre- service education programme should provide student teachers with opportunities to examine alternative styles of teaching in a more effective way prior to enrolling them in actual teaching.

There are also ways of learning through practice prior to placing students in actual teaching in school, by integrating theory or academic courses with practice in a variety

of approaches. Some teacher preparation programmes include many different methods and experiences such as demonstration teaching, micro-teaching, structured lesson observations, occasional school visits, and project work. Al-Ahmad (2005) pointed out that micro-teaching gives the student teachers a chance to feel free to test out, discuss and renew given exercises when necessary and follow with an evaluation after their performance. A further advantage of micro-teaching sessions as presented by Al-Methan (2003:66) *" it is a quick, efficient, and fun way to help student teachers get off to a head start during student teaching practice. The goal of such practice is to give student teachers confidence, support, and feedback by letting them try out teaching among friends and colleagues"*. Micro-teaching sessions take place in a context which is somewhat artificial and the limitations of their use in terms of providing a highly realistic experience of the classroom have to be recognized. Also videotaped demonstration lessons can be a vital aid to helps student teachers to improve as video can be a powerful tool for meaningful learning and reflection (Gower, et.al., 1995). Observing a variety of other skilled performers is a useful means to furnish a repertoire of experiences and ideas. Observation of classroom practice is an invaluable learning experience for the student teacher, and one of the best ways of acquiring skills is to observe experienced and skillful colleagues perform the various activities. Of course reflection based on observation is also important. In observing their own teacher as well as other experienced practioners, the student teacher has the opportunity to observe best practice which can serve as a model for their own practical teaching (Al-Mansory, 2002). Furthermore, strong and underpinning networks will contribute very usefully in preparing student teachers in this matter as Sim (2006:79) cited that *"communities of practice within a teacher education programme should be an effective strategy in enabling tensions to be examined in safe and non-threatening environments,*

also it is a valuable technique to facilitate the transition for the pre-service teacher from university setting to the school setting ".

To conclude, the placement of student teachers in schools helps and gives them chances to develop their ability and enhance their experience by working in close collaboration with groups of peers, experienced monitoring teacher, and expert college supervisors. The advantages of teaching 'practice' have been described in this section, particularly with regard to linking theory with practice. The concept of a 'placement' was used to suggest a wider and more flexible and imaginative way of thinking about the way student teachers spend their time in schools. Also it is considered as a valuable opportunity to engage them in whole school environment activities to crystallize their own thinking, understanding and knowledge about teaching. Furthermore, they will gain different kinds of knowledge upon which they can draw to assist in their future development as teachers. What is also important is to supply the student teachers with some sort of knowledge base which has a theoretical and professional component before placing them in school to enable them to develop their ability to engage in reflection on their practice, as all of the theoretical, professional and practice are complementary.

4.4 Teacher Preparation in Saudi Arabia

A detailed explanation of the approach to education in KSA was given in the previous chapters which focused on the educational system and its stages in KSA.

Teacher training programmes have been promoted as a complementary part of the educational system in Saudi Arabia. Throughout the last six decades the standards of teacher training have been rising, associated with the general development of the educational system in Saudi Arabia. For instance, in the 1940s the qualifications

required of elementary school teachers were restricted to those who were holding an elementary certificate. By 1953 this requirement was upgraded to an intermediate certificate, after that it was confined to those who had a secondary level certificate then in 1965 it was upgraded to junior college diploma. Recently the minimum requirement for teaching in all education levels is a four years bachelor's degree. After the new system was established, to adapt to the updated requirements, secondary school graduates who have obtained two years junior college degrees are entitled to become teachers' assistants. Teachers who hold older and lower level training certificates can update their knowledge and qualifications in special programmes presented at two teacher training centers. The universities and girls' colleges provide a wide curriculum in education theory and methods. They have wide-ranging and separate departments, as has been mentioned in the previous chapter. Each student must have a subject specialty within one of these departments and should combine courses in education with in depth knowledge of a particular subject. Schools of education offer short training programmes for students who want to become teachers but they graduate with subject majors outside the education schools.

In the case of Saudi Arabia, teachers must be equipped with all aspects of teacher education to equip them with a knowledge base to be effective teachers. These essential elements to this knowledge base in teacher preparation as cited by Ministry of Education are:

- Educational preparation;
- Academic preparation ; and
- Vocational preparation.(ME,1992)

In Saudi Arabia some writers have suggested that there is a huge gap between the emphasis put on theoretical knowledge in the higher education institution and the actual classroom knowledge and practical skills required for classroom teaching (Al-Saige, et, al. 2004) (Lawlor, 1990 and Goodson, 1997). This is something I will address in the empirical part of my thesis but it is also a theme that will be addressed in more theoretical terms in the following section on 'theory' or 'practice'.

4.5Theory or practice?

The nearest equivalent terms in Arabic are النظري أو التطبيق أو الممارسة و التدريب, However these do not translate exactly. The term 'theory' means regulation by rules based on observation and acquaintance, whereas 'practice' means the repetition of something, which is in this case teaching, in order to equip and cultivate the skills then master them.

I imagine the preparation of teachers as a bird that has two beautiful wings; this bird can not fly if one of these wings is broken. Also he would not fly when the feathers in one wing are affected. So he needs both of these wings in good shape, healthy and balanced in order to be able to fly appropriately.

Likewise teacher preparation has these two wings with different names: theory and practice. Both of these wings constitute the contents of the teacher preparation all over the world. There has been a major controversial question around the question whether teacher preparation is mainly a matter of theory or practice.

In Britain there has been educational debate on over-theorizing over the past two decades. Too much theory was thought to have contributed to the ills in teacher preparation and falling standards. The content of teacher education at higher education

institutions was criticized for having little relevance to the real world and so of little use to the teacher at the chalk face (Lawlor, 1990 and Goodson, 1997 and Crook, 2002). It resulted in a decline in the dominance of theory and put more pressure towards more school- based programme (Barone, et.al, 1996). The government in the UK in 1992 introduced more school based training with minimum amounts of time being required to be spent in schools. As teacher preparation has become more the responsibility of the schools, it is creating a situation where a large degree of teacher preparation takes the form of 'training on the job'. The reason for this tendency as Goodlad (1994) confirmed is because it was thought the traditional teacher preparation did not prepare prospective teachers for the real world of teaching sufficiently well. A comparable argument was reported by Cole and Knowles (1993) who considered theory too abstract and too far from the concrete issues of the teaching profession. Also they presented the results of what happens when the links between theory and practice are not made since severe problems have been experienced by prospective teachers when they left pre-service teacher preparation. In line with previous findings, Olson and Osborne (1991) clarified that traditional teacher preparation had focused on theory with professional education courses and limited in-field experiences, which lead to failing to prepare and train the students for day to day duties of teaching and lack of familiarisation with social and political context of schools.

On the other hand, many studies have shown the need to place emphasis on acquiring theory more than just practical tools in order to cope with the classroom environment, and to stand on solid ground in psychology, sociology, and so on. Some writers argue that all these should be addressed for student teachers through teacher educators in the teacher preparation programme (Clandinin, 1995., Poppleton, 1999., Goodson, 1997 and Al-Ahmad, 2005).

Regarding the case in Saudi Arabia, the major part of pre-service teacher preparation is the responsibility of the University. Some writers identify a gap between the emphasis put on theoretical knowledge in the higher education institution and the actual classroom knowledge and practical skills required for classroom teaching (Al-Saige, et, al 2004). It will be interesting and significant to see in this study how the respondents (the students, supervisors and monitoring teachers) see the relationship between theory and practice.

Achieving the best balance between theory and practice in order to raise teaching standards and result in more effective teacher preparation was seen to be the key to more effective teaching in many countries. As Hughes (2006:111) argues *" theories can not be taught in a vacuum; prospective teachers must understand the relationship between the ideas they are taught and the applications they will encounter. One way to develop this skill is to arrange for this connection to be made in the context of their 'lived' realities".*

Most teacher preparation programmes consists of three major aspects which should blend together (Eilam and Poyas, 2006: 338):

"(a) the domain's theoretical knowledge, which enable novices to explain and understand classroom phenomena as well as to identify more interrelations within it; (b) observation of expert teachers acting in classrooms, which contributes to novices' construction of a mental representation of the experts' performance; and (c) practice where novices apply this mental representation during guided activity in classrooms". Eilam and Poyas (2006:338) asserted the way to get the balance right is *"the elegance of theory must be combined with the wisdom of practice"*. So in order to achieve this

combination, it is important to strengthen the links between higher education institutions and schools.

Thus, in teacher preparation it is important not to spend too much time on gaining theoretical knowledge and too little in practical application. Both sides are complementary and indispensable to the other. Perfection could not be reached, but development and improvement are required, as each generation is both different and unique from the prior generation and the coming one in its requirements. So change must continue without cease due to the importance of responding to each generation's needs and the need to upgrade their preparation, keeping in mind the balance required.

4.6 Studies related to teacher preparation in Kingdom of Saudi Arabia

Several studies have been conducted regarding teacher preparation programmes in Saudi Arabia, some of them highlighting problems related to teaching practice. The following studies concern difficulties which occur to the male teaching preparation programme.

The first study was conducted by Al- Shahraney (1997). His study was concerned with the problems of teaching practice at King Saud University according to the perspectives of college advisors and male student teachers. The sample was comprised of all student teachers in their final year. A questionnaire was distributed among 129 male student teachers. The completed response rate reached 104 responses. The number of the college supervisors who participated in the study was 14 supervisors. The study found that many of the problems raised by the participants were related to the structure and administration of the teaching practice programme. For example, the supervisors mentioned the burden imposed on the student teachers, as they have to carry out their teaching practice in the morning at the school and attend lectures in the evening in the

college. Also the study revealed that it impossible for the supervisors to follow up and supervise all student teachers adequately and they could not visit them all in school because of the student teacher numbers. In addition, Al- Shahraney's study pointed out the limitation of the role of the monitoring teachers in the teaching practice programme. The study makes clear that urgent considerations were needed with regard to the teaching practice programme.

The second study was carried out by Al-Gahtany (1992). The purpose of his study was to investigate the role and the influence of the monitoring teachers toward the student teachers from the viewpoint of the student teachers. The questionnaires were distributed to 215 male student teachers in their final semester at the Education College in Abha. The study revealed that the monitoring teachers did not seem to understand their role properly, and it examined the difficulties that face the monitoring teachers to fulfill their role in appropriate ways because of the burden of their regular school duties. What is more, Al-Gahtany recommended that it was essential to provide the monitoring teachers with information they need regarding their role to enable them to perform their role properly.

A third study was carried out by Badi (1996). It concentrated on the need for male student teachers' educational assessment and knowledge in the teaching practice programme. The aim of conducting the study was to find out how the student teachers demonstrated a combination of knowledge and skills acquired in Education College. The researcher considered that adequate preparation of the student teacher was a major determinant of the success of the teaching process. He claimed that most of the researchers in Arab countries reveal a failure to integrate theoretical study with the practical side of learning at the college. The questionnaire survey of 140 student

teachers revealed that student teachers took a long time to be able to recall what they had learned during their study at the college. The findings showed that the student teachers were in urgent need of more practice and training in the teaching skills which they expected to employ in the teaching practice at the schools.

As mentioned previously in chapter one, the gap in prior studies gave rise to the need for the present study. None of the studies so far has addressed the female teacher preparation in relation to the views of the key participants.

The discussion will now turn to King Faisal University teacher training to provide specific details of the programme.

4.7 Initial Teacher Preparation at KFU

King Faisal University was established in 1975, in Al-Hasa in the eastern territory of the Kingdom of Saudi Arabia. It offers degrees relating to education, medicine, agriculture and food sciences, administrative sciences, architecture and planning, applied medicals sciences, applied studies, sciences, computer sciences, pharmacy, dentistry, and nursing. Also it presents degrees in foreign languages.

When a student enters the college of Education at the university, *whatever their specialist subject,* they have to complete a four year programme to graduate with a Bachelor Degree that includes a completed teaching practice. Teacher preparation is therefore not an option but compulsory for all students. The university year is divided into two terms, each of approximately 17 weeks duration. The first and second year is devoted to the students acquiring general knowledge, with the third and fourth year of study devoted to a specialist field. At the beginning of the first term in year four, students must register on the teaching practice course to practice actual teaching at

school that will be in the second term of year four. The colleges apply a credit hour system. Students must complete 132-135 credit hours in order to graduate with a Bachelor Degree.

The education courses consist of three elements:

- General preparation, which continues the student's academic education; and
- Compulsory courses in aspects of educational theory and methodology. These two elements represent 47% of the whole course of the KFU programme. However, the teaching practice consists of only 6% out of the 47%.
- Professional preparation in the student's academic specialism, is 53% of the whole course (see appendix 2) .

All these elements have to be evaluated to keep them updated and abreast of changes in approaches to curriculum and methodology.

4.7.1 The objectives of the teaching preparation at KFU

The objectives of the programme as reported in the leaflet of the office of the practical education (1996) at KFU are:

1- To prepare the student teacher to work in teaching by formulating positive orientations toward teaching profession;

2- To give the student teacher opportunities to apply the theoretical principles that have been taught in the college;

3- To equip the student teacher with experiences and skills necessary for the teaching profession;

4- To create conditions for the student teacher and to encourage innovation and creation in the field of teaching.

5- To equip the student teacher with the ability to evaluate the educational process and its components.

Noticeably, since the establishment of these objectives several years ago, there have not been any changes or sense of development. Also these objectives have been written in a general way without any specification or standard to follow. They are not 'objectives' in the sense used in the UK in that they do not specify in precise terms what the student teachers should be able to do. Not only is more specification needed but also as we can remark in relation to objective 5 they require a long time to develop them; this has implications for the length of the teaching practice.

4.7.2 Duration of Teaching Practice programme

Teaching practice is embarked on for a determined period of time. The duration varies from one country to another and also from one university or college to another depending on the educational system adopted. Some incorporate teaching practice throughout the preparation period, others in the last two years of training, others in the last year of training, whilst others for only one term at the end of the fourth year (Hassan, 1992).

For example, in the UK the amount of time student teachers spend in school has been increased, so that the proportion of the one year post graduate course for secondary teachers has increased to 66 percent of the 36 week course, which leaves just 12 weeks of university preparation (Furlong, 2000).

In some cases in the Kingdom of Saudi Arabia certain universities offer a one year Diploma in Education programme to practise teaching (Al-Salloom, 1995). This is for

students who have gained a Bachelor Degree in a non-educational subject and who have then decided to enter the educational sector in order to qualify to teach in schools.

However, with regard to female teachers' practice programmes, differences are noted, irrespective of the similarity in the general objectives, including the duration of practice teaching. This study will be limited to a case study of King Faisal University's teacher preparation programme. The duration of practising actual teaching at school is four months, as the student teacher has a chance to practise and apply what has been taught in theoretical courses at Education College in a real school environment.

4.7.3 The Conditions of Enrolment in Teaching Practice at K.F.U.

The conditions of enrolment are as follows.

1. The student teacher should have successfully completed all theoretical courses before starting practical education. In some cases students are permitted to register for teaching practice when they still have theory courses to complete but which are mainly courses related to teaching practice.
2. The student should have completed 124 Credit hours in the education department and 127 in the science department in order to register for teaching practice.
3. The student should be registered for teaching practice in the first term of the fourth year so that they can be placed in schools and supervision arranged at an early stage (KFU, 2002).
4. Students are not allowed to register to study any subject in school teaching practice time.

Apparently, in practice, some of these conditions are not always applied in a proper way such as condition number 1 and 4. The latter requires that 'student teachers are not

allowed to register to study any subject in school teaching practice time', where as some students do so. This causes difficulties for the student teachers and prevents them having a full picture of the entire school environment, for the supervisors who supervise them, and for the monitoring teachers who support them. In the same way condition number 1 is not always met in the real situation at KFU, because the condition determines that all students have to complete all the theoretical courses prior to teaching practice, where as the reality is this often does not happen, since some students register to practise teaching at school while they still have the main teaching methods course at the college.

4.7.4 The supervision in K.F.U

As described in the definition of terms in the introduction, the supervisor (or adviser) is the university teacher who has responsibility for advising the student during the teaching practice.

The supervision points regarding the supervisors' roles in teacher preparation programme at KFU as manifested by Education college report are:

1. Assist the student teacher in multiple ways: give an introductory talk which consists of describing the school system, dealing with teaching and the administration of the school; explain how the training program is organized, and discuss the outline of preparing lessons and how to prepare the materials needed for the training program. Also set up regular meetings and give them a clear picture about his or her policy at work.

2. Establish and maintain a working relationship with the cooperating teacher.

3. Conduct school visits: the college adviser must visit the school of training, so that they can monitor their student teachers' progress and training program to ensure every thing is under control. Each student teacher must be given enough visits, as through these visits the adviser should have built a clear vision of the student teacher, with support from the co-operating teacher.

4. Collaborate with the cooperating teacher, spending the appropriate amount of time to come to a consensus on the results of the evaluation.

5. Conduct weekly meetings: the college advisers have to arrange general regular meetings with their student teachers once a week in a suitable place at a suitable time. The meeting must include: full discussion about the adviser's observations of the student teacher's skill level and competence in a positive and constructive manner; discussion of the next stage of the training plan; explain and provide the student teachers with an efficient and realistic teaching model. However private meetings are recommended with student teachers who have any personal problems (education college report).

4.8 Conclusion

This chapter has focused on teacher training and its importance in general and specifically on the teacher training programme in KFU. After a general overview of teacher training in Great Britain then in Saudi Arabia with more details, the KFU initial teacher training programme, its conditions and duration were explained. Also it discussed issues related to supervision.

So it is now time to explain in detail the procedures that were used in conducting the research and describe the instruments which were used for collecting data, and other aspects related to methodology that will be explained in the following chapter.

Chapter five

Methodology

Chapter Five

Methodology

5.1 Introduction

This chapter explains the methodology and procedures used in conducting the research to achieve its objectives. Wellington (2006:22) has defined methodology as a sort of *"activity or business of choosing, reflecting upon, evaluating and justifying the methods you use"* . The main objective of this chapter is to recapitulate the research questions, describe the research design and the methodology of the empirical study conducted in the Kingdom of Saudi Arabia at King Faisal University, and justify the methods of collecting information used in this research. The instruments used for data collection are explained and the samples of the study are described.

5.2 Research Questions

The overall aim of the research is to seek ways of improving teacher training, first of all in King Faisal University and then possibly more widely in Saudi Arabia as a whole. However that broad aim needs to be converted into a specific question that can be addressed by research. It was thought that, given the lack of previous research in this area, the most appropriate starting point would be to seek the views of key participants involved in the training process.

Therefore, the research title is: an investigative study of the female initial teachers' preparation programme in Saudi Arabia in an Islamic context: the perception of the key participants.

In order to embark on this investigation study the researcher had to take consideration of this main research question: how is the teachers' preparation programme perceived by the key participations (student teachers, supervisors and monitoring teachers)?

Also take into account these sub-questions:

- What is the nature of the programme for preparing female teachers in King Faisal University?
- How effective is the programme on the teacher trainees?
- How far are the objectives of teaching practice applied?
- What are the viewpoints of the individuals who have a direct relationship with the teacher's preparation programm?
- How far do the pre-service and in-service teachers believe that preparation developed the skills of the student teachers as teachers?
- What do the teachers feel that they would like to learn more about in order to meet the needs of their pupils?
- What are the present strengths and weaknesses, as perceived by educational supervisors?

5.3 Research Design

This study was carried out using a variety of different research methods. In social sciences research, especially in educational research, there are broadly different types of research: quantitative research and qualitative research (Kvale, 1996). Marshall and Rossman (1995) pointed out the need for both quantitative survey techniques, which in this study is data collected by questionnaire, and qualitative methods, which in this case is data collected by interviews, in educational studies. The use of both types of data collection could help in gathering relevant information required in the exploration of

certain research topics, and it will increase the validity and reliability of the study tools (Ross et al., 1990). Also this enabled the researcher to interpret the data analysis much more thoroughly and deeply than would have been possible on the basis of statistical analysis alone.

It is necessary to distinguish between these two paradigms, as a comprehensive understanding of these perspectives allows us to reflect upon our own conceptions; gathering data in various ways also reinforces conclusions drawn from our analyses of the data which we gathered.

Borg and Gall (1996) argued that both qualitative and quantitative research can assist educational researchers. A qualitative approach gives a chance to obtain wider exploration of views. They observed that one of the major distinctive characteristics of qualitative research is its concentration on the intensive study of particular instances. Qualitative research often produces oral and pictorial data to show the social environment and uses analytic induction to analyze and to endeavor to generalize case findings.

Qualitative researchers go to particular settings under study. They are concerned with context and feel that behavior can be best understood in the setting in which it occurs. Qualitative approach also allows for, and indeed demands, very detailed description *"qualitative approach demands that the world be examined with the assumption that nothing is trivial, that everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied .....description succeeds as methods of data gathering when every detail is considered"* (Bogdan and Biklen, 1998:6). Qualitative researchers are concerned with process rather than simply with outcomes or products, and they analyze their data inductively. This means, "you are not

putting together a puzzle whose picture you already know" (Bogdan and Biklen, 1998:6). You are constructing a picture that takes shape as you collect and examine the parts. Qualitative research therefore plans to use part of the study to learn what the important questions are, not just to assume that enough is known to recognize important concerns before undertaking the research (Borg and Gall, 1996).

Qualitative researchers set up strategies and procedures to enable them to consider experiences from the informants' perspectives *"For some, the process of doing qualitative research can be characterised as a dialogue or interplay between researcher and their subject"* (Bogdan and Biklen 1998:7)

A common criticism of qualitative research is that it is too easy for the prejudices and attitudes of the researcher to bias the data. However, qualitative studies are not impressionistic essays made after a short visit to a few subjects. The data must bear the weight of any interpretation, so the researcher must constantly confront his /her own opinions and prejudices with the data. Being a clean slate is neither possible nor desirable. The goal is to become more reflective and conscious of how who you are may shape and enrich what you do, not to eliminate it (Cohen et.al, 2000).

Qualitative research has been labelled "unscientific". This is mainly due to an extremely narrow definition of science, including only research that is deductive and hypothesis – testing. However, if scientific research is seen to involve *"rigorous and systematic empirical enquiry that is data based* "(Bogdan and Biklen, 1998:8), then qualitative research meets these requirements.

Qualitative research can examine the area in terms of the meanings people bring to a situation (Guba, 1990) rather than just explaining phenomena quantitatively.

Unlike quantitative researchers who are interested in collecting numerical data and explaining phenomena, qualitative researchers are more concerned with understanding individuals' perceptions of the world. *"They seek insight rather than statistical analysis"*. (Bell, 1999:7).

Golafshani (2003:600) confirmed that *"Qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings"*. Qualitative researchers see the everyday social world in action and include their findings in this world, while quantitative researchers do not directly study it (Guba, 1990).

This research will involve the use of an interpretive approach, so I am aware that the interpretive framework means that one absolute truth can not be discovered from a human being. The basic set of beliefs that guides action means that all research can be seen in some way as interpretive (Guba, 1990), although the term is more often applied to qualitative research.

Cohen et al, (2000:20) describe the interpretive approach as being characterised by a concern for the individual. They assert that the central endeavor in the context of the interpretive paradigm is *"to understand the subjective world of human experience to retain the integrity of the phenomena being investigated"*. Efforts are made to get inside the person and to understand from within.

Interpretive approaches focus on action. Action is only meaningful to us in so far as we are able to ascertain the intentions of people to share their experiences.

The interpretive researcher begins with individuals and sets out to understand their interpretations of the world around them. *" From an interpretive perspective the hope of a universal theory which characterises the normative outlook gives way to multi-*

faceted images of human behaviour as varied as the situations and contexts supporting them" (Cohen et al, 2000:23).

On other hand, quantitative research reflects a population or samples which represent a population. It produces numerical data to represent the social environment, applies statistical methods to analyze data, and uses statistical conclusion procedures to universalize findings from pattern to a determined population (Borg and Gall, 1996).

Moore(1995) distinguishes between these paradigms in terms of their purpose: quantitative research is suited to search for causality, laws, foreseen and control based on a 'hard sciences' model whereas qualitative research is fitted to achieving an understanding of ideas, sense, motive and belief which is attributed to people's action.

One kind of qualitative research design is a descriptive survey which is appropriate when the purpose of the study is to create a detailed description of events for instance, people's point of views about educational issues. As Borg and Gall (1996:374) explain, *"descriptive research is important in education. It is a type of quantitative research that involves careful descriptions of educational phenomena, and it is concerned primarily with determining what is".*

One part of this research will take the form of a descriptive survey, which aims to explore how the teachers' preparation programme at King Faisal University is perceived through the point of view of the research samples (student teachers, supervisors and monitoring teachers).

The justification for choosing to use both methods of data collection is that the approach combines a quantitative element which was based on data collected using a questionnaire, and qualitative element which was the process of interpretation of

interviews. This enables the researcher to interpret the data analysis much more thoroughly and deeply than would have been possible on the basis of statistical analysis alone.

5.4 The Study Sample

For the questionnaire, the sample consists of 14 College supervisors, 117 Student teachers in their final semester (semester eight) where the teaching practice is placed, and 31 monitoring teachers.

With regard to the interview sample in this study, the researcher interviewed 6 supervisors, 8 co-operating teachers and 12 student teachers who are in the final semester (semester eight) of the course from King Faisal University

The appropriateness of sampling is equally important as the appropriateness of methodology and instrumentation (Cohen et.al, 2000). Briggs and Coleman (2007) asserted that it is vital to define a suitable sample of the population to make the sample representative of the whole population. Although, as Wellington (2006:58) argued *"we can never be sure that our sample is fully representative of the whole population, wherever we draw the line. Sampling always involves a compromise"*. On account of this, the researchers must be reasonably confident about the validity of generalizations they make. So the question of how large the sample for the research should be cannot provide a general clear cut answer as the accurate sample size relies on the purpose of the study and the nature of the population under consideration (Cohen et.al, 2000). In this study the sample of 117 constitutes 79% of the study population; as a consequence it was thought that the findings of this study could be reasonably generalisable to the course of teachers' preparation in King Faisal University.

5.5 Case Study

A case study is *"a detailed examination of one setting, or a single subject, a single depository of documents, or one particular event"* (Merriam 1988, Yin 1989, Stake, 1995, Cited in Bogdan and Biklen 1998:54). It is the study of an instance in action (Adetman et al, 1980). It provides a unique example of real people in real situations.

Case studies can throw light on cause and effect because they observe effects in real context, recognising that context is a powerful determinant of both causes and effects. Case studies aim to portray what it is like to be in a particular situation. It is therefore

"Important for events and situations to be allowed to speak for themselves rather than to be largely interpreted, evaluated or judged by the researcher" (Cohen et al, 2000:182).

A disadvantage of the case study is that the smaller the number of subjects the more likely the researcher is to change their behaviour by his/her presence. However, although a large sample makes it easier to be unobtrusive, keeping trace of everyone and managing all the data and relationships present can become difficult.

Narrowing the focus of the study makes it possible to examine the entire population of interest. Although it is desirable to understand the range of materials and perspectives present, choices are made on the basis of the quality of the data produced. Some subjects are more willing to talk, have greater experience in the setting, or are especially insightful about what goes on. Regarding time sampling, the time spent visiting a place or person will affect the nature of the data collected. What time periods the data collected represent will be determined by the time constraints on the researcher and his/her research interest (Bogdan and Biklen, 1998).

The research and the type of question this research is intended to deal with indicates the case study method of research as the most appropriate (Yin, 1989; Yin, 1993; Hamel et al. 1993; Stake, 1995). Therefore King Faisal University has been selected as the context for this study as the researcher is a lecturer at this university.

The research will investigate the female initial teacher preparation programme in Saudi Arabia in an Islamic context by examining the perceptions of the key participants.

In order to embark on this study, it is necessary to take account of sub-questions which have previously been mentioned.

The case study method can accommodate either the qualitative approach, or the quantitative approach, or both of them together (Yin1989, 1993; Stake, 1995). Both of these approaches produce descriptive data and they are of a highly exploratory nature, but they can also provide some explanations about the topic under research (Moser and Kalton, 1986; Yin, 1989, 1993; Stake, 1995).

Further, Moser and Kalton (1986) argue that using these approaches in a case study is helpful in providing a comprehensive picture of the situation under inspection because of their potential for flexibility and detailed investigation. They also permit innovation and a degree of informality in their application, which allows the researcher to make use of any type of evidence obtainable through his/her investigations, provided it is relevant (Hakim, 1987).

For conducting the in-depth examination of the study at hand, it will be necessary to define at the beginning the strategies of data collection. In connection with this Ragin and Becker (1992), Yin (1989, 1993), Stake (1995) and Briggs and Coleman (2007)

argue that more than one technique could be used together in conducting research to acquire information which is related to the study.

Patton (1990:60) verified this idea *"there are strengths and weaknesses to any single data collection strategy. Using more than one data collection approach permits the evaluator to combine strengths and correct some of the deficiencies of any source of data"*.

So to have a clear understanding regarding the subject of this study the researcher collected data from different angles or different points of view.

In order to answer the research questions in regard to case study and to acquire the necessary related knowledge of the research topic, that is how the teachers' preparation programme at King Faisal University is perceived by the key participants (student teachers, supervisors and monitoring teachers), familiar techniques will used in this study.

5.6 Research Instruments

Two main instruments were used in this study to gather the required data: questionnaires and interviews. Each method has it own features, strengths and constraint.

Dalen and Deabold (1979:127) said *"one does not master a single method of obtaining data, such as the questionnaire, and apply it to every problem that arises. Each tool is appropriate for acquiring particular data, and sometimes several instruments must be employed to obtain the information required to solve a problem"*. Marshall and Rossman (1995), Briggs and Coleman (2007) have also asserted the previous idea.

The researcher, therefore, must possess considerable knowledge about a variety of techniques and instruments.

5.6.1 Questionnaire

The questionnaire is a widely used and a good way of collecting certain types of information. Bell, (1999) Cohen et.al, (2000) have considered the questionnaire as an important instrument of research, a tool for data collection and measurement. Also Oppenheim (1994:100) has added *"A questionnaire is a scientific tool and therefore must be constructed with great care in line with the specific aims and objectives of the investigation".*

The use of questionnaires is a central part of social research, as they provide a relatively inexpensive way of discovering the characteristics and beliefs of the population at large (May, 1993).

This tool can cover an ample geographic area in less time and at less cost than, personal interviews (Borg and Gall, 1996 and Bell, 1999). Not only that, but also questionnaires in an educational context bring little disruption to the normal day of the college (Al-Sef, 1989).

Thus, a questionnaire can be a very valuable and successful technique in research if it is well designed and implemented.

5.6.1.1 Types of Questionnaires

There are several types of questionnaires including: structured questionnaires; semi-structured questionnaires; and unstructured questionnaires (Cohen et. al. 2000 and Abedat et. al. 2000).

A structured questionnaire is beneficial in producing frequencies of response that can then be exposed to statistical dealing and analysis. Besides this, they permit comparisons to be used among the groups which constitute the sample. (Oppenheim, 1994). Unstructured questionnaire is akin to an invitation to the respondent to write freely what he/she wants regarding to the issue. This type of questionnaire is more challenging to analyse and may need similar techniques that are used in qualitative approaches. The third type, that is semi-structured, is placed in between: this can be a powerful technique as there is a clear structure, sequence, focus. However, an element of the format is open-ended to enable the respondents to participate in their own terms (Cohen et. al. 2000).

5.6.1.2 Question Formulation

There are various sorts of question and response modes in questionnaires: open or closed questions. Both these kinds have several claimed strengths and weaknesses. Although open questions allow respondents to answer freely in their own words and give any answer, the responses are very difficult to code and compile. Moreover, they require much of the respondents' time. In fact this type avoids the limitation of pre-set categories of response. On the other hand, closed questions restrict respondents to selecting from the provided answers. So they do not entitle respondents to add any notes to the categories. Also the categories might not be comprehensive so that there might be discrimination in them (Oppenheim, 1994). However, they are fast to complete and do not present so many problems at the analysis stage because they are straightforward to code (Wilson and McLean, 1994; Bell, 1999 and Cohen et. al. 2000).

5.6.1.3 The Development of the Questionnaire

The questionnaire used for this study draws upon three main sources and considerations:

1- A search was conducted of previous studies reported in the literature, and which had a few appropriate links with this study (Al-Majed, 1998; Kabli, 1999; Al-Mufadda, 2003; Al- Shahraney, 1997; Al-Gahtany, 1992; and Badi, 1996).

2- The experience of the researcher with teacher preparation in the study country.

3- The researcher had preliminary contact with people belonging to different groups of the sample prior to the main fieldwork. These groups were asked generally for their views regarding some issues related to the study. On the basis of their different views some general statements were formulated into the questionnaire to complement other statements.

The questionnaire was designed to answer the questions of the study, therefore in formulating the questionnaire statements, special attention was paid to the objectives of the study.

Mckernan (1991) and Gay and Airasian (2003) suggest that, in order to build a good questionnaire for any research in educational and social fields, there are general guidelines to be followed. These principles are that questions have to be easy to understand, not too long and complex and they have to be significant or specific to the study; it is necessary to separate questions which have two parts and in multiple choice questions, to make sure that all possibilities are mentioned.

The questionnaire for this study was comprised of two parts:

1) Part one aimed at gathering general information about the participants. For the supervisors, data were obtained about qualification, number of years of experience in supervision, number of subjects they teach, and number of student teachers they supervise. In the co-operating teachers' questionnaire, this part asked about the grade level they teach, number of years of experience in teaching and co-operation, number of subjects and pupils they teach, and number of student teachers they have mentored. In the student teachers questionnaire, data were obtained about major, year of enrollment and length of time studying at King Faisal University, credit hours they have in final semester with teaching practice, and the grade level at which teaching practice takes place. The purpose of collecting personal data was to use that data in explanation of the study results.
2) Part two was made up of the areas that led to answering the study's questions.

The areas which were chosen for the questionnaire are those which are noticeable in the classroom, school situations and education preparation which the participants could rate in terms of preparation and competences.

The questionnaire centered on three major areas relevant to the teachers' preparation programme. .

The three major areas are:

1) Teaching skills
2) Teaching practice
3) Knowledge and understanding

It is worth mentioning that there may be some differences in the contents of each general area and some questionnaire statements. That is due to the differences in cultures, teacher preparation programme contents, and the whole system of education between Great Britain and Saudi Arabia. The category of 'knowledge and understanding' was not used to refer to subject knowledge but was a wide category encompassing respondents general views of the course related to such matters as the relationship between the elements of the course and opinions of the nature of the advice students receive. Also the difference in translation between the languages needs to be taken into account. Regarding differences in translation the researcher would like to point out that the respondents were asked to indicate their opinions by using a four point Likert scale. In relation to the teaching practice area the researcher put in each Likert point two alternative phrases in the translation such as 'very dissatisfied or very agree', dissatisfied or disagree', 'satisfied or agree', 'very satisfied or very agree', since translation difficulties faced the researcher in order to match the entire statements with suitable expressions in English .

The questionnaire was designed to elicit the participants' perceptions about the level of preparation that was offered by the training course and present level of teaching on the education programme.

The first move in this phase was to list the study's objectives then link each statement to those objectives. Just as Oppenheim (1994) pointed out a questionnaire has an assignment to fulfil, its task is measurement. So, the main variable to be measured should be clearly specified. The research topic is very wide; this was my point of view which was supported by the views of my supervisors, so if the inquiry was put in an open-ended question form, that might have yielded large amounts of material which

might not be connected, hence this approach might generate a weakness in the questionnaire. Accordingly, it was thought preferable to put the items of the questionnaire in the form of statements, rather than questions.

Considering the advice of my supervisors and after contemplating the study of Akyeampong and Lewin (2002), the questionnaire was designed to invite responses along a four point likert scale. A four point likert format was chosen to encourage participants to make choices which reflected their opinions. This is considered an appropriate way for capturing the participants' attitudes.

Initially the questionnaire was discussed with the supervisors of the study before embarking on the pilot study. The questionnaire statements and the interview questions were reconstructed and modified after their advice and suggestions. An English version of the questionnaire and interview questions was completed by doing so.

Accompanying the questionnaire, a covering letter was attached to make clear to the participants the aims of the study and to give them the confidence and security to reply to the questionnaire honestly. Cohen et al (2001:259) pointed out that the purpose of the covering letter "*is to indicate the aim of the survey, to convey to respondents its importance, to assure them of confidentiality, and to encourage their replies*".

5.6.1.4 Validation of the questionnaire

Validity is the extent to which a measurement measures what it is set out to measure (Abedat et. al, 2000). Validity is very vital attribute of an instrument or procedure. Joppe (2000:1) provides the following explanation of what validity is *"Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument*

allow you to hit "the bull's eye" of your research object? Researchers generally determine validity by asking a series of questions and will often look for the answers in the research of others"

The concept of validity can be classified according to content validity, face validity, predictive validity, and construct validity.

Each kind of this validity is tested in a different way. For instance, assessment of content validity depends upon the opinions of the community of experts about the questionnaire's content. In order to test the validity of the questionnaire, the method of obtaining experts' opinions was adopted through applying the following steps:

1- The researcher attempted to ensure the validity of the questionnaire content by consulting experts who could provide useful advice and suggestions. The experts include Al- Fhaid (a postgraduate Arabic student in English department at Durham University from Imam Mohamed Bin Saud University) who checked the accuracy of the Arabic- English translation to ensure that the English version of the questionnaire retained the questions' Arabic meaning and was as simple as possible to understand, and my supervisors who made some alterations and eliminated ambiguity in the questionnaire as far as possible to ensure final clarity.

2- Also, as mentioned above, a covering letter was attached with the questionnaire to explain the purpose of the questionnaire, and to let the respondents know that the data collected would be used as part of the whole study and not dealt with individually and thanking respondents for co-operating.

5.6.1.5 Translation of the Questionnaire into Arabic

In this step, the questionnaire was initially formulated in the researcher's language which is Arabic (Appendix 11) and then translated into English (Appendix 12). Help was needed from a Ph.D. translator student in Durham University in order to translate the wording of the questionnaire accurately. Afterwards, consultation was made with a group of Arabic postgraduate students in UK, to verify that the Arabic versions accurately conveyed what appeared in the English versions. The consultation asked them to remark on the wording, the presentation and the style of the questionnaire. Adjusted translation was taken into account relying on the group's comments. After the necessary amendments had been made, the final Arabic versions were considered valid and copies were printed for use in the pilot study.

5.6.1.6 Administration of the questionnaire in the main study

After making all the changes needed to ensure its clarity, the final version of the questionnaire was distributed to the sample of the study.

Without doubt, administration of the questionnaire personally to groups of individuals has many advantages such as providing the researcher an opportunity to ensure that all the questions were answered and to be able to help the participants in understanding the questions that were not clear enough to them. So in order to gather the data of the study by administrating the questionnaire, the researcher traveled to Saudi Arabia in the period between September and December 2004 with a letter from the Saudi Arabia Cultural Bureau in London, as mentioned before, included information about the researcher and explaining the purpose of the study (See appendix 3). Most of the questionnaires were distributed personally to each school after showing the permission letter to the head- teachers. So after their permission the researcher contacted the

monitoring teachers. In the Education College at King Faisal University the student teachers were contacted when they were gathering for a lecture; the researcher asked them to read the covering letter of the questionnaire and answer it with care and respect. Also, to make sure, the researcher explained to the student teachers the importance of their response to this study and asked them to answer the questionnaire individually. The college supervisors were contacted in their offices. Regarding the supervisors' and student teachers' questionnaire, some of them were collected personally and some returned after answering them to the college administration office. On the other hand, the monitoring teachers' questionnaires were gathered personally. The researcher took care to point out to all participants that the questionnaires would by anonymous. Permission was obtained from the Durham University Ethics Committee to conduct the research.

5.6.1.7 Timing the Questionnaire

It was important to take into account that the time needed to fill in the questionnaire should be reasonable. As Ross (2002) asserts, to minimize the number of non-returns the researcher must bear in mind to keep the questionnaire as short as possible, because the researcher is asking for a person's time. For example, as happened to the researcher when distributing the questionnaire, some student teacher were very frank to say that " *we do not have a time to reply to the questionnaire",* and the same thing happened with some co-operating teachers. So to eliminate the feeling that the questionnaire was too long, which would impact on the participants' co-operation, the researcher took care to design the questionnaire to be attractive in its appearance, and according to Ross' advice a professional product usually gets professional results. Also the researcher asked three student teachers, co-operating teachers and supervisors to answer the questionnaire as a pilot, to find out any ambiguities and to indicate how long it took to

answer the questionnaire. The questionnaire took about 20-25 minutes to answer, with special attention paid to the student teachers to find out their ability to understand the questionnaire.

5.6.2 Interview

As mentioned earlier, the researcher intended to use the interview as an instrument to support the questionnaire. Interviews were held with the supervisors, co-operating teachers and student teachers. A semi-structured interview was chosen for this study to give the interviewees more freedom and flexibility to talk without any impact from the researcher to push them to say what the researcher would like to hear. The information obtained through interview was intended to complement that provided by the questionnaire, allowing the researcher to explore issues in more depth and profoundly. As Wellington (2006:71) states, *"we can probe an interviewee's thoughts, values, prejudices, perceptions, views, feelings and perspectives. We can also elicit their version or their account of situations which they may have lived or taught through: his - or her - story"*. Cohen, et al (2000) comment that a face to face interview allows the interviewer to promote the interviewees and to help them to probe more deeply into a problem.

The interview is a record of the other's voice to allow them to express their feeling and point of view. Interviewing can furnish rich sources of data about peoples' experiences opinions, aspirations and feeling (May, 1993).

Interviews allow either interviewer or interviewees to dispute their perception of their living world and express how they regard situations in the light of their own viewpoint (Cohen et. al. 2000). Baker and Johnson (1998) supported this concept as they argue

that the interview is a medium which shows people's knowledge of cultural forms which are laid in the cultural stores of all contributors.

The location where the interview is placed can be important and has an impact on how the interviews should be implemented. For that reason in some studies some of the interviews take place in or away from the workplace regarding the interviewees' wishes.

In education, interviews in which both parties in most cases want to see each other to have a conversation about human affairs, is still the most frequent form of discourse. So applying an interview in a comfortable place with relaxed surroundings. might be very helpful. Therefore the inevitable element is confidentiality, as the interview should have privacy. For example, in the case of interviewing teachers, it may be necessary to do this away from their peers or colleagues. The interviewer has to consider the key challenge which is *"Producing rich and reliable data.....and it is about knowing what you, as interviewer, wish to find out and asking the right questions, in the right way, at the right time and in the right order to encourage the interviewee to tell you"* (Briggs and Coleman, 2007*:215*).

The timing of the interview is a quite a difficult issue, especially if the interview is a fundamental part of the data collection. Timing influences the transmission of attitude and behaviors so that the respondents should be interviewed as close to the events which are being discussed as possible. In an environment such as school, teaching is a very busy job and lots of events occur everyday which the teachers must deal with effectively. Therefore, a short time at the end of school day to interview teachers may cause a limitation of the information that the researcher is keen to gather, and there may be a failure to have an in-depth discussion because there is no time to relax and discuss

the issue related to the study properly (Bell, 1999 and Breakwell, 1990). Therefore the researcher arranged an appropriate appointment with the school administration to interview co-operating teachers, for the sake of avoiding any pressure or inconvenient impact on the co-operating teachers which would affect the interview.

Bias is always a factor when carrying out an interview because *"interviews are interpersonal, humans interacting with humans, it is inevitable that the researcher will have some influence on the interviewee and thereby, on the data"* (Hitchcock, and Hughes, 1989, cited in Cohen et al, 2000:121). It is also almost impossible to eliminate bias entirely. If you are aware that you hold strong views about some aspect of the topic, it is necessary to be particularly careful about the way questions are asked or worded, as it is easy to lead in an interview (Wellington, 2006). Also, the order of the questions will affect what people have in mind when they answer each one, and this may influence what they say (Drever, 1997). Al-Asaf (1995) suggests that the interviewers must think carefully about how the schedule is sequenced as questions are formulated in advance, to keep the interview focused. However, it is more important that the core of the question is maintained, than the exact words are used. Zabar (1997) talks about three important ethnographic elements which the interviewer should pay attention to during interviewing they are:

- Explicit goal: bear in mind that the interview has a goal and is not just friendly chat;
- Offer and accept ethnographic explanations to provoke a reaction;
- Employ ethnographic questions.

5.6.2.1 Types of Interview

(Cohen et.al, 2000) defined four types of interviews which are:

1. Structured interview;
2. Unstructured interview;
3. Non directed interview; and
4. Focused interview.

May (1993) describe the non directive interview as semi-structured. Structured interviews, in which the content and procedures are organized in advance, may result in some restrictions in the data collection, since the interviewer is left little freedom to make modifications (Cohen et. al. 2000).

This type involve a series of closed form questions that either have Yes-No answers or might be answered by selecting from between a set of short answer choices. The second type which is the unstructured interview provides plenty of flexibility and freedom, as it does not involve a detailed interview guide. The interviewer asks questions which gradually lead the respondent to give the required information (Borg and Gall, 1996). The danger here however is that the interview does not focus enough on the required topics.

Semi-structured interviews encourage people to talk at some length and in their own way within certain guidelines. It gives the participants permit to talk freely about what is of central importance to them, but also ensures that all topics of importance to the study are discussed (Bell, 1999). This sort of interviewing is made up of a series of structured questions followed by probing more deeply using open form questions to achieve extra information (Borg and Gall, 1996).

Semi- structured interviews were used, in the sense that interviewees were asked to state their opinions, which are relevant to the study, through questions applied by the interviewer.

The general and the main reasons for using this kind of interview were to encourage the interviewees to talk at some length and in their own way, and to allow the researcher to obtain in-depth and specific information from the participants involved in the study. So a semi- structured interview was ideal,

This is the case in the present study, where the researcher's experience and the objectives of the study contributed to the identification of issues to be addressed in the interviews.

5.6.2.2 The Purposes of the Interview

The interview can serve many and varied purposes. It can be used as a prime tool to obtain information through direct contact with research objectives. Tuckman (1972) cited in Cohen et.al, (2000:268) says it provides "*access to what is inside a person's head*" as it makes it contingent to gauge a person's knowledge, beliefs and value.

Also it may be utilized to either examine hypotheses or suggest new ones, or like an interpretive tool to assist identify variables and correlations. In addition, the interview might be employed when combined with other methods to follow up unexpected conclusions, validate and strengthen other methods, or to go profoundly into the motivation of respondents and their causes for such responses.

In the interview the interviewer is free to modify the sequence of questions, change the wording, explain them or add to them, because respondents have become more involved and hence, motivated to answer the questions. Interviews involve gathering of data through direct verbal interaction between individuals, and it allows for greater depth than is the case with other methods.

5.6.2.3 Validation of the interview schedule

As was the case with the questionnaire, the content validity of the schedule of the interview was assessed by several steps: first over all discussion with the supervisors around the wording and sequences of the questions aimed to clear any ambiguity in the interviews' questions and modify the sequences of them. As Wellington (2006:76) argues for *" the careful use of language, e.g. avoidance of jargon and careful phrasing. The questions need to make sense and be unambiguous"*. The second step was the researcher's effort to ensure validity by consulting Al- Fhaid (a postgraduate Arabic student in English department at Durham University from Imam Mohamed Bin Saud University) who checked the accuracy of Arabic – English translation to ensure that the English versions of the interviews retained the questions' Arabic meaning and were as simple as possible to comprehend. Finally, the researcher explained the purpose of the interview, and that the personal information would be confidential, also the data collected would be used as part of the whole study and not dealt with individually. In addition, the researcher referred to all respondents their right to feel free to withdraw from the interview, and thanked respondents for co-operating.

5.6.2.4 Procedure for conducting the interview

The interviews were conducted in middle of November 2004. The reason for choosing this time is that all respondents, specially the student teachers, had got used to and had a clear picture of the teaching practice process. The researcher took into account the need to establish a good rapport with the interviewees as this is an essential element for conducting the interviews. As Briggs and Coleman (2007:216) asserted *" Skilful interviewing requires interviewers to mange themselves and those they interview effectively..... It is also getting the relationship right...try to establish rapport and neutrality."*. So the researcher commenced the interview by explaining to the

interviewees the objectives of the interview. After that the researcher informed the interviewee that all the information would be confidential and would be used only for the purpose of the present research. Each question was asked in turn with follow-up, and before moving to the next question the participant had been given enough time to give a full and considered answer. At the end of the interview, the research thanked and appreciated the interviewees for their co-operation.

In order to get ethics approval from the Durham committee, an application form was completed.

A permission letter was received from the Saudi Arabian Cultural Bureau in the United Kingdom to clarify that the researcher was a PhD student in Durham University in England and needed help in collecting data. (See appendix 3)

The main purposes of gaining permission were to give the interviews its official aspect, gain access to collected data and ensure co-operation from interviewees.

The researcher started the interview after explaining several concepts to the interviewees which were:

- The aims of the interview;
- The fact that all the information would be confidential; and
- The collected information would be used only for the purpose of the present research.

Then, the researcher commenced interviewing the participant by asking the interview questions in turn, bearing in mind to allow to the participant to give a full and considered answer before moving on to the next. At the end of each interview the researcher took into account two steps: firstly the researcher asked the participants if

there was anything they would like to ask the researcher, and secondly thanked the participants for their co-operation.

5.6.2.5 Recording of the interview data

The researcher recorded the responses immediately by writing each answer carefully as the respondent answered it (Appendix 13), and in the case of ambiguous answers, the researcher asked the interviewee for more explanation. At first tape-recording was discussed with the interviewees before starting interviewing them to gain their consent about taping their response. Unfortunately the interviewees were reluctant to use this method of recording data. That has to do with the nature of the conservative society of Saudi Arabia. However the researcher on reflection felt this type of recording might cause an inconvenient situation and constrain the respondent, so the researcher eliminated this procedure and instead used the taking notes procedure. As Cohen et al. (2000:281) cited *"It might be less threatening not to have any mechanical means of recording the interview"*. Thus, in respect of creating a comfortable atmosphere, the researcher considered every element to provide these surroundings.

The translation of each of the interviews from Arabic to English took place after discussions with supervisors regarding defining which parts from the interviews need to be translated. The researcher then embarked on translating the important information to be used as quotations to illustrate the ideas. According to the accuracy, the translation was checked from some specialist in translation to ensure that the translation of the interviews was appropriate.

5.6.2.6 Interpreting interviews

Interpreting interviews is a complex and vital process, since it is often an attempt to make tacit ideas explicit. This process is very beneficial in learning about attitudes,

culture and values. The interpreting process often results in a deeper understanding of society or its institutions, ways of attitudes and thinking. The data which was produced from interpreting the interviews supported the data generated from the questionnaire, so that is a process of checking the validity of the data drawn from one source against information and data evolved from different sources or from using other kinds of methods as pointed out by Burgess (1991).

As mentioned above, the process of interpreting the interviews is a complicated one, as the researcher tried to see beneath the comments and expressions of the interviewees. In addition, the researcher attempted to interpret what the interviewees said in the light of several considerations such as, the experience, education, and values of the interviewees. Also the researcher kept in mind the way the interviewees responded whether or not they had strong feelings involved regarding the issue under discussion.

Also it is worth mentioning that the researcher constructed some graphs to compare the sample groups on their responses to some of the interview questions, ones which were appropriate for using a graph form The questions numbered 3, 4, 6 and 9 in the supervisors and mentoring teachers' interview questions schedule, while the same questions with different numbers in the student teachers interview questions schedule (2, 3, 5, and 8) were suitable for this purpose; whereas the responses to the rest of the questions have been reported but not included in the graphs (see appendixes 7, 8, 9 and 10). The reason for the exemption of these questions is the difficulty of applying the data which was generated from them in graphic form, as the responses to these questions were not appropriate to implement the comparison.

5.7 Pilot study

"*The use of a pilot study is still essential*" (Wellington, 2006:105). This is the most important step for both validity and reliability of data gathering instruments. This step served as a means of seeing how clear was the design of the research instruments and planning procedures before embarking on the main fieldwork. As Briggs and Coleman (2007; 232) confirmed "*No matter how busy you are, all data-collecting instruments have to be piloted. You may have consulted everybody, but it is only when a group similar to your main population completes your questionnaire and provides feedback that you know for sure that all is well. If you can not find a similar group, then ask friends, colleagues, anyone you can get hold of*". The aim for conducting this step was to assess the wording, order, length and structure of the items. As a consequence this led to pinpointing whether the purpose of the study could be adequately covered by the instruments; the amount of time and effort to produce a comprehensive questionnaire is very important as Wellington (2006) mentioned. There is a sufficient reason to conduct this step as Briggs and Coleman (2007:232) pointed out *"your dissertation may well require more sophisticated analysis and that would need to be tried out before questionnaires are distributed"*. So piloting the questionnaire facilitates how to deal with recording and analysis. Pilot studies are carried out with fewer participants than would be employed in the main study. Youngman (1979) mentioned this point by saying that the pilot study concerns the questionnaire, rather than the sample, so it normally involves a small sample of the main study.

The researcher conducted the pilot study in Saudi Arabia consisting of two supervisors, two monitor teachers and four student teachers to be sure about the consistency and accuracy of the questionnaire and interview questions.

5.7.1 Reliability of the instrument

To put it simply, the concept of reliability is a synonym for consistency. It is concerned with precision and accuracy. Joppe (2000:1) defines reliability as follows:

"....the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable" . Cohen et al. (2000) confirmed that for research to be reliable it must demonstrate that if it were to be carried out on a similar group of respondents in a similar context, then similar results would be found. Bell (1999) explained the conception of reliability as the extent to which a test or procedure generates similar outcomes under constant circumstances on all occasions.

Abedat, et.al. (2000) and Cohen, et.al. (2000) pointed that there are four basic methods of estimating reliability:

1. Test- retest which is the stability of the test scores over some given period of time;
2. Equivalent- forms method which the consistency of the test score over different forms of the test;
3. Test- retest with equivalent forms which is the consistency of test scores over both a time pause and different forms of the test; and
4. Internal consistency methods which demands the instrument or tests be run once through the split-half method.

It was not felt necessary to use these techniques for this particular study. The fact that three groups of respondents (student teachers, supervisors, and monitoring teachers)

were used is considered as three sources of data as a form of triangulation to overcome the weakness and the problems that come from a single method. Patton (2002:247) advocates the use of triangulation by stating *"triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data, including using both qualitative and quantitative approaches"*. In addition, in this study both qualitative and quantitative data were used related to the same areas of enquiry, proving another useful source of comparison.

5.8 The statistical methods

The data which emerged from the research instruments, the questionnaires, was analyzed by using SPSS (Statistical Package for Social Sciences).

It is essential to consult and know the opinion of statistical specialists regarding the analysis of the data who is in this case Dr Abdullah Al- Najar at King Faisal University. After his consultation the suitable statistical instrument for this study was determined.

Therefore, the current research used the following statistical tools to analyze the data of the study:

1. Frequencies and the percentages in order to describe the sample of the study.
2. ANOVA analysis was carried out using the Statistical Package for Social Sciences (SPSS) to explore if there were any significant differences among the groups according to number of credit hours students teachers had in that semester, major field and length of study at the University regarding their opinions on the effect of the education programme on the teaching skills under investigation.

3. T-tests were carried out using the Statistical Package for Social Sciences (SPSS) to explore if there were any significant differences among student teachers, supervisors and monitoring teachers regarding their opinions on how well or poor the education programme succeeded in preparing students.

5.9 Conclusion

The aim of this chapter was to provide the reader with a clear picture of the research objectives and its instruments which were used in this research. So this chapter has outlined the research methods and justified the reason for employing these methods. Also it has indicated the advantages and disadvantages of them. The design of the questionnaire permits statistical analysis of the attitudes of the study samples. The interpretation of these analyses does not depend alone on questionnaire data. The study was complemented with in-depth interviews. These are interpreted against a background understanding of Education policy in Saudi Arabia. The results of the analyses of the questionnaire and interviews will be in the next chapters respectively.

Chapter six

Analysis of Questionnaires

Chapter Six

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6.1 Introduction

The data in this chapter was obtained by means of questionnaires. The first section of the questionnaire obtained general personal information from the participants. Such data helped to create a profile of the study sample in order to help later to explain their opinions about the education programme to see if these were related. It also helped to ensure that there was a spread of different experiences and backgrounds in the sample. The second, third and fourth sections obtained information about teaching skills, teaching practice and knowledge and understanding in an attempt to assess the practical education programme of King Faisal University, Saudi Arabia. Student teachers, supervisors and monitoring teachers were involved in this study. The results were collated using SPSS for Windows. The Arabic and English versions of the questionnaires are set out in Appendix 11.

6.2 Personal Information

In this section, the personal data collected from the questionnaires are reported. The account covers student teachers, supervisors and monitoring teachers.

6.2.1 Student Teachers

Distribution of sample by major field revealed that out of the total population of 147 student teachers 117 (79%) responded to this questionnaire.

Table 6.1 shows that out of the 117 respondents, 15, 31, 41 and 30 of them were specialists in Islamic culture, Arabic language, Social Science and History

respectively. Only nine of them started their studies in 1998, while the majority (58) started in 2000. Duration of study ranged from 4 to 7 years. Most of the respondents (53.8%) spent from 4 to 4.5 years and 37.6% spent from 5 to 5.5 years. Only 8.5% spent between 6 and 7 years. Three stages of practice (primary, middle and secondary schools) were covered by the respondents in the proportion of 38.5, 26.5 and 35% respectively. The majority of respondents (53%) were registered for 4 hours or less with teaching practice (which accounted for 8 hours in the registration form, but in reality, full five teaching days at school), and 17.1% were registered for more than 4 hours with practical education. The rest were registered only for teaching practice which accounted for 8 hours. All these variables will be considered in the analysis.

Table 6.1 Background details on student teachers (trainee)

Personal Information (Student teachers) n=117	Frequency	Percent
Specialization		
Islamic Culture	15	12.8
Arabic Language	31	26.5
Social Science	41	35.0
History	30	25.6
Year of Enrolment at King Faisal University		
1998	9	7.7
1999	32	27.4
2000	58	49.6
2001	18	15.4
Number of Years of Study		
4 to 4.5	63	53.8
5 to 5.5	44	37.6
6 to 7	10	8.5
Grade level in which Teaching Practice Takes place		
Primary School	45	38.5
Middle School	31	26.5
Secondary School	41	35.0
Number of credit hours of teaching practice in this semester		
Only Practical Education	35	29.9
Less than -4 hours with Practical Education	62	53.0
More than 4 hours with Practical Education	20	17.1

6.2.2 Supervisors

Out of 18 supervisors, 14 (77.8%) responded to this questionnaire. Table 6.2 shows that six of the supervisors had a PhD degree, while five had a bachelor degree. Only three supervisors had an MA degree. Half of the respondents had one to three years of experience in supervision. Five supervisors had long experience exceeding six years in supervision. The largest number of supervisors (6) taught two subjects. The rest taught either one subject or more than two. All supervisors supervised less than 15 student teachers except one supervisor who supervised between 15 and 20 student teachers.

Table 6.2 Background details on supervisors

Personal Information (Supervisors) n=14	Frequency	Percent
Supervisors' Qualification		
Bachelor Degree	5	35.7
Master Degree	3	21.4
Doctoral Degree	6	42.9
Number of Years of Experience in supervision		
1 – 3	7	50.0
4 – 6	2	14.3
Over 6	5	35.7
Number of Subjects the Supervisor teaches		
One	2	14.3
Two	6	42.9
Three	3	21.4
Four	1	7.1
Five	2	14.3
Number of student teachers the Supervisor supervises		
Less than -15 students	13	92.9
From 15 to 20 student	1	7.1

6.2.3 Monitoring teachers

Out of 43 monitoring teachers 31 (72%) responded to this questionnaire. Table 6.3 shows that the monitoring teachers reasonably cover the three grade levels of schools in teaching. The majority of monitoring teachers (21) had more than six years of experience in teaching and only one had an experience between one and three years.

However, the data on the number of years of monitoring show that the number of monitoring teachers were divided closely between the two groups of years (four years or less and more than four years). Similarly monitoring teachers are divided between teaching either two subjects or less or more than two subjects. While thirteen monitoring teachers teach 150 or less pupils, eighteen teach more than 150 pupils. Twelve monitoring teachers monitor 4 students or less while nineteen monitors more than 4.

Table 6.3 Background details on monitoring teachers

Personal Information (Monitoring Teachers) n=31	Frequency	Percent
Grade level Monitoring Teachers teach		
Primary school	14	45.2
Secondary school	7	22.6
High school	10	32.3
Number of Years of Experience in Teaching		
1 – 3	1	3.2
4 – 6	9	29.0
Over 6	21	67.7
Number of years of monitoring		
Four Years or Less	14	45.2
More than Four Years	17	54.8
Number of Subjects the Monitoring Teachers teaches		
Two Subjects or Less	15	48.4
More than Two Subjects	16	51.6
Number of pupils the Monitoring Teachers teaches		
150 or Less	13	41.9
More than 150	18	58.1
Number of students the Monitoring Teachers monitor		
Four or Less	12	38.7
More than Four	19	61.3

6.3 Teaching skills

This part of the questionnaire was designed to determine views on the effectiveness of the teacher preparation programme at King Faisal University on teaching skills. Respondents were asked to indicate their opinions on how well the education programme prepared students for teaching attached to each item of teaching skills using

a four-point scale, ranging from *very poorly prepared* to *very well prepared.* The mean responses were computed by assigning a numeric value of 1 to the *very poorly prepared* ratings, 2 to the *poorly prepared,* 3 to the *well prepared* and 4 to the *very well prepared.* These values were each multiplied by the number of respondents selecting each rating and the resultant totals divided by the number of respondents in the category. The opinions are set out in ranked order of the mean response values in the following tables. So that the relative preparation of the programme attached to the various (on the 4-point response scale) could be readily gauged the following rule of thumb was applied.

3.01 or higher	Very well prepared
2.01 to 3.00	Moderately prepared
2.00 or less	Poorly prepared

Tables 6.4, 6.5 and 6.6 show the frequency of each categorical response in the scale as collected from student teachers, supervisors and monitoring teachers' questionnaires respectively. The response mean and standard deviation are also shown in the table.

6.3.1 Student teachers

It is clear from Table 6.4 that the top five items attracted means in excess of 3.01 indicating that, from the students' perspective, the teacher education programme prepared students *very well* to improve competence in designing and producing teaching aids, competence in organizing and teaching the lesson, competence in developing student teachers own subject, competence in handling text books appropriately and competence in constructing an appropriate lesson plan.

Competence in designing and producing teaching aids or instructions was the most improved item by the education programme in the view of student teachers. A total of

109 responses (93%) indicated that the teacher education programme was thought to have prepared the students "well" or "very well" with regard to this item. Figure 6.1 shows the proportion of responses as percentage.

There were 14 items which the student teachers saw as *moderately* improved by the teacher education programme (means of 2.094 to 2.9145). Figure 6.2 shows the proportion of responses for competence in understanding and building schemes of work as an item in the middle of this group.

It is also clear from Table 6.4 that the teacher education programme was thought to prepared students 'poorly' with regard to improving competence in using ICT available in school, competence in solving student problems in class and in differentiating schemes of work to fit individuals with different abilities (means 1.4359 to 2).

It is clear that competence in using ICT available in school is considered the least improved by the education programme in the view of student teachers. The proportion of responses as percentage of this item is shown in figure 6.3.

Table 6.4 Student teachers rating on teaching skills

Rank	Statement (item no.)	Very Poorly	Poorly	Well	Very well	Mean	Std Deviation
1	Competence in designing and produce teaching aids or instructions (22).	1	7	55	54	3.3846	0.6412
2	Competence in developing student teacher in their subject (1).	0	11	78	28	3.1453	0.56117
3	Competence in organizing and teaching the lesson. (7)	2	10	74	31	3.1453	0.63334
4	Competence in handling text books appropriately (15).	3	15	64	35	3.1197	0.72114
5	Competence in constructing an appropriate lesson plan (5).	1	17	74	26	3.0855	0.62597
6	Competence in developing the learning objectives of the subject to be taught (2).	7	21	64	25	2.9145	0.79408
7	Competence in managing the timing of the lesson. (9)	1	41	50	25	2.8462	0.7613
8	Competence in evaluating students' performance (13).	1	35	67	14	2.8034	0.64647
9	Competence in using a variety of teaches styles (4).	15	47	39	16	2.4786	0.88667
10	Competence in using school facilities for example, the library (21).	11	54	41	11	2.4444	0.79269
11	Competence in formulating questions to evaluate pupils' understanding (11).	13	51	43	10	2.4274	0.80211
12	Competence in understanding and building schemes of work (16).	17	47	41	12	2.4103	0.86257
13	Competence in understanding and putting the scheme of work into practice (17).	11	63	37	6	2.3248	0.71714
14	Competence in writing differentiated questions for tests (14).	15	57	38	7	2.3162	0.77292
15	Competence in classroom management (8).	12	71	20	14	2.3077	0.81433
16	Competence in choosing and using resources (20).	9	69	33	6	2.3077	0.6881
17	Competence in using various types of assessment (12).	17	59	34	7	2.265	0.78117
18	Competence in distinguishing between general aims and learning objectives (3).	20	57	30	10	2.2564	0.84235
19	Competence in applying theories of learning (18).	18	72	25	2	2.094	0.65631
20	Competence in differentiating scheme work to fit individuals with different abilities (6).	30	60	24	3	2	0.7543
21	Competence in solving student problem in class (10)	40	53	21	3	1.8889	0.7854
22	Competence in using ICT available in school (19).	68	47	2	0	1.4359	0.5315

Green: Very Well Blue: Moderate Red: poorly

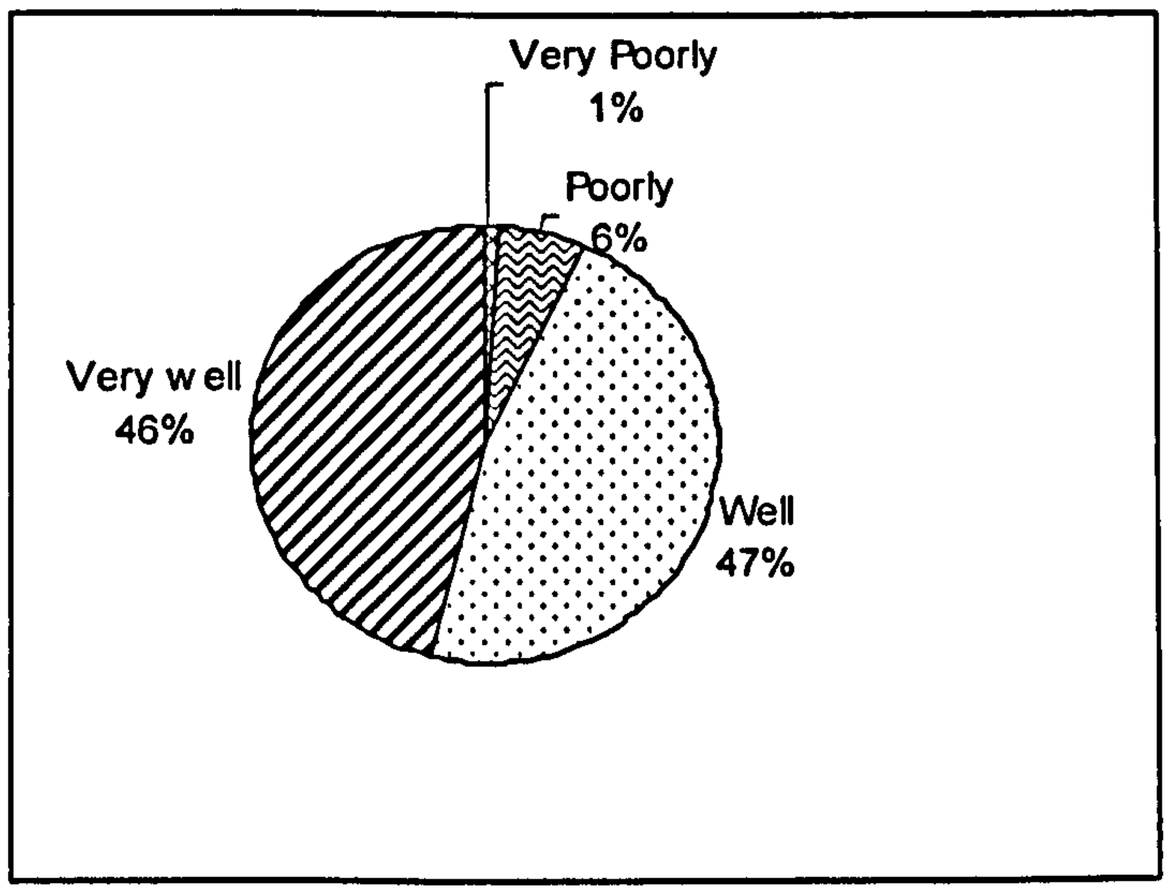


Fig. 6.1 Competence in designing and produce teaching aids or instructions

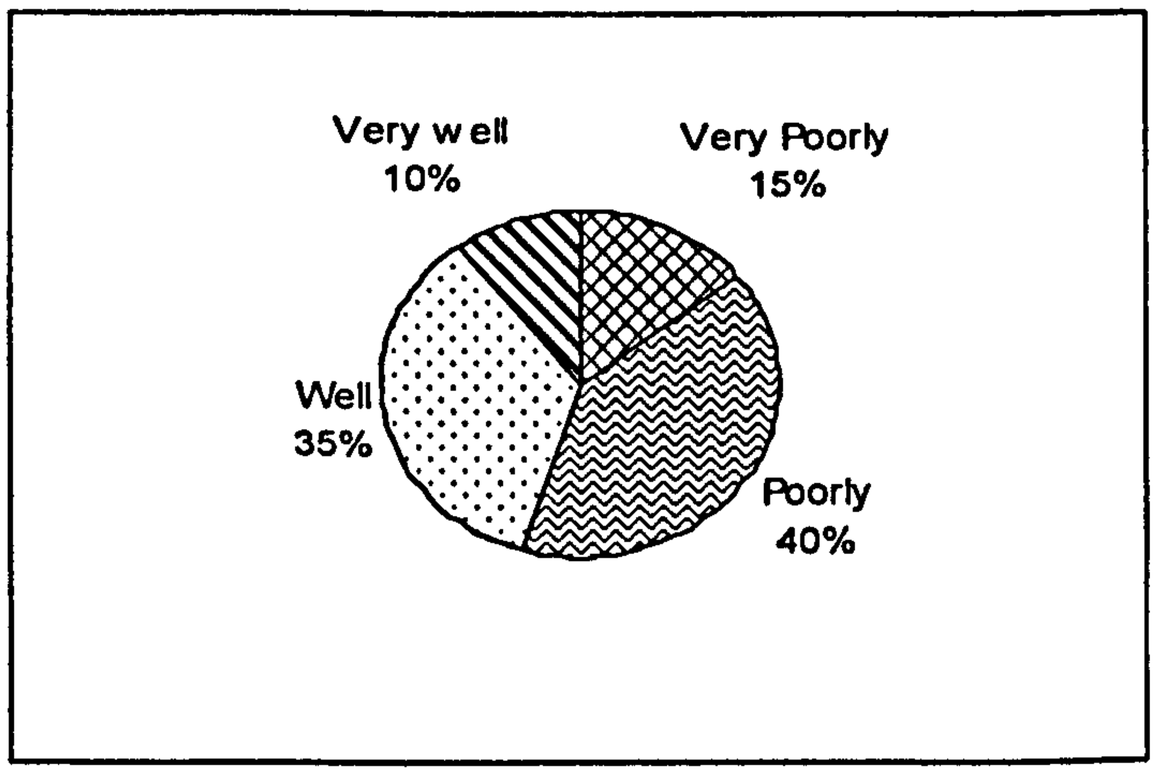


Fig. 6.2. Competence in understanding and building schemes of work

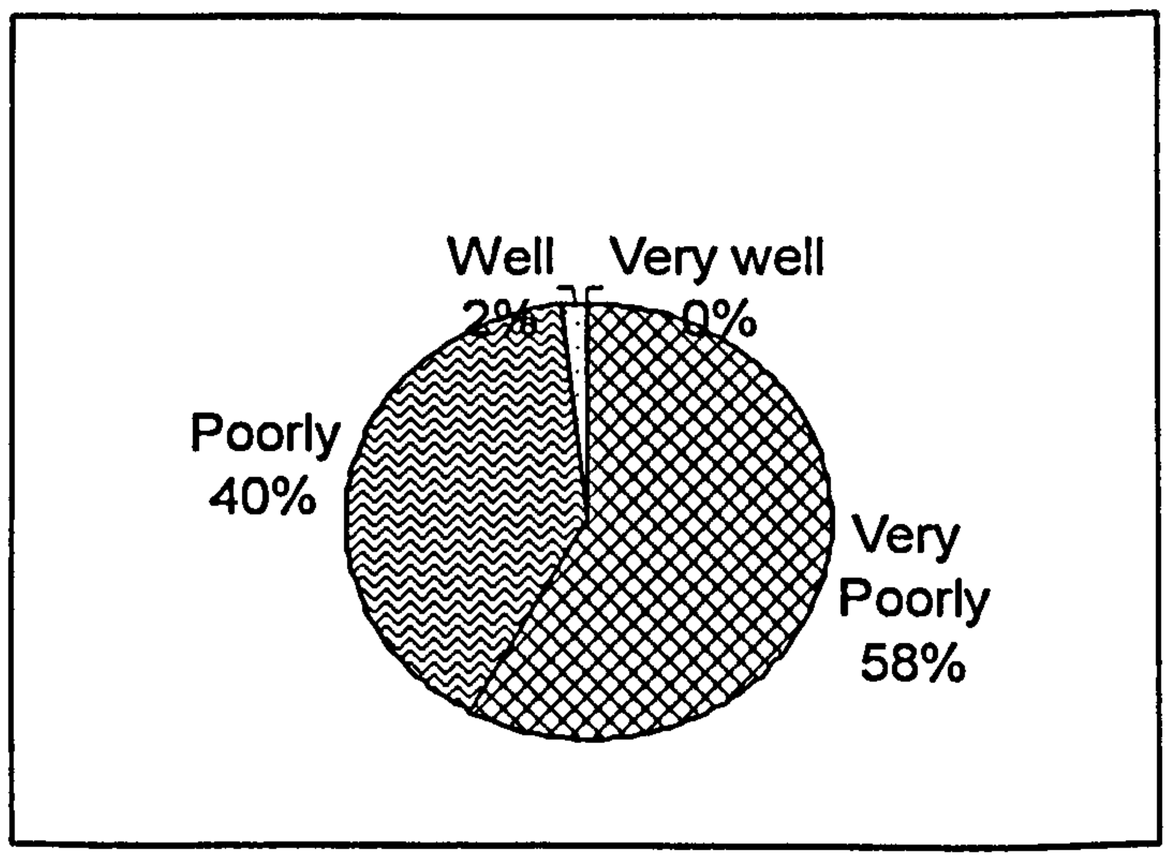


Fig. 6.3. Competence in using ICT available in school

To explore if there were any significant differences among the groups according number of credit hours students teachers had in that semester, major field and length of study at the University regarding their opinions on the effect of the education

programme on the teaching skills under investigation. ANOVA analysis was carried out using the Statistical Package for Social Sciences (SPSS).

Results of the analysis revealed that the number of credit hours had no effect on student teachers' views. However, their major field and length of study at the University had significant effects on their rating of the teaching skill items. The response mean of the Arabic major group (2.64) was significantly higher than the mean of the History major group (2.4). On the other hand only the differences between the shortest duration of study (4 – 4.5 years) and the longest duration (6 -7 years) were significant. It seems that the longer the students stay in the University they become more negative in their rating of the teaching skill items. An explanation for this may be that as they become older and more experienced they are less inclined to see the work in this area as valuable.

6.3.2 Supervisors

Table 6.5 sets out the corresponding data from the supervisors. In their view the teacher preparation programme was considered to prepare the students *'very well'* to improve six items (means of 3.01 or higher): competence in developing the learning objectives of the subject to be taught, competence in organizing and teaching the lesson, competence in classroom management, competence in managing the timing of the lesson, competence in designing and produce teaching aids or instructions and competence in handling text books appropriately.

Competence in developing the learning objectives of the subject to be taught was the item thought to be most improved by the education programme in the view of supervisors. All the 14 responses (100%) indicated that the teacher education programme was thought to be responsible for preparing them "well" or "very well" to

programme on the teaching skills under investigation. ANOVA analysis was carried out using the Statistical Package for Social Sciences (SPSS).

Results of the analysis revealed that the number of credit hours had no effect on student teachers' views. However, their major field and length of study at the University had significant effects on their rating of the teaching skill items. The response mean of the Arabic major group (2.64) was significantly higher than the mean of the History major group (2.4). On the other hand only the differences between the shortest duration of study (4 – 4.5 years) and the longest duration (6 -7 years) were significant. It seems that the longer the students stay in the University they become more negative in their rating of the teaching skill items. An explanation for this may be that as they become older and more experienced they are less inclined to see the work in this area as valuable.

6.3.2 Supervisors

Table 6.5 sets out the corresponding data from the supervisors. In their view the teacher preparation programme was considered to prepare the students *'very well'* to improve six items (means of 3.01 or higher): competence in developing the learning objectives of the subject to be taught, competence in organizing and teaching the lesson, competence in classroom management, competence in managing the timing of the lesson, competence in designing and produce teaching aids or instructions and competence in handling text books appropriately.

Competence in developing the learning objectives of the subject to be taught was the item thought to be most improved by the education programme in the view of supervisors. All the 14 responses (100%) indicated that the teacher education programme was thought to be responsible for preparing them "well" or "very well" to

improve this item. There was no reference to "poorly" or "very poorly" prepared as shown in figure 6.4.

Data from the remaining sixteen items indicates that the teacher education programme was seen to prepare students moderately. Fig. 6.5 shows the proportion of responses for competence in solving student problem in class as an example of this group. Perhaps, not surprisingly, according to the supervisors there were no items for which they thought the students were poorly prepared.

Table 6.5 Supervisors rating on teaching skills

Rank	Statement (item no.)	Very Poorly	Poorly	Well	Very well	Mean	Std Deviation
1	Competence in developing the learning objectives of the subject to be taught (2).	0	0	2	12	3.857	0.36314
2	Competence in organizing and teaching the lesson (7).	0	1	6	7	3.429	0.64621
3	Competence in classroom management (8).	0	0	9	5	3.357	0.49725
4	Competence in managing the timing of the lesson (9).	0	0	9	5	3.357	0.49725
5	Competence in designing and produce teaching aids or instructions (22).	0	2	7	5	3.214	0.69929
6	Competence in handling text books appropriately (15).	0	0	12	2	3.143	0.36314
7	Competence in developing student teacher in their subject (1).	0	2	10	2	3	0.5547
8	Competence in constructing an appropriate lesson plan (5).	1	7	2	4	2.643	1.00821
9	Competence in using various types of assessment (12).	0	8	3	3	2.643	0.8419
10	Competence in using a variety of teaches styles (4).	0	9	2	3	2.571	0.85163
11	Competence in writing differentiated questions for tests (14).	1	7	3	3	2.571	0.93761
12	Competence in understanding and putting the scheme of work into practice (17).	1	8	3	2	2.429	0.85163
13	Competence in using school facilities for example, the library (21).	1	7	5	1	2.429	0.75593
14	Competence in applying theories of learning (18).	0	10	3	1	2.357	0.63332
15	Competence in solving student problems in class (10).	2	8	2	2	2.286	0.91387
16	Competence in formulating questions to evaluate pupils' understanding (11).	2	7	4	1	2.286	0.82542
17	Competence in evaluating students' performance (13).	2	8	2	2	2.286	0.91387
18	Competence in choosing and using resources (20).	2	8	2	2	2.286	0.91387
19	Competence in distinguishing between general aims and learning objectives (3).	2	8	3	1	2.214	0.80178
20	Competence in understanding and building schemes of work (16).	2	8	3	1	2.214	0.80178
21	Competence in using ICT available in school (19).	3	6	4	1	2.214	0.89258
22	Competence in differentiating scheme work to fit individuals with different abilities (6).	3	7	3	1	2.143	0.86444

Green: Very Well Blue: Moderate

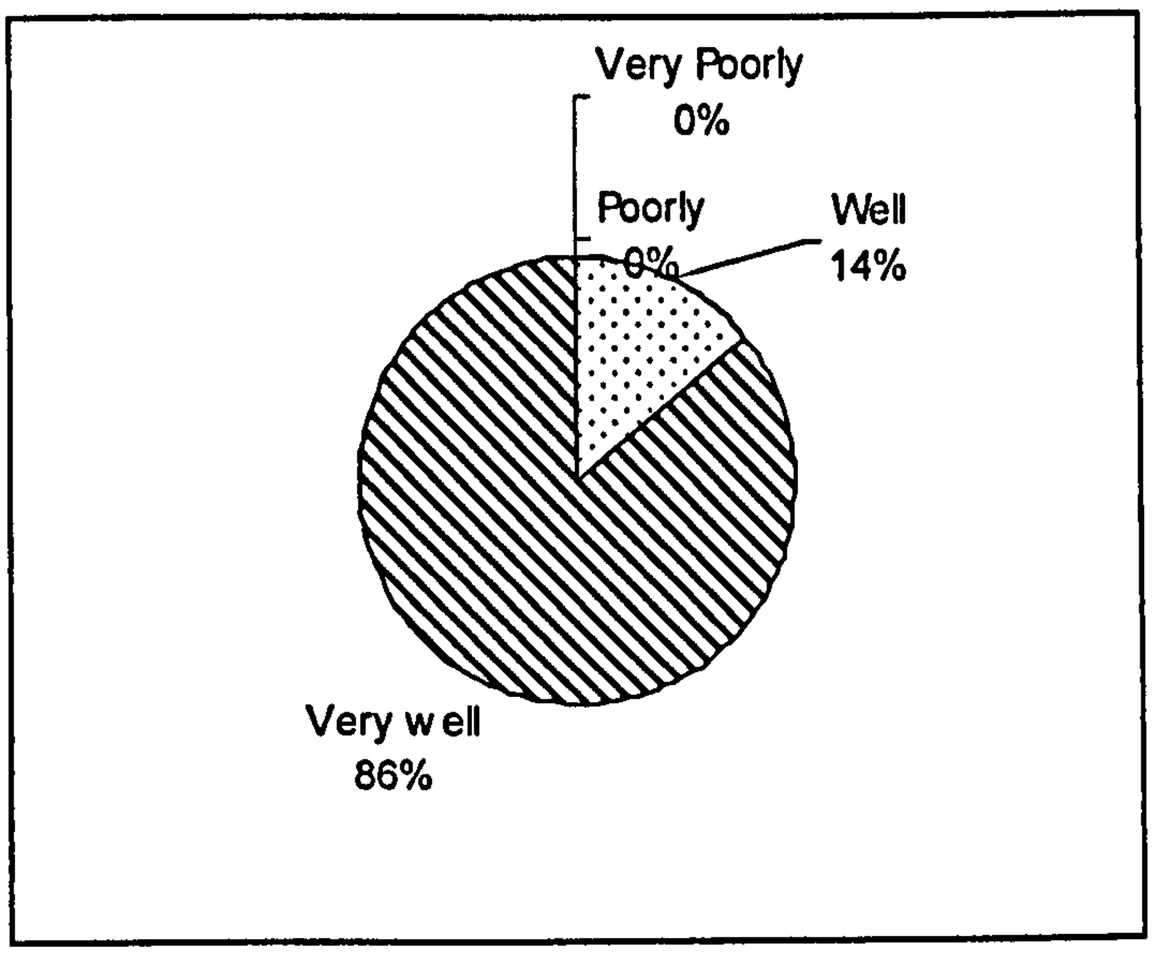


Fig. 6.4 Competence in developing the learning objectives of the subject to be taught

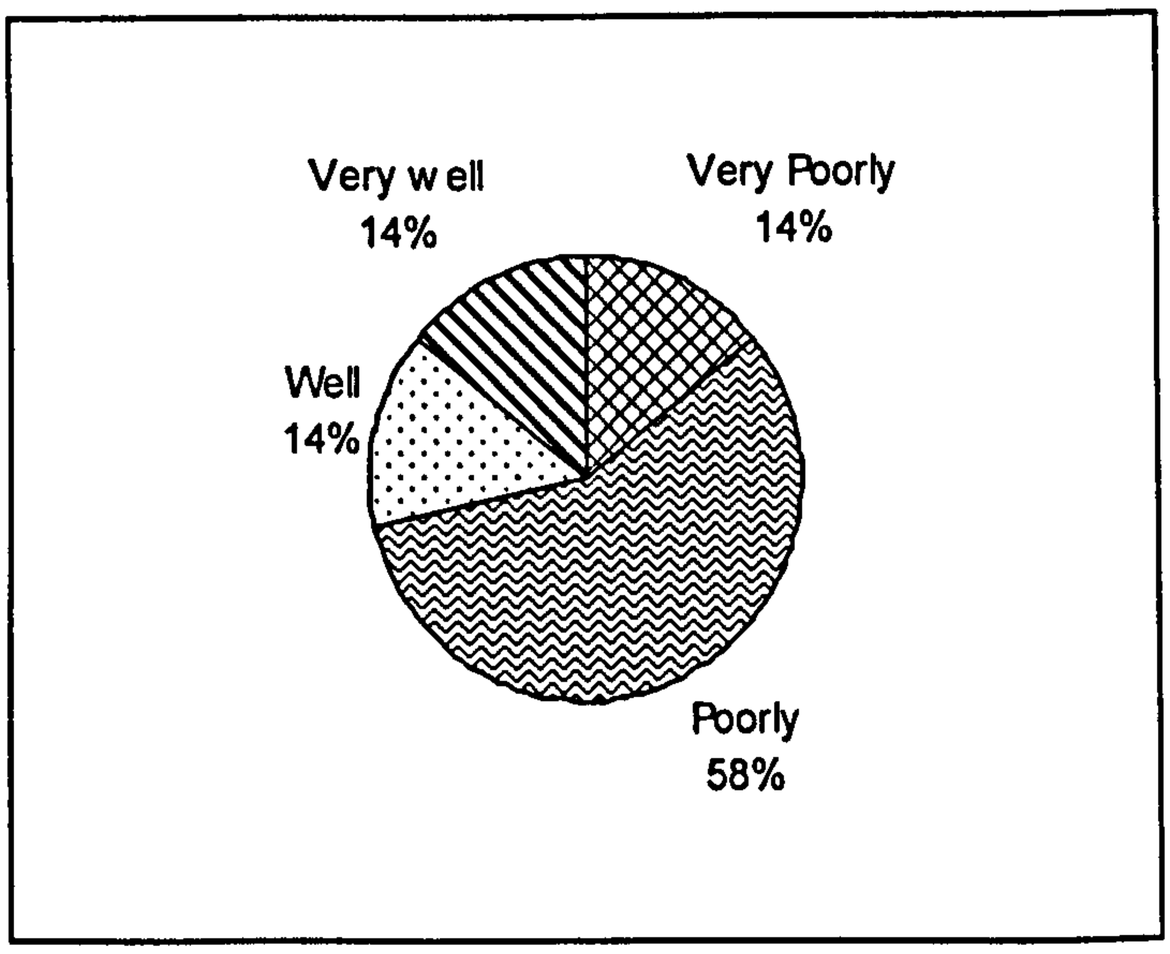


Fig. 6.5 Competence in solving student problem in class

6.3.3 Monitoring teachers

Table 6.6 presents the corresponding response values from the monitoring teachers. In their view, the top three were considered to be very positively improved by the education programme. In other words the programme *prepared* students *very well* with regard to competence in handling text books appropriately, competence in managing the timing of the lesson and competence in developing the learning objectives of the subject to be

taught (means above 3.01). Competence in handling text books appropriately seems to be the item most improved by the education programme. Fig. 6.6 shows the proportion of responses for this item.

Thirteen items (means of 2.0968 to 2.8065) were adjudged by the monitoring teachers as *moderately* improved by the teacher education programme Figure 6.7 shows the proportion of responses for competence in organizing and teaching the lesson as an item to represent this group.

Six items were seen as being very negatively affected by the teacher education programme (means 2 or less). In other words the programme was thought to prepare students poorly to improve competence in differentiating schemes of work to fit individuals with different abilities, competence in applying theories of learning, competence in solving problem in the class, competence in writing differentiated questions for tests, competence in understanding and putting the scheme of work into practice and competence in using ICT available in school

It is clear that competence in using ICT available in school appears to be considered the least improved by the education programme in the view of the monitoring teachers. The proportion of responses as percentage of this item is shown in figure 6.8.

Table 6.6 Monitoring teachers rating on teaching skills

Rank	Statement (item no.)	Very Poorly	Poorly	Well	Very well	Mean	Std Deviation
1	Competence in handling text books appropriately (15).	0	2	20	9	3.2258	0.56034
2	Competence in managing the timing of the lesson (9).	0	2	21	8	3.1935	0.54279
3	Competence in developing the learning objectives of the subject to be taught (2).	0	4	18	9	3.1613	0.63754
4	Competence in developing the student teacher in their subject (1).	0	11	15	5	2.8065	0.70329
5	Competence in designing and produce teaching aids or instructions (22).	1	7	21	2	2.7742	0.61696
6	Competence in using school facilities for example, the library (21).	1	10	16	4	2.7419	0.72882
7	Competence in classroom management (8).	0	15	12	4	2.6452	0.70938
8	Competence in distinguishing between general aims and learning objectives (3).	5	9	12	5	2.5484	0.96051
9	Competence in constructing an appropriate lesson plan (5).	4	10	13	4	2.5484	0.8884
10	Competence in organizing and teaching the lesson (7).	6	8	13	4	2.4839	0.96163
11	Competence in using a variety of teaches styles (4).	4	16	8	3	2.3226	0.83215
12	Competence in formulating questions to evaluate pupils' understanding (11).	5	15	9	2	2.2581	0.81518
13	Competence in understanding and building schemes of work (16).	3	20	6	2	2.2258	0.71692
14	Competence in evaluating students' performance (13).	6	14	10	1	2.1935	0.79244
15	Competence in using various types of assessment (12).	3	24	2	2	2.0968	0.65089
16	Competence in choosing and using resources (20).	3	22	6	0	2.0968	0.53882
17	Competence in differentiating scheme work to fit individuals with different abilities (6).	6	20	4	1	2	0.68313
18	Competence in applying theories of learning (18).	5	24	2	0	1.9032	0.47292
19	Competence in solving problem in the class (10).	9	19	1	2	1.871	0.76341
20	Competence in writing differentiated questions for tests (14).	11	17	3	0	1.7419	0.63075
21	Competence in understanding and putting the scheme of work into practice (17).	21	7	3	0	1.4194	0.67202
22	Competence in using ICT available in school (19).	23	8	0	0	1.2581	0.4448

Green: Very Well Blue: Moderate Red: poorly

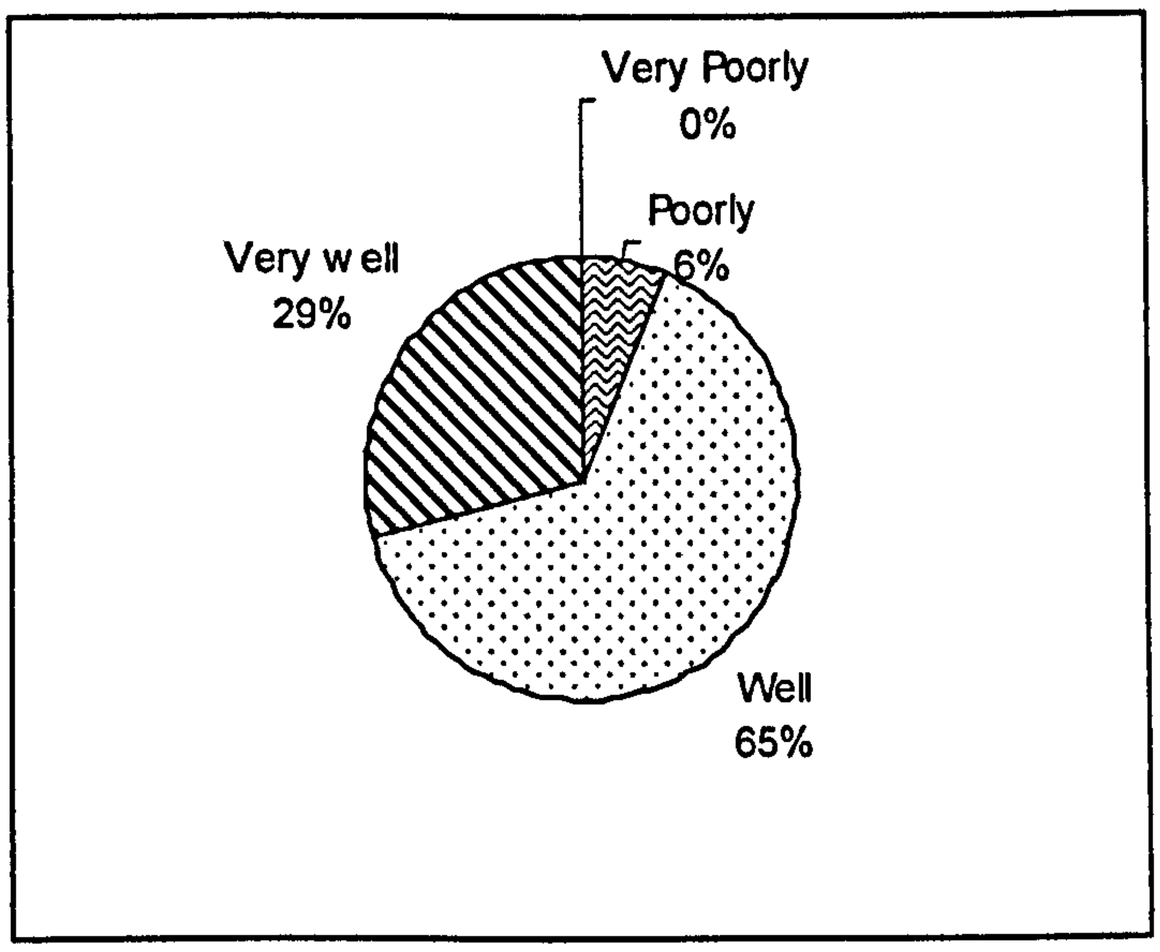


Fig. 6.6 Competence in handling text books appropriately

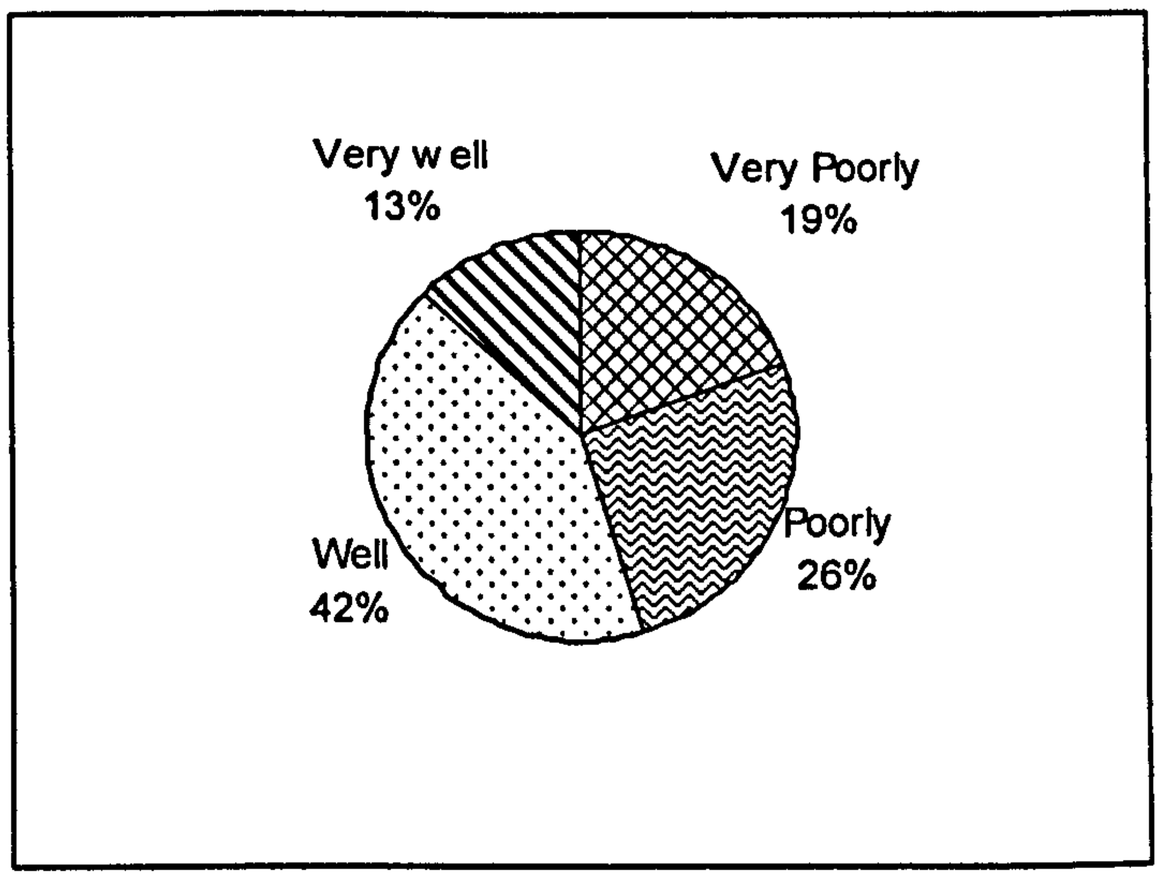


Fig. 6.7 Competence in organizing and teaching the lesson

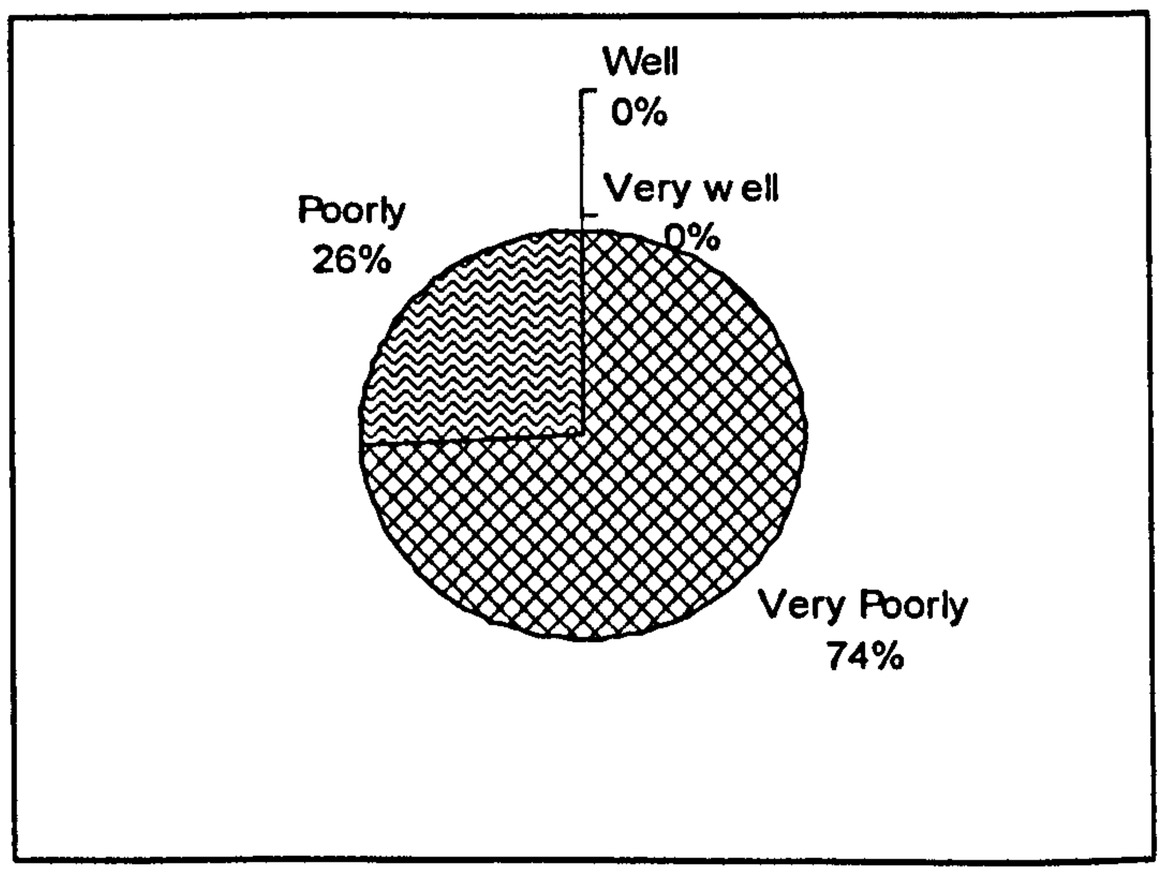


Fig. 6.8 Competence in using ICT available in school

Analysis of variance indicated that there were no significant differences among the groups according to the number of subjects they taught, number of pupils they taught, number of years of experience and number of students they monitor.

6.3.4 Overview of the ratings from the three groups

Table 6.7 sets out the 22 statements numbered in ranked order of the mean response values for each group of respondents.

In general there are some differences in the opinions of the three groups on their assessment for the teacher preparation programme as regards what they saw as the teaching skills most improved by the preparation programme. Competence in using a variety of teaching styles (item number 4) and competence in choosing and using resources (item number 20) were recognised by the three groups as *moderately* improved by the programme (with minor differences in the order). At the bottom of the listings for two of the three groups and next to bottom for one came competence in using ICT available in school (item number 19).

According to student teachers and supervisors' ratings, competence in organizing and teaching the lesson (item number 7), ranked 3rd and 2nd, respectively. This item was seen as relatively less improved by the monitoring teachers and came 10th in the listing. Competence in developing the learning objectives of the subject to be taught (item number 2), competence in managing the timing of the lesson (item number 9) and competence in designing and produce teaching aids or instructions (item number 22) were among the top five as rated by supervisors and monitoring teachers.

In the middle of the ranking came teaching skills such as competence in writing differentiated questions for tests (item number 14) and competence in understanding and putting the scheme of work into practice (item number 17) as rated by student

teachers and supervisors. Similarly rating of competence in formulating questions to evaluate pupils' understanding (item number 11) and competence in understanding and building schemes of work (item number 16) were in agreement by student teachers and monitoring teachers. Supervisors and monitoring teachers perceived the influence of the education programme on competence in constructing an appropriate lesson plan (item number 5) almost similar.

Near the bottom of the rankings (of student and supervisor ratings) came competence in distinguishing between general aims and learning objectives (item number 3) and competence in differentiating schemes of work to fit individuals with different abilities (item number 6). These items appeared to acquire much the same improvement by the programme in view of student teachers and supervisors. Competence in solving problem in the class (item number 10) and competence in applying theories of learning (item number 18) were rated close to the bottom of the rank by student teachers and monitoring teachers.

Table 6.7 Teaching skills statements as rated by the three groups

Rank	Student teachers N=117	Supervisors N=14	Monitoring teachers N=31
	Item Number		
1	22	2	15
2	1	7	9
3	7	8	2
4	15	9	1
5	5	22	22
6	2	15	21
7	9	1	8
8	13	5	3
9	4	12	5
10	21	4	7
11	11	14	4
12	16	17	11
13	17	21	16
14	14	18	13
15	8	10	12
16	20	11	20
17	12	13	6
18	3	20	18
19	18	3	10
20	6	16	14
21	10	19	17
22	19	6	19

Green: Very Well Blue: Moderate Red: poorly

In summary, it can be said that there was only moderate agreement between student teachers, supervisors and monitoring teachers in their assessment of the teacher preparation programme regarding teaching skills, perhaps suggesting differences in their respective professional perceptions. The only skill that was rated by all three groups as being very well prepared was 15 (competence in handling text books). Items 14 (competence in writing differentiated questions for tests), 17 (competence in understanding and putting a scheme of work into practice) and 12 (competence in various types of assessment) were among the items ranked differently by supervisors and monitoring teachers. It may indicate that there is insufficient common solid ground

or basis for shared working practices particularly between the supervisors and monitoring teachers where it might have been expected that perceptions would have had more in common. However, the issues which caused most concern among the three groups that need to be improved were:

- ICT
- Classroom management;
- Lesson plan competences;
- Applying theory to practice;
- Evaluation and assessment.

To explore if there were any significant differences among student teachers, supervisors and monitoring teachers regarding their opinions on how well or poor the teachers preparation programme was prepared to improve teaching skills, t-tests were carried out using the Statistical Package for Social Sciences (SPSS). Table 6.8 presents the means, standard deviations and the significant levels of inter-category mean differences.

Table 6.8 Comparison of the teaching skills ratings by the three` groups.

Teaching skills	1- Student teachers (N=117)		2- Supervisors (N=14)		3- Monitoring teachers (N=31)		Significance of t-test differences		
	M	SD	M	SD	M	SD	1-2	1-3	2-3
Competence in developing your own subject.	3.145	0.561	3	0.555	2.807	0.703	ns	***	ns
Competence in developing the learning objectives of the subject to be taught.	2.915	0.794	3.857	0.363	3.161	0.638	***	ns	***
Competence in distinguishing between general aims and learning objectives.	2.256	0.842	2.214	0.802	2.548	0.961	ns	*	ns
Competence in using a variety of teaching styles.	2.479	0.887	2.571	0.852	2.323	0.832	ns	ns	ns
Competence in constructing an appropriate lesson plan.	3.086	0.626	2.643	1.008	2.548	0.888	**	***	ns
Competence in differentiating scheme work to fit individuals with different abilities.	2.000	0.754	2.143	0.864	2.000	0.683	ns	ns	ns
Competence in organizing and teaching the lesson.	3.145	0.633	3.429	0.646	2.484	0.962	ns	***	***
Competence in classroom management.	2.308	0.814	3.357	0.497	2.645	0.709	***	**	***
Competence in managing the timing of the lesson.	2.846	0.761	3.357	0.497	3.194	0.543	**	**	ns
Competence in solving the student problem in class	1.889	0.785	2.286	0.914	1.871	0.763	*	ns	ns
Competence in formulating questions to evaluate pupils' understanding.	2.427	0.802	2.286	0.825	2.258	0.815	ns	ns	ns
Competence in using various types of assessment.	2.265	0.781	2.643	0.842	2.097	0.651	*	ns	**
Competence in evaluating students' performance.	2.803	0.646	2.286	0.914	2.194	0.792	***	***	ns
Competence in writing differentiated questions for tests.	2.316	0.773	2.571	0.938	1.742	0.631	ns	***	***
Competence in handling text books appropriately.	3.120	0.721	3.143	0.363	3.226	0.560	ns	ns	ns
Competence in understanding and building schemes of work.	2.410	0.863	2.214	0.802	2.226	0.717	ns	ns	ns
Competence in understanding and putting the scheme of work into practice.	2.325	0.717	2.429	0.852	1.419	0.672	ns	***	***
Competence in applying theories of learning.	2.094	0.656	2.357	0.633	1.903	0.473	ns	ns	**
Competence in using ICT available in school.	1.436	0.532	2.214	0.893	1.258	0.445	***	*	***
Competence in choosing and using resources.	2.308	0.688	2.286	0.914	2.097	0.539	ns	ns	ns
Competence in using school facilities for example, the library.	2.444	0.793	2.429	0.756	2.742	0.729	ns	*	ns
Competence in designing and produce teaching aids or instructions.	3.385	0.641	3.214	0.699	2.774	0.617	ns	***	**

ns = not significant *=p<0.05 **=p<0.01 ***=p<0.001

These results show that the majority of the differences in means were not significant (37/66). Out of the 29 items that produced significant differences, eight were between the students and supervisors, twelve between the students and the monitoring teachers and nine between the supervisors and monitoring teachers.

The higher mean came from students in 4 cases, from supervisors in 10 cases and from monitoring teachers only in 2 cases. At 17 cases differences in means were significant at $p<0.001$, 6 cases at $p<0.01$ and 5 cases at $p<0.05$.

It is interesting to note that of the 18 items where differences were not significant between the three groups, means ranged between 2.00 and 2.571 and only one mean reached 3.226.

The teachers' preparation programme did not prepare students very well to improve most of the teaching skills studied.

6.4 Teaching practice

Central to the questionnaire survey was a series of items relating to teaching practice. They were set out as 17 items to determine the degree of satisfaction of student teachers, supervisors and monitoring teachers about the teacher preparation programme at King Faisal University regarding teaching practice. Respondents were asked to indicate their opinions on the teachers' preparation programme attached to each item of teaching practice using a four-point scale, ranging from *very dissatisfied, or strongly disagree to very satisfied, or strongly agree*. As was the case with the analysis with the teaching skills, the results are presented as the mean response values obtained for each of the 17 items from the three categories of respondent. So that the relative satisfaction

attached by respondents to the various teaching practice items (4-point response scale) could be readily gauged, the following rule was applied to the mean response values.

3.01 or higher	of particular satisfaction or particular agreement
2.01 to 3.00	of some satisfaction or some agreement
2.00 or less	of relatively little satisfaction or relatively little agreement

Tables 6.9, 6.10 and 6.11 show the frequency of each categorical response in the scale as collected from student teachers, supervisors and monitoring teachers' questionnaires respectively. The response mean and standard deviation are also shown in the table.

As described in the methodology chapter the questionnaire was designed and distributed in Arabic. Some explanation is therefore needed with regard to the headings on the questionnaire which in English require alternative responses e.g. 'Very Dissatisfied' Or 'Strongly Disagree' to convey the meaning.

6.4.1 Student Teachers

Table 6.9 shows that only three items attracted means in excess of 3.01 suggesting student teachers saw these as of particular satisfaction or particular agreement including the negative statement that 'the relationship between the supervisor and student teacher is governed by assessment', as well as 'dealing with the school administration in a correct manner' and 'applying methods learned in methodology courses'. A total of one-hundred and four responses (88.9%) indicated that the teacher education programme was responsible for either a "*satisfied*, or agree" or "*very satisfied*, or strongly agree" positive influence on the statement "the relationship between the supervisor and student teacher is governed by assessment" (Table 6.9 and Fig. 6.9). Only 13 recipients (11.1%) indicated a response of "*very dissatisfied*, or strongly

disagree" or "*dissatisfied*, or disagree" to this question item. The mean (3.37) indicates a generally very strong agreement in response to the item, indicating a negative view. The findings of these responses show that this item was the most asserted item in relation to the education programme in the view of student teachers.

There were 11 items which the student teachers saw as *of some satisfaction* or of some agreement as a result of improvement by the teacher education programme (means of 2.0256 to 2.8803). Figure 6.10 shows the proportion of responses for 'dealing with students taking into account the individual differences among them'.

Three teaching practices statements were seen as of relatively little satisfaction or relatively little agreement, that is clear from Table 6.9. The teacher education programme is of relatively little satisfaction (means 1.5431 to 1.8462) in the opinion of student teachers regarding improving opportunity for the student teacher to develop their confidence as a teacher, opportunity for the student teacher to attend school meetings, and opportunity for the student teacher to communicate sensitively and effectively with parents.

It is clear that opportunity for the student teacher to communicate sensitively and effectively with parents appears to be considered the least improved by the education programme in the view of student teachers. The proportion of responses as percentage of this item is shown in figure 6.11.

Table 6.9 Student teachers rating on teaching practice

Rank	Statement (item no.)	Very Dissatisfied Or Strongly Disagree	Dissatisfied Or Disagree	Satisfied Or Agree	Very Satisfied Or Strongly Agree	Mean	Std Deviation
1	The relationship between the supervisor and student teacher is governed by assessment (13).	2	11	46	58	3.3675	0.72633
2	Dealing with the school administration in a correct manner (2).	0	4	80	33	3.2479	0.50695
3	Applying methods learned in methodology courses (1).	2	7	69	39	3.2393	0.63855
4	Enough teaching hours (17).	3	40	42	32	2.8803	0.84243
5	Familiarization with equipment available in school and ability to use it (3).	3	38	52	24	2.8291	0.78004
6	The relationship between the supervisor and student teacher is governed by concern over student teacher's progress (16).	6	56	26	28	2.6552	0.90118
7	Opportunity to the student teacher to have increasing responsibility for their own professional development (15).	12	65	32	8	2.3077	0.74812
8	Opportunity for the student teacher to learn from the effective practice of other experienced teachers and colleagues (12).	26	47	31	13	2.2650	0.93212
9	Dealing with students taking into account the individual differences among them (4).	24	57	24	12	2.2051	0.88608
10	Giving the supervisor adequate time to appropriately evaluate the student teachers (7).	27	56	23	11	2.1538	0.88683
11	Opportunity to participate in the whole school activities (6).	23	62	23	9	2.1538	0.82645
12	Time for the student teacher to become established in the classroom before the first visit by the supervisor (8).	31	55	17	14	2.1197	0.93921
13	Writing appropriate evaluations for pupils (5).	37	44	29	7	2.0513	0.89872
14	The supervisor visits enough time to give you sufficient information that you needed (9).	32	59	17	9	2.0256	0.85563
15	Opportunity for the student teacher to develop their confidence as a teacher (14).	50	42	18	7	1.8462	0.8965
16	Opportunity for the student teacher to attend school meetings (11).	53	48	13	3	1.7094	0.76631
17	Opportunity for the student teacher to communicate sensitively and effectively with parents (10).	67	37	10	2	1.5431	0.72388

Green: of particular satisfaction or particular agreement Blue: of some satisfaction or some agreement Red: of relatively little satisfaction or of relatively little agreement

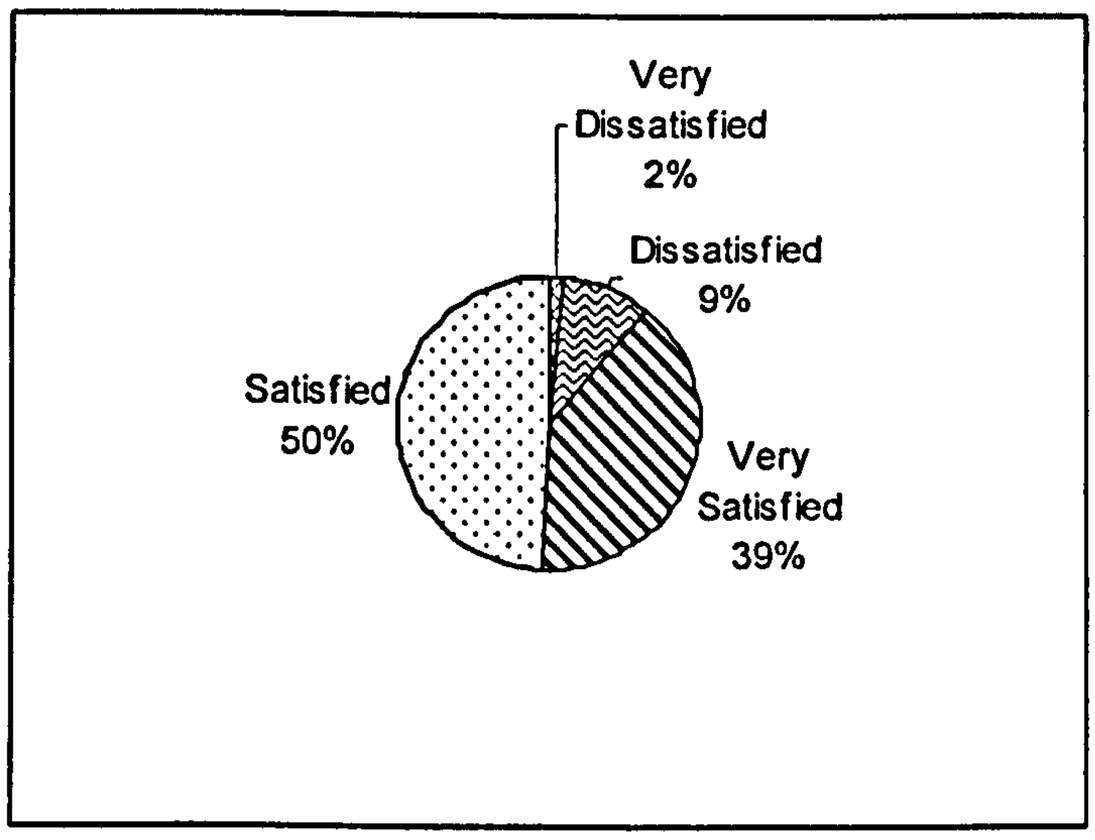


Fig. 6.9 The relationship between the supervisor and student teacher is governed by assessment

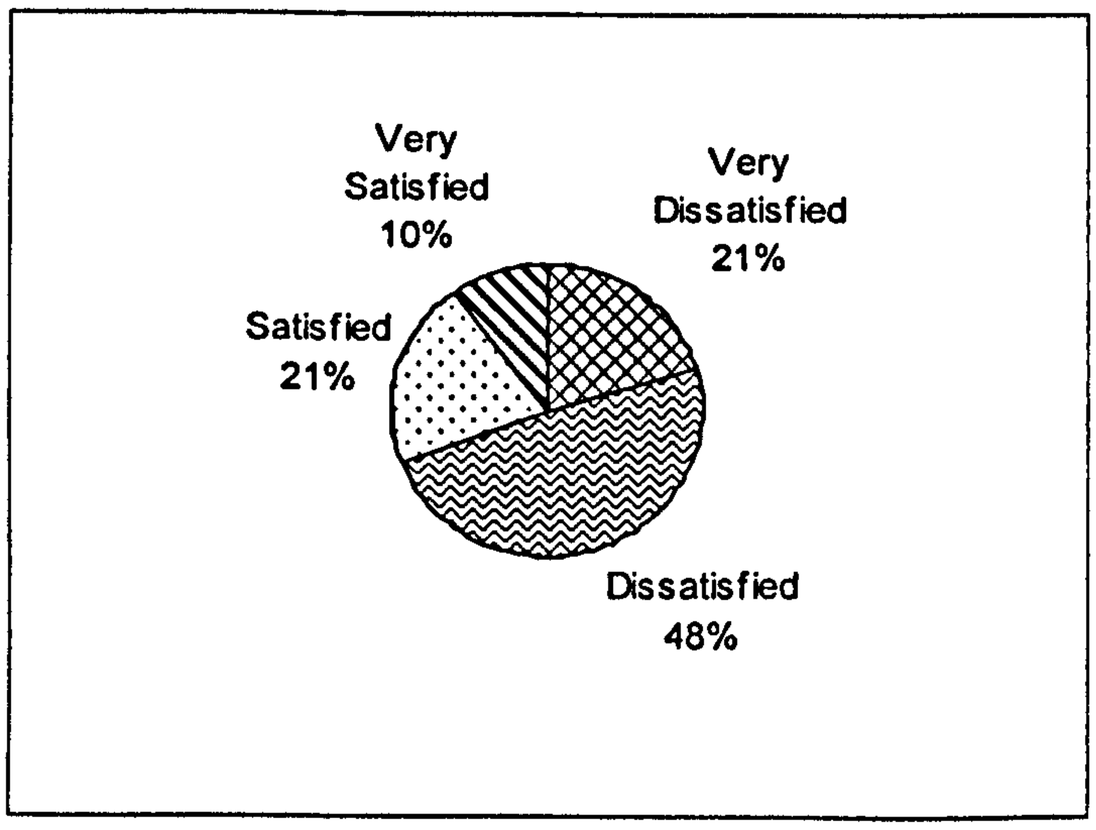


Fig. 6.10 Dealing with students taking into account the individual differences among them

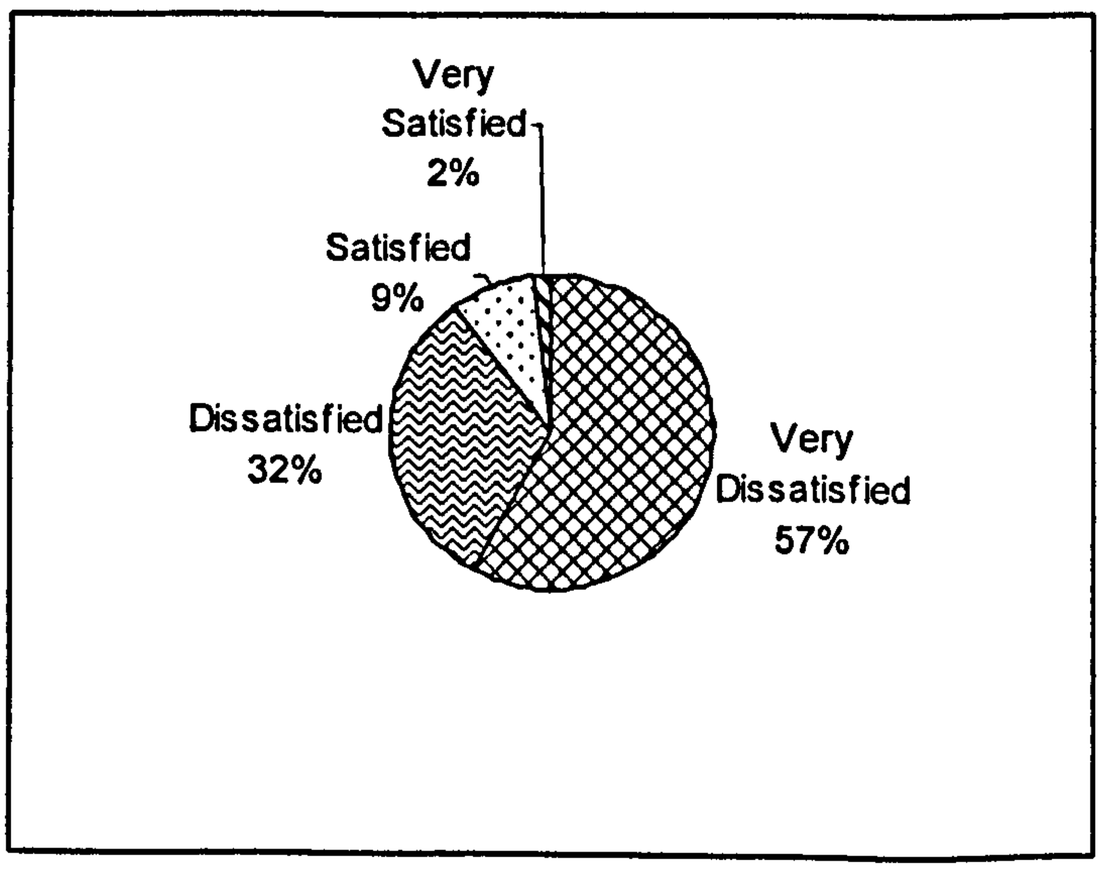


Fig. 6.11 Opportunity for the student teacher to communicate sensitively and effectively with parents

6.4.2 Supervisors

Table 6.10 sets out the supervisors response values for each of the 17 items relating to teaching practice. In the supervisors' view, two of the teaching practice statements were of particular satisfaction or of particular agreement (means of 3.143 and 3.571) for 'number of the given teaching hours is enough for student teacher' and 'the relationship between the supervisor and student teacher is governed by concern over student teachers' progress' respectively. In both cases there was no reference to being "very dissatisfied or strongly disagree" at all. Surprisingly while 10 respondents (71%) were "very satisfied or strongly agree" in case of the top item (Figure 6.12), a similar number was just "satisfied or agree" in the case of the second item (Table 6.10).

Ten teaching practice statements (means of 2.071 to 3) were adjudged by the supervisors as being 'of some satisfaction or of some agreement'. Figure 6.13 shows the proportion of responses for 'opportunity to participate in the whole school activities' to represent this group.

Five teaching practice statements (means of 1.714 to 2) were seen as of relatively little satisfaction or relatively little agreement including 'opportunity for the student teacher to have increasing responsibility for their own professional development', 'writing appropriate evaluation for pupils', 'opportunity for the student teacher to communicate sensitively and effectively with parents', 'the relationship between the supervisor and student teacher is governed by assessment' and 'opportunity for the student teacher to develop their confidence as a teacher.

Table 6.10 show that 'opportunity to the student teacher to develop their confidence as a teacher appears to be considered the least stressed by the education programme in the view of supervisors. The proportion of responses as percentage of this item is shown in

figure 6.14. This item also displayed the highest standard deviation (SD = 1.13873) of the 17 items of teaching practice.

Table 6.10 Supervisors rating on teaching practice

Rank	Statement (item no.)	Very Dissatisfied Or Strongly Disagree	Dissatisfied Or Disagree	Satisfied or Agree	Very Satisfied or Strongly Agree	Mean	Std Deviation
1	The relationship between the supervisor and student teacher is governed by concern over student teachers' progress (16)	0	2	2	10	3.571	.75955
2	Number of the given teaching hours enough for student teacher (17)	0	1	10	3	3.143	.53452
3	Dealing with the school administration in a correct manner(2)	1	1	9	3	3	.78446
4	Applying methods learned in methodology courses (1)	2	1	11	0	2.643	.74495
5	Familiarizing equipment available in school and ability to use it(3)	0	6	7	1	2.643	.63332
6	Giving the supervisor adequate time to appropriately evaluate the student teachers (7)	0	8	3	3	2.643	.84190
7	Opportunity to participate in the whole school activities (6)	0	8	4	2	2.571	.75593
8	Time for the student teacher to become established in the classroom before the first visit by the supervisor (8)	0	9	3	2	2.5	.75955
9	Dealing with students taking into account the individual differences among them(4)	0	10	4	0	2.286	.46881
10	The supervisor visits enough time to collect sufficient evidence about the student teacher's performance (9)	2	8	3	1	2.214	.80178
11	Opportunity to the student teacher to learning from the effective practice of others as experienced teacher and colleagues (12)	3	7	3	1	2.143	.86444
12	Opportunity for the student teacher to attending schools' meeting (11)	4	5	5	0	2.071	.82874
13	Opportunity to the student teacher to have increasing responsibility for their own professional development (15)	5	6	1	2	2	1.03775
14	Writing appropriate evaluation for pupils(5)	5	5	4	0	1.929	.82874
15	Opportunity for the student teacher to communicate sensitively and effectively with parents (10)	4	8	1	1	1.929	.82874
16	The relationship between the supervisor and student teacher is governed by assessment (13)	7	4	3	0	1.714	.82542
17	Opportunity to the student teacher to develop their confidence as a teacher (14)	9	2	1	2	1.714	1.13873

Green: of particular satisfaction or of particular agreement Blue: of some satisfaction or of some agreement Red: of relatively little satisfaction or of relatively little agreement

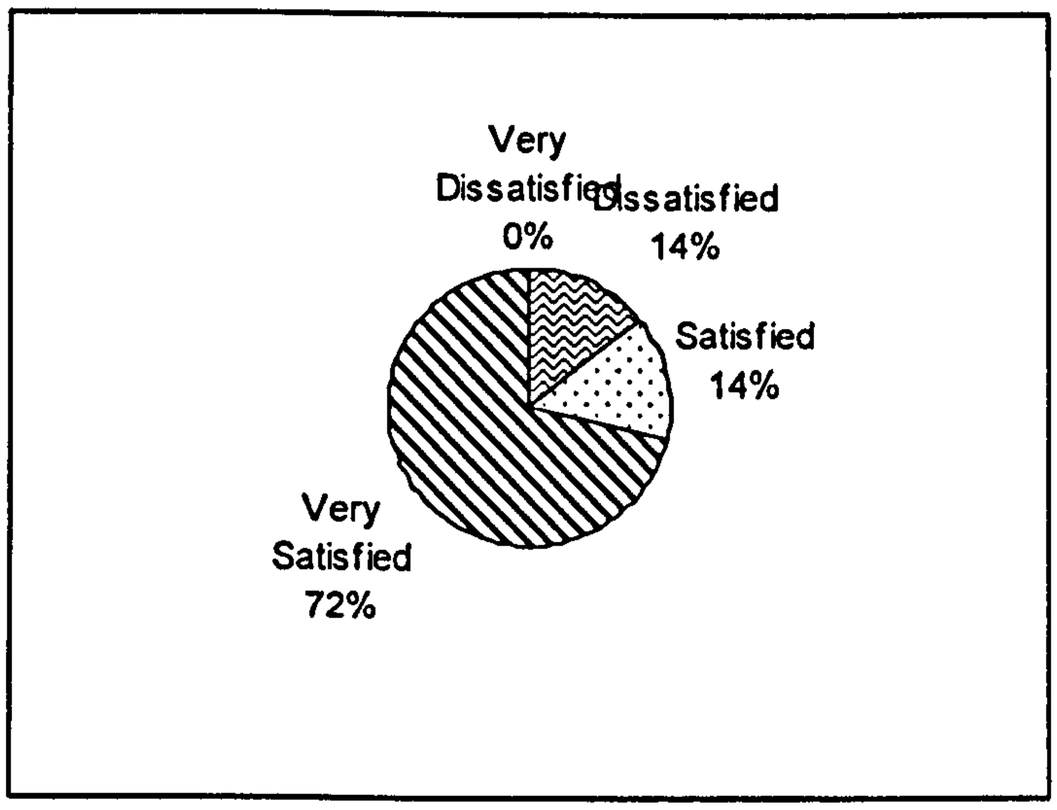


Fig. 6.12 The relationship between the supervisor and student teacher is governed by concern over student teachers' progress

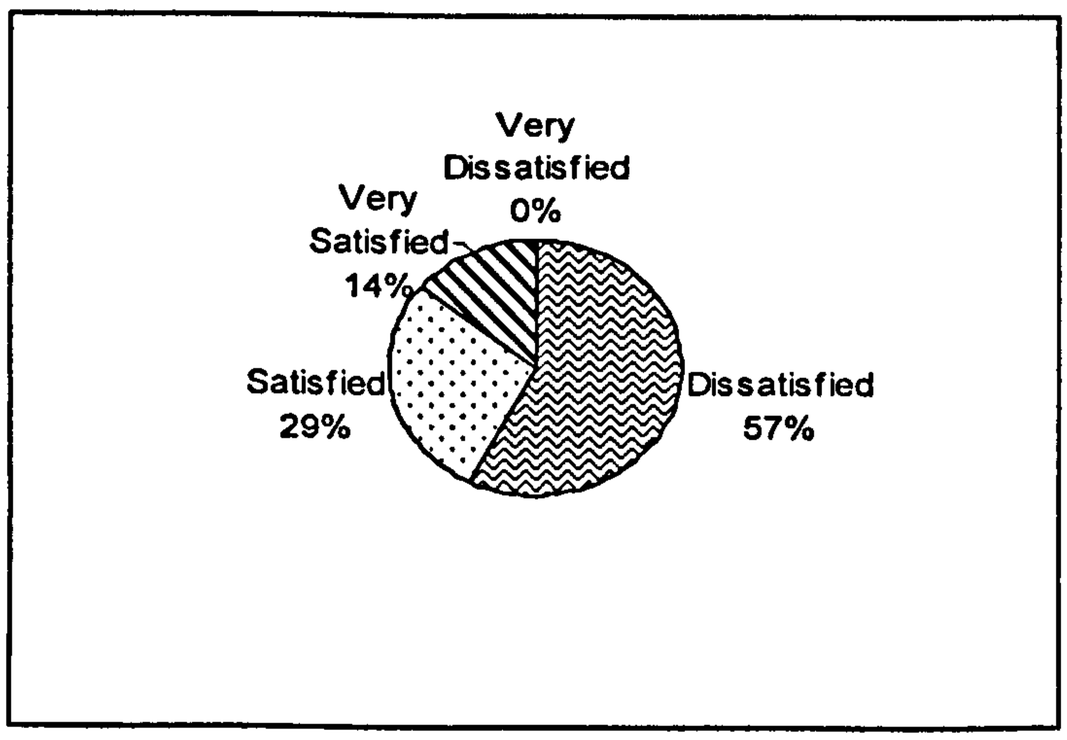


Fig. 6.13 Opportunity to participate in the whole school activities

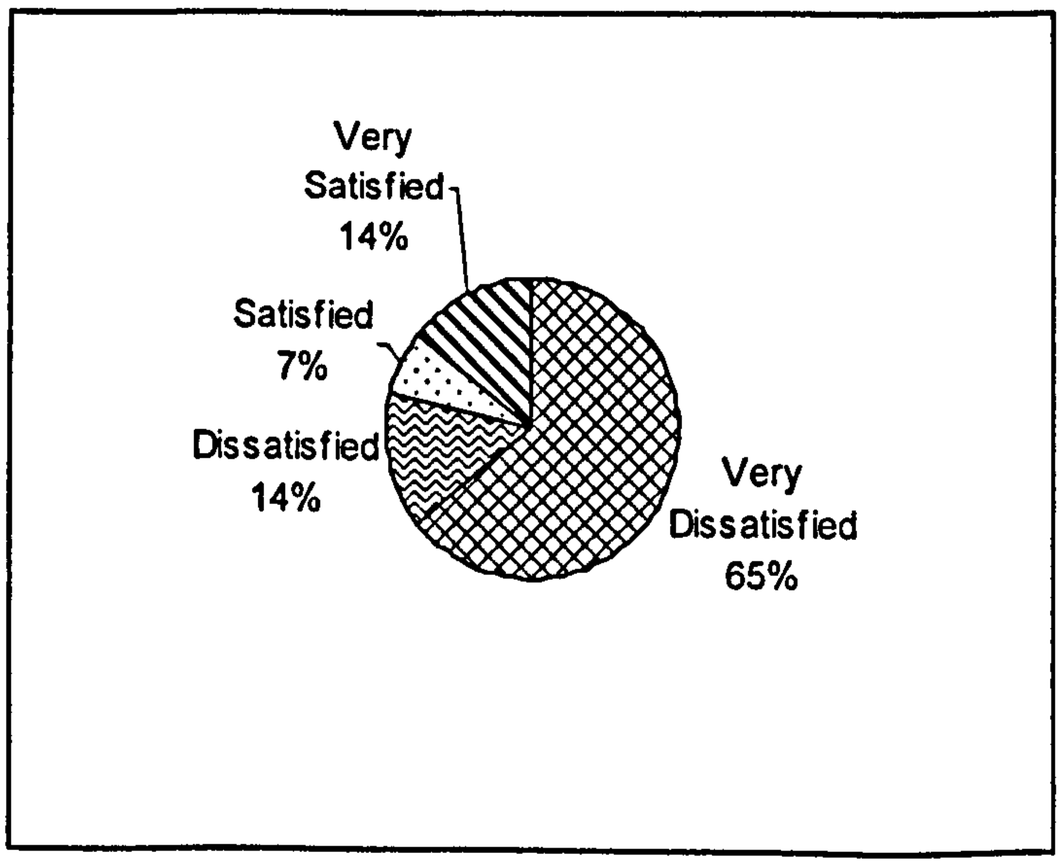


Fig. 6.14 Opportunity to the student teacher to develop their confidence as a teacher

6.4.3 Monitoring teachers

Table 6.11 sets out the monitoring teachers' response values for each of the 17 items relating to teaching practice. In the monitoring teachers' view, six of the teaching practice statements were of particular satisfaction or of particular agreement (means of 3.0323 and 3.3226) for 'dealing with the school administration in a correct manner', 'time for the student teacher to become established in the classroom before the first visit by the supervisor', 'number of the given teaching hours enough for student teacher', 'applying methods learned in methodology courses', 'the relationship between the supervisor and student teacher is governed by assessment' and 'familiarizing equipment available in school and ability to use it'.

Table 6.11 and Figure 6.15 show that 'dealing with the school administration in a correct manner' was the most established item by the education programme in the view of the monitoring teachers.

In the monitoring teachers' view, seven teaching practice statements were 'of some satisfaction or of some agreement' (means of 2.0645 to 2.2258). Figure 6.16 shows the proportion of responses for 'the supervisor visits enough time to collect sufficient evidence about the student teacher's performance'.

A total of 27 responses (87%) of monitoring teachers were "very dissatisfied, or strongly disagree" or "dissatisfied, or disagree" with regard to developing the 'opportunity for the student teacher to attend schools' meeting' (Table 6.11 and Fig.6.17). Only four recipients (13%) indicated a response of "satisfied or agree" to that statement. It is clear that this item appear to be considered the least effective in teaching practice, since it has the lowest scale mean (1.5161).

Table 6.11 Monitoring teachers rating on teaching practice

Rank	Statement (item no.)	Very Dissatisfied Or Strongly Disagree	Dissatisfied Or Disagree	Satisfied Or Agree	Very Satisfied Or Strongly Agree	Mean	Std Deviation
1	Dealing with the school administration in a correct manner(2)	0	1	19	11	3.3226	.54081
2	Time for the student teacher to become established in the classroom before the first visit by the supervisor (8)	1	0	19	11	3.2903	.64258
3	Number of the given teaching hours enough for student teacher (17)	0	2	20	9	3.2258	.56034
4	Applying methods learned in methodology courses (1)	0	2	22	7	3.1613	.52261
5	The relationship between the supervisor and student teacher is governed by assessment (13)	1	2	20	8	3.129	.67042
6	Familiarizing equipment available in school and ability to use it(3)	0	5	20	6	3.0323	.60464
7	Opportunity to participate in the whole school activities (6)	3	19	8	1	2.2258	.66881
8	Opportunity to the student teacher to have increasing responsibility for their own professional development (15)	5	17	7	2	2.1935	.79244
9	Opportunity to the student teacher to develop their confidence as a teacher (14)	5	19	5	2	2.129	.76341
10	The supervisor visits enough time to collect sufficient evidence about the student teacher's performance (9)	4	22	3	2	2.0968	.70023
11	Dealing with students taking into account the individual differences among them(4)	6	18	6	1	2.0645	.72735
12	Writing appropriate evaluation for pupils(5)	5	21	3	2	2.0645	.72735
13	Giving the supervisor adequate time to appropriately evaluate the student teachers (7)	6	18	6	1	2.0645	.72735
14	The relationship between the supervisor and student teacher is governed by concern over student teachers' progress (16)	5	22	4	0	1.9677	.54674
15	Opportunity to the student teacher to learning from the effective practice of others as experienced teacher and colleagues (12)	16	10	3	2	1.7097	.90161
16	Opportunity for the student teacher to communicate sensitively and effectively with parents (10)	16	11	4	0	1.6129	.71542
17	Opportunity for the student teacher to attending schools' meeting (11)	19	8	4	0	1.5161	.72438

Green: of particular satisfaction Blue: of some satisfaction Red: of relatively little satisfaction

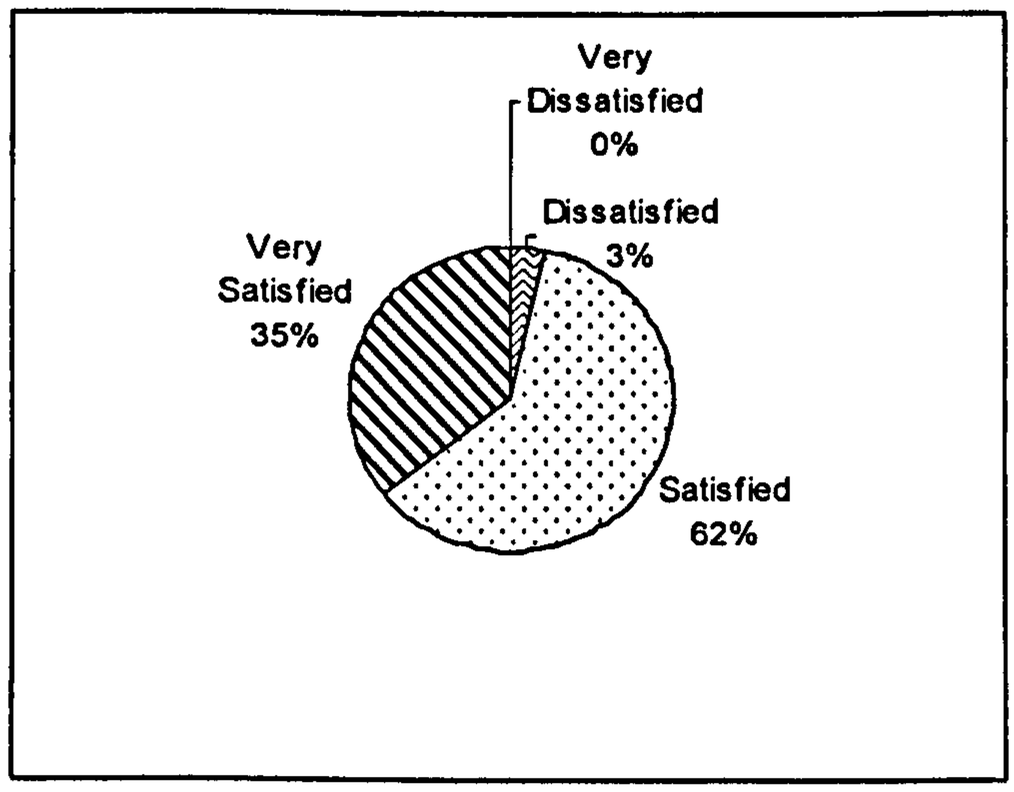


Fig. 6.15 Dealing with the school administration in a correct manner

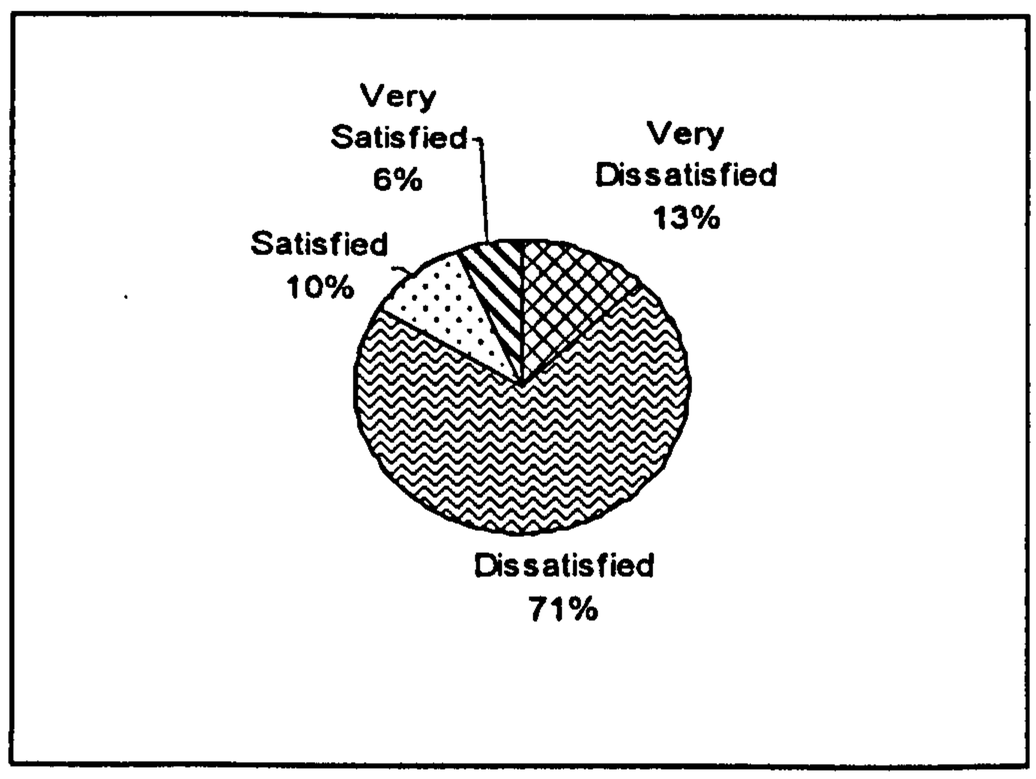


Fig. 6.16 The supervisor visits enough time to collect sufficient evidence about the student teacher's performance

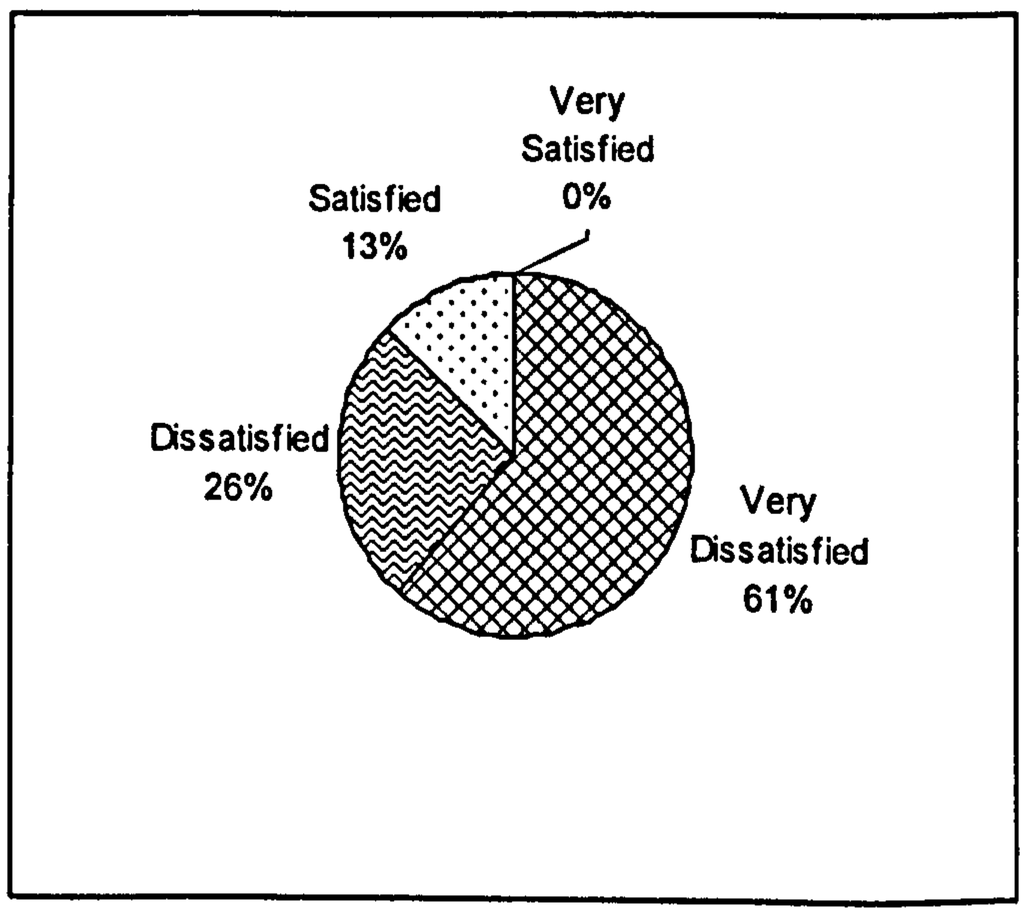


Fig. 6.17 Opportunity for the student teacher to attending schools' meeting

6.4.4 Overview of the ratings from the three groups

Having now considered the degree of satisfaction attached by each of the three groups in turn to the 17 teaching practice statements, it is useful to compare the ratings from the three groups. Table 6.12 sets these out in ranked order of the mean response values for each group of respondents.

T able 6.12 Teaching practice statements as rated by the three groups.

Rank	Student teachers N=117	Supervisors N=14	Monitoring teachers N=31
	Item Number		
1	13	16	2
2	2	17	8
3	1	2	17
4	17	1	1
5	3	3	13
6	16	7	3
7	15	6	6
8	12	8	15
9	4	4	14
10	7	9	9
11	6	12	4
12	8	11	5
13	5	15	7
14	9	5	16
15	14	10	12
16	11	13	10
17	10	14	11

Green: of particular satisfaction Blue: of some satisfaction Red: of relatively little satisfaction

Comparison of the teaching practice rankings shows that of the top 5 in the student teachers listing, three also featured in those of both the supervisor and monitoring

teachers' listings (items number 2, 1 and 17). The other two in the student teacher top 5 listing (items number 13 and 3) also featured in either top 5 of the supervisor listing (3), or that of monitoring teachers one (13). Item 13 was very low in the supervisors ranking. The teaching practice relating to item number 10 was in the lowest rankings in all the three groups. Items 7, 8 and 16 were ranked differently by the three groups. The item that 'the relationship between the supervisor and student teacher is governed by concern over student teachers' progress' (item number 16) was ranked as the top by supervisors, however, it was ranked number 6 by student teachers and towards the bottom by the monitoring teachers. Similarly item number 8 was ranked second top by monitoring teachers and in the middle of the rankings by supervisors and closer to the bottom by the student teachers.

In general, agreements between supervisors and monitoring teachers were greater than that of any of them with student teachers. There were many differences in the degree of satisfaction between the three groups concerning the teacher preparation programme with regard to teaching practice, perhaps suggesting differences in their respective professional perceptions. However, the most issues emerged need to be improved are:

- Non- teaching activities;
- Relationship between supervisors and student teachers;
- Opportunities to increase student teacher confidence.

As with the previous comparisons of differences in views of the three groups of respondents, t-testing was carried out on the mean differences between the three groups on teaching practice items. The results are presented in Table 6.13.

Table 6.13 shows that 34 of the 51 comparisons produced no significant differences. Three of the 10 items producing significant mean differences at $p < 0.001$ were between student teachers and supervisors and a similar number (3) were between student teachers and monitoring teachers. The other four were between supervisors and monitoring teachers.

The higher mean came from students in 5 cases, from supervisors in 6 cases and from monitoring teachers in 5 cases.

Of the six cases showing significant differences between student teachers and supervisors, three did so at $p < 0.001$ and the other three did so at $p < 0.05$.

Of the four cases showing significant differences between student teachers and monitoring teachers, 3 did so at $p < 0.001$ and the fourth did so at $p < 0.01$.

Of the seven items showing significant differences between supervisors and monitoring teachers, 4 did so at $p < 0.001$ (time for the student teacher to become established in the classroom before the first visit by the supervisor, opportunity for the student teacher to attend schools' meeting, the relationship between the supervisor and student teacher is governed by assessment and the relationship between the supervisor and student teacher is governed by concern over student teachers' progress).

Table 6.13 Comparison of the teaching practice ratings by the three groups

Teaching practice	1-Student teachers N=117		2-Supervisors N=14		3- Monitoring teachers N=31		Significance of t-test differences		
	M	SD	M	SD	M	SD	1-2	1-3	2-3
Applying methods learned in methodology courses	3.2393	0.63855	2.643	.74495	3.1613	.52261	***	ns	**
Dealing with the school administration in a correct manner	3.2479	0.50695	3	.78446	3.3226	.54081	ns	ns	ns
Familiarizing equipment available in school and ability to use it	2.8291	0.78004	2.643	.63332	3.0323	.60464	ns	ns	*
Dealing with students taking into account the individual differences among them	2.2051	0.88608	2.286	.46881	2.0645	.72735	ns	ns	ns
Writing appropriate evaluation for pupils	2.0513	0.89872	1.929	.82874	2.0645	.72735	ns	ns	ns
Opportunity to participate in the whole school activities	2.1538	0.82645	2.571	.75593	2.2258	.66881	*	ns	ns
Giving the supervisor adequate time to appropriately evaluate the student teachers	2.1538	0.88683	2.643	.84190	2.0645	.72735	*	ns	**
Time for the student teacher to become established in the classroom before the first visit by the supervisor	2.1197	0.93921	2.5	.75955	3.2903	.64258	ns	***	***
The supervisor visits enough time to collect sufficient evidence about the student teacher's performance	2.0256	0.85563	2.214	.80178	2.0968	.70023	ns	ns	ns
Opportunity for the student teacher to communicate sensitively and effectively with parents	1.5431	0.72388	1.929	.82874	1.6129	.71542	*	ns	ns
Opportunity for the student teacher to attending schools' meeting	1.7094	0.76631	2.071	.82874	1.5161	.72438	ns	ns	***
Opportunity to the student teacher to learning from the effective practice of others as experienced teacher and colleagues	2.2650	0.93212	2.143	.86444	1.7097	.90161	ns	***	ns
The relationship between the supervisor and student teacher is governed by assessment	3.3675	0.72633	1.714	.82542	3.129	.67042	***	ns	***
Opportunity to the student teacher to develop their confidence as a teacher	1.8462	0.8965	1.714	1.1387 3	2.129	.76341	ns	ns	ns
Opportunity to the student teacher to have increasing responsibility for their own professional development	2.3077	0.74812	2	1.0377 5	2.1935	.79244	ns	ns	ns
The relationship between the supervisor and student teacher is governed by concern over student teachers' progress	2.6552	0.90118	3.571	.75955	1.9677	.54674	***	***	***
Number of the given teaching hours enough for student teacher	2.8803	0.84243	3.143	.53452	3.2258	.56034	ns	**	ns

ns = not significant *=p<0.05 **=p<0.01 ***=p<0.001

6.5 Knowledge and Understanding of the programme

This section reports on the degree of agreement of student teachers, supervisors and monitoring teachers about their general understanding of the effect of the teacher

education programme at King Faisal University. As described in the methodology chapter 'knowledge and understanding' as a category did not here refer to subject knowledge but was a general category asking for responses to varied statements about the programme. Respondents were asked to rate the degree of agreement on each item of knowledge and understanding of the programme using a four-point scale, ranging from *strong disagrees* to *strong agree*. As was the case with the analysis with the teaching skills and teaching practice the results are presented using the mean response values obtained for each of the 13 items from the three categories of respondent. So that the relative agreement attached by respondents to the various knowledge and understanding items (4-point response scale) could be readily gauged, the following rule was applied to the mean response values.

3.01 or higher	of particular agreement
2.01 to 3.00	of some agreement
2.00 or less	of relatively little agreement

Tables 6.14, 6.15 and 6.16 show the frequency of each categorical response in the scale as collected from student teachers, supervisors and monitoring teachers' questionnaires respectively. The response mean and standard deviation are also shown in the table.

6.5.1 Student teachers

Table 6.14 sets out the corresponding data from the student teachers for each of the 13 items relating to knowledge and understanding. As can be seen, in their view, three of these items were considered to be of particular agreement (means of 3.01 or higher). These included 'the monitoring teachers are very cooperative', 'the time devoted to teaching practice is enough' and 'the number of educational courses are sufficient'.

Approximately 92% of respondents either "agree" or "strongly agree" that 'the monitoring teachers are very cooperative' (Figure 6.18).

Ten knowledge and understanding items (means 2.0171 to 2.5385) were adjudged by the student teachers as being of some agreement. In the middle of this group came 'the student teachers know how to seek advice from special education needs specialists'. Figure 6.19 shows the proportion of responses as percentages. None of the 13 knowledge and understanding statements were considered to be of 'relatively little agreement' (all means more than 2.01).

Table 6.14 Student teachers' rating on knowledge and understanding of the programme

Rank	Statement (item no.)	Strong Disagree	Disagree	Agree	Strong Agree	Mean	Std Deviation
1	The monitoring teachers are very cooperative (2)	4	6	42	65	3.4359	0.74723
2	The time devoted to teaching practice is enough (8)	2	13	46	56	3.3333	0.74278
3	The number of educational courses are sufficient (7)	0	10	61	46	3.3077	0.62231
4	The student teacher knows about how to create a positive learning environment (11)	15	39	48	15	2.5385	0.8763
5	There are enough resources for you in the university (4)	8	59	41	9	2.4359	0.7356
6	The supervisors are very cooperative (3)	11	70	20	16	2.3504	0.83373
7	Clear guidance from university about the roles and responsibility of the monitoring teacher (6)	19	55	29	14	2.3248	0.88891
8	There are enough members of staff(1)	11	67	34	5	2.2821	0.6929
9	The educational courses build into a coherent whole course (9)	28	38	41	10	2.2821	0.92705
10	The student teachers should be expected to teach to all grade level of education (13)	38	31	27	21	2.265	1.10167
11	The school practice and the university courses complement each other (10)	20	61	28	8	2.2051	0.8045
12	The advice given to the student teacher from all sources is the same (5)	23	63	25	6	2.1197	0.77862
13	The student teachers know how to seek advice from special education needs specialists (12)	36	50	24	7	2.0171	0.87082

Green: of particular agreement Blue: of some agreement Red: of relatively little agreement

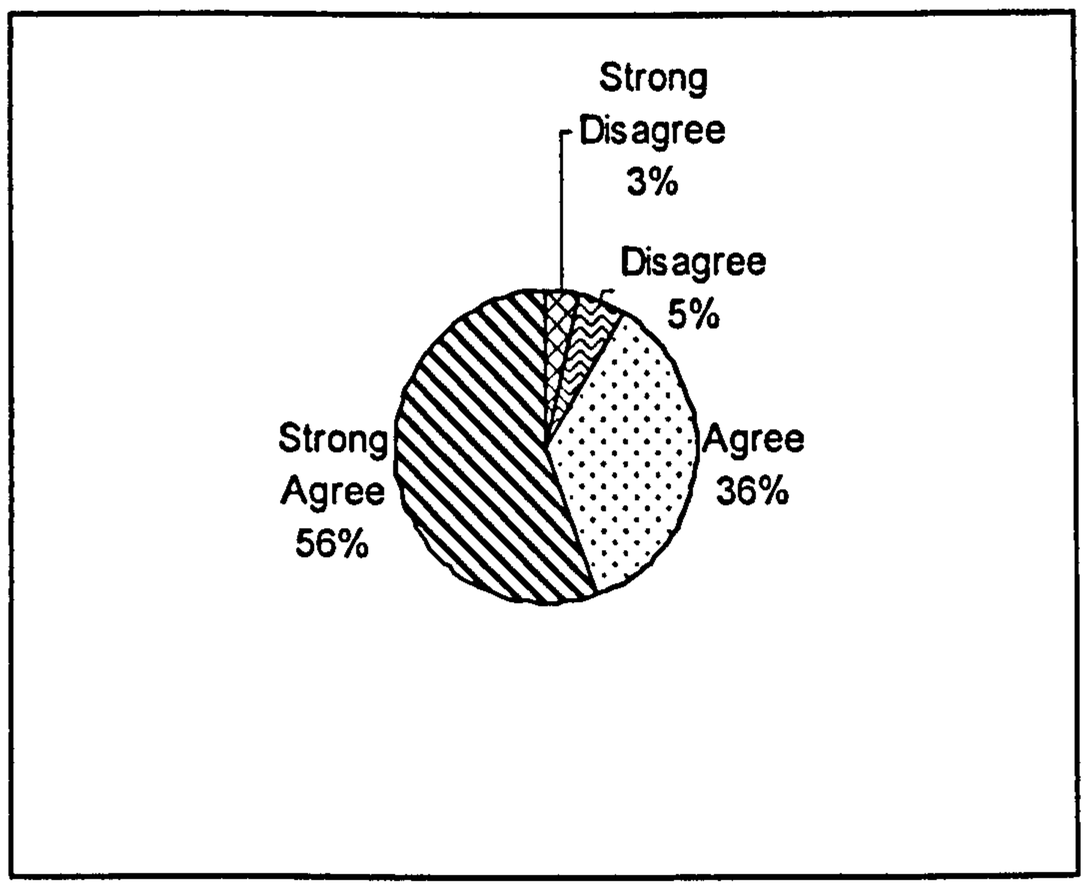


Fig. 6.18 The monitoring teachers are very cooperative

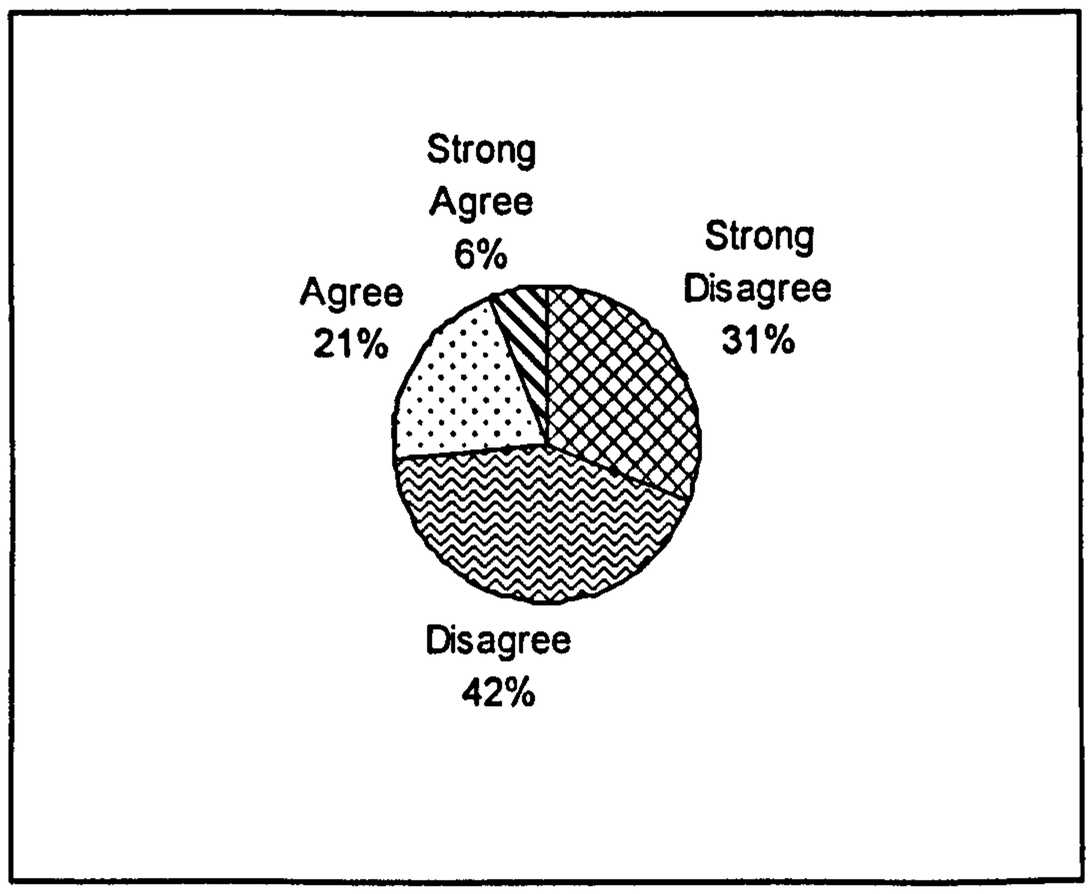


Fig. 6.19 The student teachers know how to seek advice from special education needs specialists

6.5.2 Supervisors

Table 6.15 presents the corresponding frequencies, mean response and STD values from the supervisors.

In their view, none of the 13 knowledge and understanding statements were considered to be of 'particular agreement' (all means less than 3.01).

Ten statements (means 2.1429 to 3.00) were adjudged by the supervisors as being of some agreement. In the middle of this group came 'the school practice and the university courses complement each other'. Figure 6.20 shows the proportion of responses as percentages.

Three knowledge and understanding statements were seen as being of 'relatively little agreement'. These are 'there are enough resources for you in the university', 'there are enough members of staff' and 'the monitoring teachers are very cooperative' (means 1.3571 to 1.9286).

It is clear that 'the monitoring teachers are very cooperative' appear to be considered the statement relatively least agreed upon. There was no "strong agreement" at all and only two recipients (14%) indicated a response of "agree" to this item. The proportion of frequency of responses as percentage of this item is shown in Figure 6.21.

Table 6.15 Supervisors rating on knowledge and understanding of the programme

Rank	Statement (item no.)	Strong Disagree	Disagree	Agree	Strong Agree	Mean	Std Deviation
1	The student teachers should be expected to teach to all grade level of education (13)	2	1	6	5	3	1.03775
2	The student teacher knows about how to create a positive learning environment (11)	0	3	10	1	2.8571	0.53452
3	The supervisors are very cooperative (3)	3	2	7	2	2.6429	0.92878
4	The educational courses build into a coherent whole course (9)	1	4	7	2	2.5	0.85485
5	The time devoted to teaching practice is enough (8)	3	4	5	2	2.4286	1.01635
6	The school practice and the university courses complement each other (10)	4	4	3	3	2.3571	1.15073
7	Clear guidance from university about the roles and responsibility of the monitoring teacher (6)	2	8	3	1	2.2143	0.80178
8	The advice given to the student teacher from all sources is the same (5)	1	10	3	0	2.1429	0.53452
9	The number of educational courses are sufficient (7)	2	9	2	1	2.1429	0.77033
10	The student teachers know how to seek advice from special education needs specialists (12)	2	9	2	1	2.1429	0.77033
11	There are enough resources for you in the university (4)	6	4	3	1	1.9286	0.99725
12	There are enough members of staff(1)	4	8	2	0	1.8571	0.66299
13	The monitoring teachers are very cooperative (2)	11	1	2	0	1.3571	0.74495

Green: of particular agreement Blue: of some agreement Red: of relatively little agreement

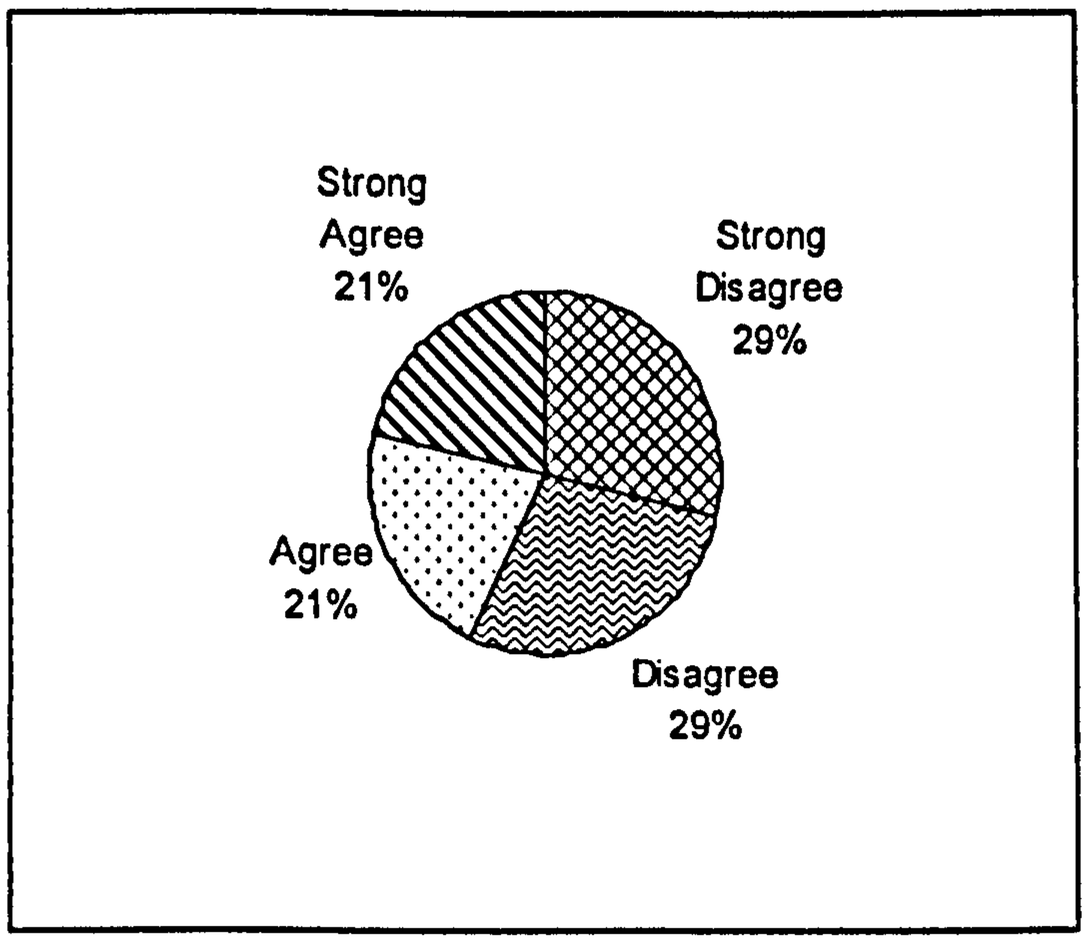


Fig. 6.20 The school practice and the university courses complement each other

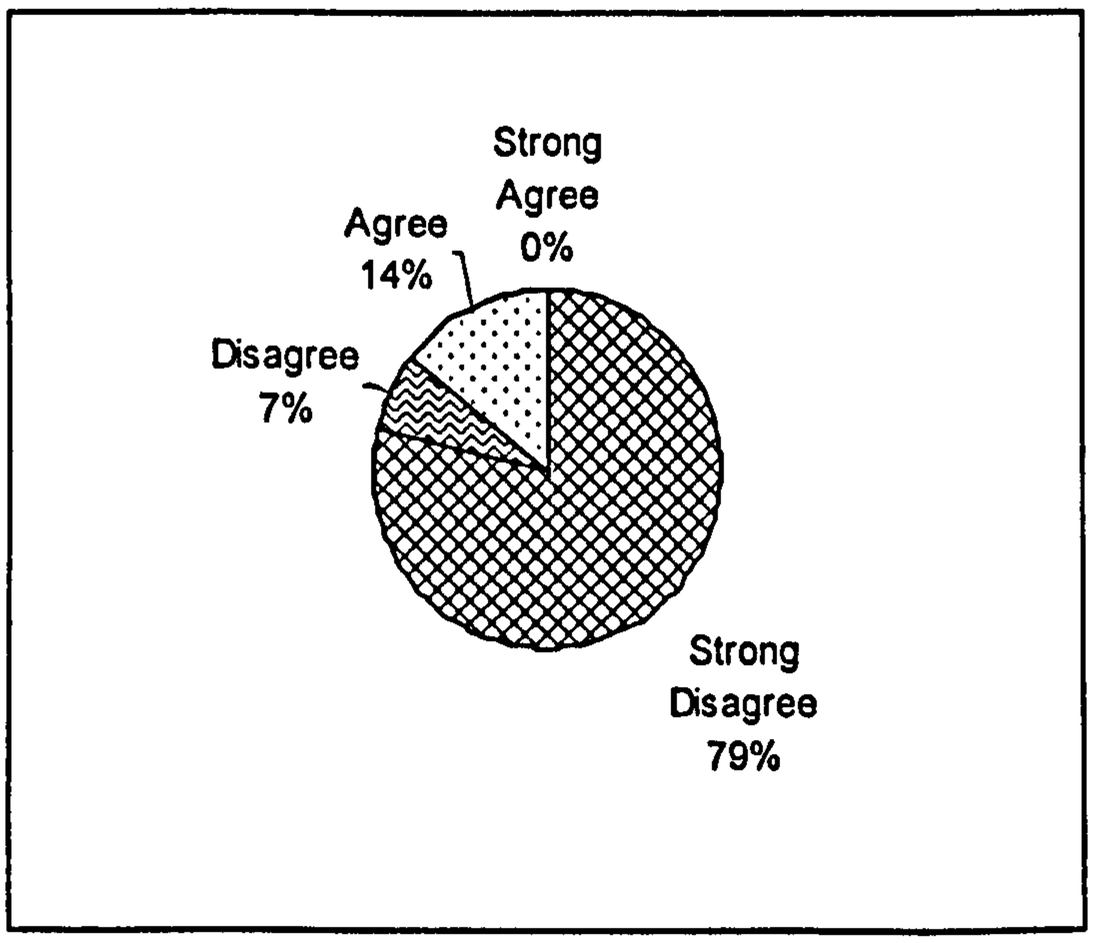


Fig. 6.21 The monitoring teachers are very cooperative

6.5.3 Monitoring Teachers

Table 6.16 sets out the monitoring teachers' data for each of the 13 items relating to knowledge and understanding.

As can be seen, the two top knowledge and understanding statements attracted means in excess of 3.01 suggesting that the statements 'the student teachers should be expected to teach to all grade level of education' and 'the supervisors are very cooperative' are 'of particular agreement' in view of the monitoring teachers. Twenty

eight respondents (90%) either "agree" or "strongly agree" that 'the student teachers should be expected to teach to all grade level of education' (Figure 6.22).

There were seven knowledge and understanding statements which the monitoring teachers saw as of some agreement (means of 2.0323 to 2.6129). 'The advice given to the student teacher from all sources is the same' came in the middle of this group and is shown in Figure 6.23.

Four statements were considered 'of relatively little agreement' (means of 1.4839 to 1.9677). These included 'the school practice and the university courses complement each other', 'there are enough members of staff', 'the monitoring teachers are very cooperative' and clear guidance from university about the roles and responsibility of the monitoring teacher'. The later statement is the least agreed item. Table 6.16 and Figure 6.24 show that no respondent strongly agreed with this item. Only two respondents (6%) agreed that 'clear guidance from university about the roles and responsibility of the monitoring teacher'.

Table 6.16 Monitoring teachers rating on knowledge and understanding of the programme

Rank	Statement (item no.)	Strong Disagree	Disagree	Agree	Strong Agree	Mean	Std Deviation
1	The student teachers should be expected to teach to all grade level of education (13)	0	3	14	14	3.3548	0.66073
2	The supervisors are very cooperative (3)	0	5	20	6	3.0323	0.60464
3	The student teacher knows about how to create a positive learning environment (11)	0	16	11	4	2.6129	0.71542
4	The number of educational courses are sufficient (7)	0	21	8	2	2.3871	0.61522
5	There are enough resources for you in the university (4)	3	19	9	1	2.2581	0.68155
6	The advice given to the student teacher from all sources is the same (5)	5	20	3	3	2.129	0.80589
7	The time devoted to teaching practice is enough (8)	4	20	6	1	2.1129	0.67042
8	The student teachers know how to seek advice from special education needs specialists (12)	4	22	3	2	2.0968	0.70023
9	The educational courses build into a coherent whole course (9)	6	20	3	2	2.0323	0.75206
10	The school practice and the university courses complement each other (10)	7	19	4	1	1.9677	0.70635
11	There are enough members of staff(1)	8	20	2	1	1.871	0.67042
12	The monitoring teachers are very cooperative (2)	18	11	1	1	1.5161	0.72438
13	Clear guidance from university about the roles and responsibility of the monitoring teacher (6)	18	11	2	0	1.4839	0.62562

Green: of particular agreement Blue: of some agreement Red: of relatively little agreement

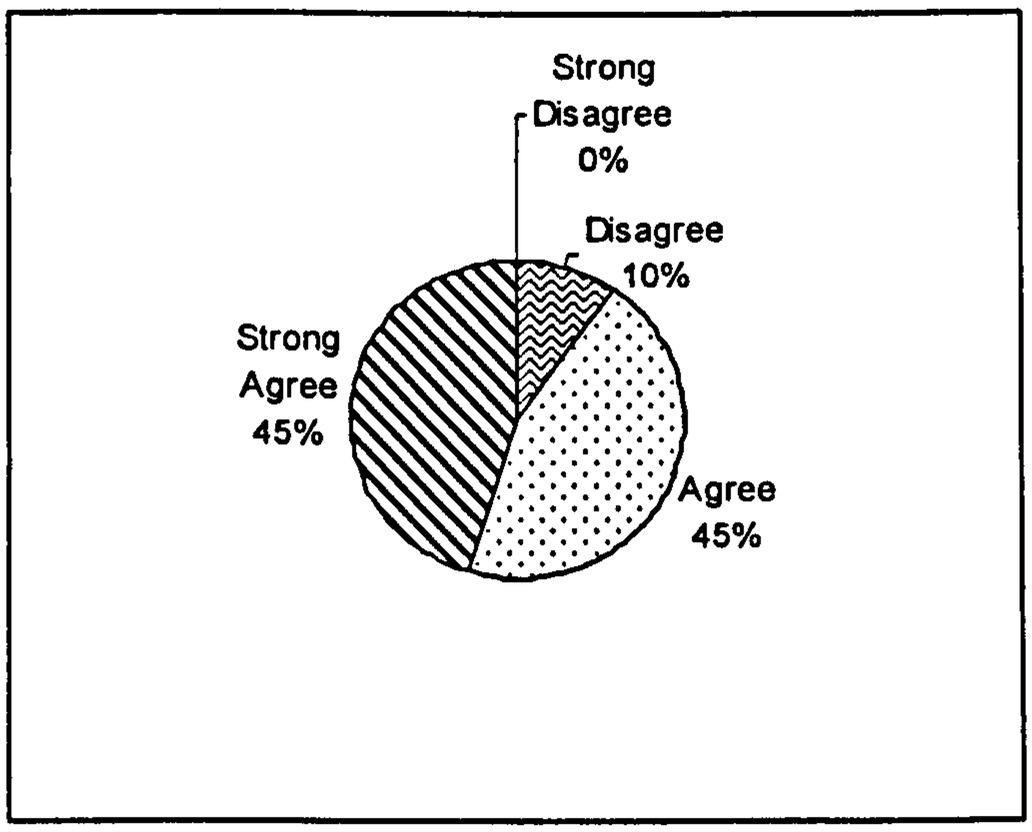


Fig. 6.22 The student teachers should be expected to teach to all grade level of education

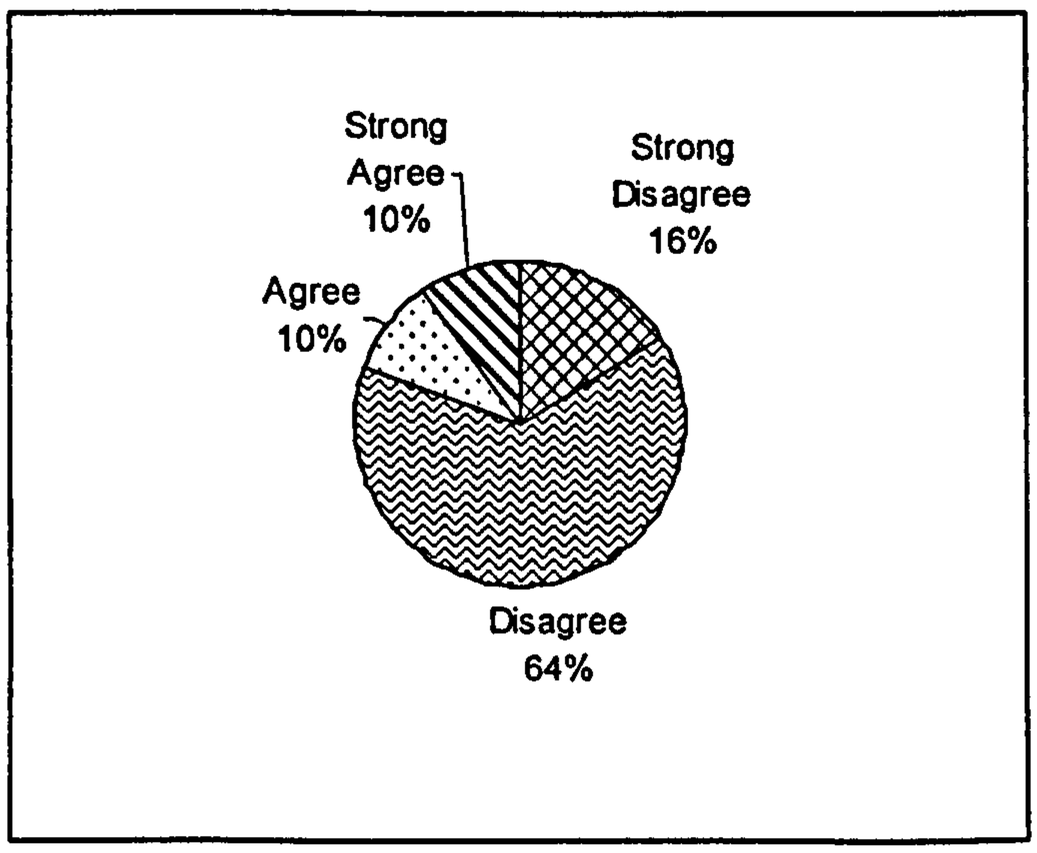


Fig. 6.23 The advice given to the student teacher from all sources is the same

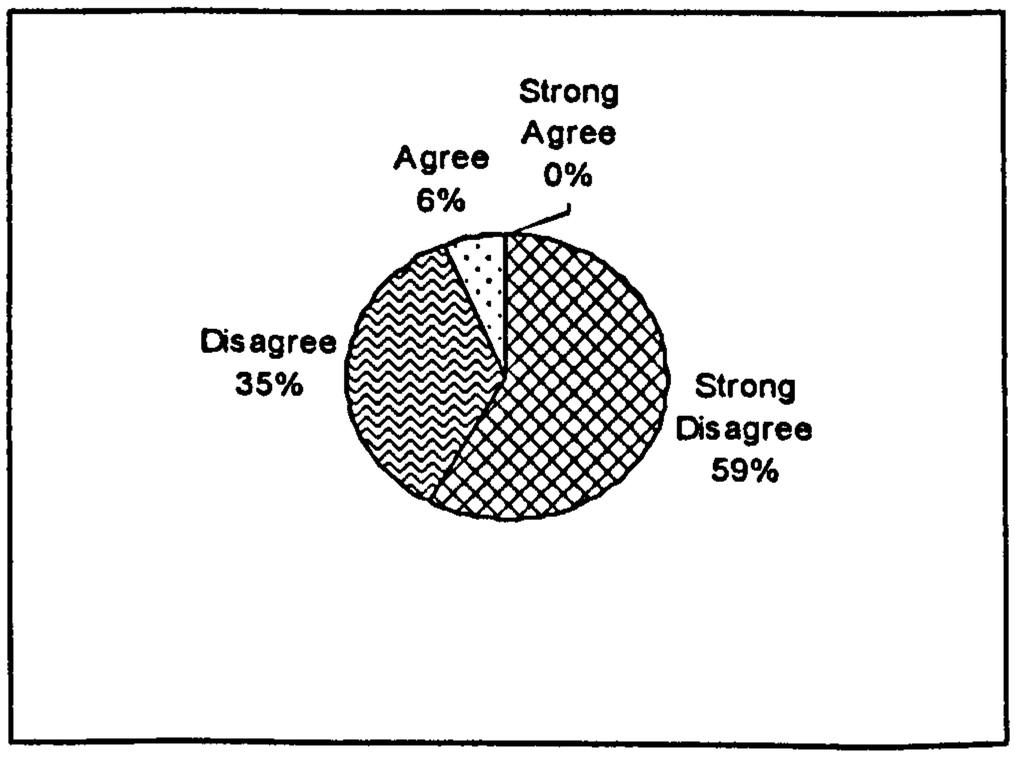


Fig. 6.24 Clear guidance from university about the roles and responsibility of the monitoring teacher

6.5.4 Overview of the ratings from the three groups

Having now considered, in turn, the degree of agreement attached by each of the three groups to the items relating to knowledge and understanding statements, it is useful to compare the differences in agreement attached to them by the three groups. Table 6.17 sets these out in ranked order of the mean response values for each group of respondents.

Table 6.17 Knowledge and understanding statements as rated by the three groups.

Rank	Student teachers N=117	Supervisors N=14	Monitoring teachers N=31
	Item Number		
1	2	13	13
2	8	11	3
3	7	3	11
4	11	9	7
5	4	8	4
6	3	10	5
7	6	6	8
8	1	5	12
9	9	7	9
10	13	12	10
11	10	4	1
12	5	1	2
13	12	2	6

Green: of particular agreement Blue: of some agreement Red: of relatively little agreement

As is immediately apparent, there were big differences in the opinions of the three groups with regard to how they agreed or disagreed on knowledge and understanding

statements. According to student teachers' view there were no 'relatively little agreement' ratings while ratings by supervisors did not include any 'particular agreement' ratings. The case was not the same with monitoring teachers' ratings which included all the three levels of agreement.

It is also interesting to note that while 'the monitoring teachers are very cooperative' (item number 2) came at the bottom of both supervisors and monitoring teachers' listings, this statement was rated as of particular agreement by the student teachers. On the other hand 'the student teachers should be expected to teach to all grade level of education' (item number 13) was ranked top by both supervisors and monitoring teachers while it was listed towards the bottom by student teachers. Similarly the statement regarding 'there are enough resources for you in the university' (item number 4) came in the middle of rankings by student teachers and monitoring teachers while it came in the lowest ranking by supervisors.

The knowledge and understanding statement relating to 'the student teacher knows about how to create a positive learning environment' (item number 11) was in the top 4 ranking of the three groups.

In general, agreements between student teachers and monitoring teachers were greater than that of any of them with supervisors. So the most important issues that had revealed which needs to be improved are:

- Relationship between supervisors and monitoring teacher;
- Coherence between theory courses itself, and from the other hand coherence between theory course and practical course (teaching practice course);
- Opportunity for student teacher to teach all grade levels;

To examine whether there were any statistically significant differences among student teachers, supervisors and monitoring teachers regarding the agreement they attached to these knowledge and understanding statements, the mean responses were t-tested.

Table 6.18 shows that 23 of the 39 comparisons produced no significant differences. Comparison of the mean agreement ratings between supervisors and monitoring teachers showed that on the most items (here 10/13) these did not reach significance. Of the 11 producing significant differences at $p < 0.001$, seven were between the student teachers and monitoring teachers: 'there are enough members of staff', 'the monitoring teachers are very cooperative', 'the supervisors are very cooperative', 'clear guidance from university about the roles and responsibility of the monitoring teacher', 'the number of educational courses are sufficient', 'the time devoted to teaching practice is enough' and 'the student teachers should be expected to teach to all grade level of education'.

On 5 items, the student teachers mean response values were higher than those of the monitoring teachers. The only difference significant at $p < 0.001$ between supervisors and monitoring teachers was on the item about 'clear guidance from university about the roles and responsibility of the monitoring teacher'. The three differences significant at $p < 0.001$ between student teachers and supervisors were on the items about 'the monitoring teachers are very cooperative', 'the number of educational courses are sufficient' and 'the time devoted to teaching practice is enough'. In all three items, the student teachers mean response values were higher than those of the monitoring teachers.

The three differences significant at $p < 0.01$ were between the student teachers and supervisors. These for the items 'there are enough members of staff'', 'there are enough

resources for you in the university' and 'the student teachers should be expected to teach to all grade level of education'. Two differences significant at $p < 0.05$ were found only between supervisors and monitoring teachers which were for the items 'the supervisors are very cooperative' and 'the educational courses build into a coherent whole course'.

Table 6.18 Comparison of the knowledge and understanding ratings by the three groups.

Teaching practice	1-Student teachers N=117		2-Supervisors N=14		3- Monitoring teachers N=31		Significance of t-test differences		
	M	SD	M	SD	M	SD	1-2	1-3	2-3
There are enough members of staff(1)	2.2821	0.6929	1.8571	0.66299	1.871	0.67042	**	***	ns
The monitoring teachers are very cooperative (2)	3.4359	0.74723	1.3571	0.74495	1.5161	0.72438	***	***	ns
The supervisors are very cooperative (3)	2.3504	0.83373	2.6429	0.92878	3.0323	0.60464	ns	***	*
There are enough resources for you in the university (4)	2.4359	0.7356	1.9286	0.99725	2.2581	0.68155	**	ns	ns
The advice given to the student teacher from all sources is the same (5)	2.1197	0.77862	2.1429	0.53452	2.129	0.80589	ns	ns	ns
Clear guidance from university about the roles and responsibility of the monitoring teacher (6)	2.3248	0.88891	2.2143	0.80178	1.4839	0.62562	ns	***	***
The number of educational courses are sufficient (7)	3.3077	0.62231	2.1429	0.77033	2.3871	0.61522	***	***	ns
The time devoted to teaching practice is enough (8)	3.3333	0.74278	2.4286	1.01635	2.1129	0.67042	***	***	ns
The educational courses build into a coherent whole course (9)	2.2821	0.92705	2.5	0.85485	2.0323	0.75206	ns	ns	*
The school practice and the university courses complement each other (10)	2.2051	0.8045	2.3571	1.15073	1.9677	0.70635	ns	ns	ns
The student teacher knows about how to create a positive learning environment (11)	2.5385	0.8763	2.8571	0.53452	2.6129	0.71542	ns	ns	ns
The student teachers know how to seek advice from special education needs specialists (12)	2.0171	0.87082	2.1429	0.77033	2.0968	0.70023	ns	ns	ns
The student teachers should be expected to teach to all grade level of education (13)	2.265	1.10167	3	1.03775	3.3548	0.66073	**	***	ns

ns = not significant *=p<0.05 **=p<0.01 ***=p<0.001

6.6 Summary of Questionnaires Findings

In an attempt to assess the practical education programme of King Faisal University, Saudi Arabia, student teachers, supervisors and monitoring teachers were involved in this study. Their opinions about teaching skills, teaching practice and knowledge and understanding as affected by the University programme is used for the purpose of improvement and development of the programme. Exploration of the perceptions of the three participant groups has revealed essential findings. The following will highlight the main findings focusing particularly on the categories teaching skills, teaching practice and knowledge and understanding.

6.6.1 Teaching Skills

The findings indicated that in the view of the three groups the University programme prepared students well to improve some of the teaching skills items, moderately prepared to improve most of the items and poorly prepared for a few. There was not much agreement in the opinion of the three groups concerning the teaching skill items investigated as affected by the programme. Competence in handling text books appropriately is the only item which was viewed by the three groups as an indication of an effective programme.

In the view of the supervisors and monitoring teachers the University programme was thought to prepare students well to improve competence in developing the learning objectives of the subject to be taught and competence in managing the timing of the lesson. However, in the opinion of student teachers the University programme was thought to prepare students only moderately to improve these two items.

Most of the agreements between the three groups in their judgement were when the programme was viewed as 'moderately' though ranking of the items was not similar in the opinion of the three groups.

Teaching skills items (including competence in differentiating scheme work to fit individuals with different abilities, competence in solving student problem in class and competence in using ICT available in school) were assessed as poorly improved by the University programme as seen by student teachers and monitoring teachers. These items were perceived as moderately improved by the University programme in the view of the supervisors and were ranked towards the bottom.

6.6.2 Teaching Practice

In this section, the main outcome of student teachers, supervisors and monitoring teachers' satisfaction about teaching practice items as influenced by the University education programme is outlined. The opinion of the three groups indicated that applying methods learned in methodology courses and dealing with the school administration in a correct manner were improved by the university programme but they thought that the relationship between the supervisor and student teacher is governed by assessment. The former two items were of some satisfaction and the third of little satisfaction in the view of the three groups.

Opportunity for the student teacher to develop their confidence as a teacher is considered as of relatively little satisfaction in the opinion of student teachers and supervisors as was the opportunity for the student teacher to attend school meetings. These views were shared by student teachers and monitoring teachers.

Three items were classified as 'of some satisfaction' as seen by the three groups: 'giving the supervisor adequate time to appropriately evaluate the student teachers', 'opportunity to participate in the whole school activities' and 'the supervisor visits enough time to give sufficient information'.

6.6.3 Knowledge and Understanding of the programme

It is clear from the findings related to the knowledge and understanding statements that both supervisors and monitoring teachers feel that the number of members of staff is not enough and the monitoring teachers are not co-operative enough with the student teachers from the monitoring teachers' views. However, student teachers strongly believe that monitoring teachers are very co-operative.

Supervisors think that there are not enough resources for them in the university but student teachers and monitoring teachers somewhat agree that resources are enough for them.

It is also apparent from the data obtained about knowledge and understanding that monitoring teachers expressed relatively little agreement that there is 'clear guidance from the university about the roles and responsibility of the monitoring teacher' and 'the school practice and the university courses complement each other' but student teachers and supervisors showed some agreement about both items.

None of the 13 knowledge and understanding statements scored a mean of 2 or less to indicate relatively little agreement in student teachers' perceptions. In other words, student teachers expressed some or particular agreement with all the knowledge and understanding statements.

'The advice given to the student teachers from all sources is the same', 'the educational courses build into a coherent whole course', 'the student teacher knows about how to create a positive learning environment' and 'the student teachers know how to seek advice from special education needs specialists' gained some agreement by the three groups.

Supervisors did not strongly agree with any of the knowledge and understanding statements but 'student teachers feel that the monitoring teachers are very cooperative', 'the number of educational courses is sufficient' and 'the time devoted to teaching practice is enough' are of particular agreement. On the monitoring teachers' perception the supervisors are very cooperative and the student teachers should be expected to teach to all grade level of education is of particular agreement.

6.6.4 Conclusion

On the basis of the data produced, the overall impression according to the responses can be discussed in terms of two aspects: the general view of all the participants and the differences in perception between the different groups. In general it was thought by the three groups that the teachers' preparation programme did not prepare students very well to improve most of the teaching skills addressed – there were in total fourteen in the 'very well' category; most of the responses came in the 'moderate' category with nine in the 'poorly prepared' category. There were in total eleven 'very satisfactory' comments on the teaching practice and just five with regard to the knowledge and understanding items. This suggests in general terms that the participants view most aspects of the course as 'satisfactory' but little more, and they see some aspects of the course as 'unsatisfactory'.

It seems that the programme needs to concentrate more on some aspects and make sure that subjects are related, to have a full and clear picture of the nature and objectives of the whole teachers' preparation programme.

From the responses it can be concluded that the university programme needs to be developed more in the teaching practice area followed by those aspects of the course which come in the category 'knowledge and understanding' and then teaching skills. It was clear from the responses that 'dealing with ICT' (this was rated low by all groups) is an area in need of attention. Also competence in differentiating schemes of work was rated low by all three groups of respondents.

On teaching practice the students felt strongly that 'the relationship between supervisor and student teacher is governed by assessment' but the view was not shared by the supervisors themselves. Students felt there was insufficient opportunity to attend school meetings and communicate with parents, a view which the monitoring teachers supported. The responses to the knowledge and understanding statements were revealing. Neither the student teachers nor monitoring teachers responded very positively to the statement that 'the school practice and the course complement each other'. Also of particular interest was that the monitoring teachers themselves, in response to the question 'the monitoring teachers are very cooperative' responded very negatively. This was something that needed to be probed further in the interviews but it seemed that the teachers were not satisfied with some aspects of their role. The students felt that that the advice they receive from different sources is not consistent and the monitoring teachers felt strongly that there was not clear guidance about their roles and responsibilities. The following issues emerged from the data:

- Close, frequent contact and collaborative working between the university and schools are required;
- There is more to be done in the areas of evaluation and assessment of pupils' understanding, performance and achievement, general teaching skills specific to the dealing with individual differences, classroom management, non teaching activities such as parent and staff meeting. The relationship between supervisors and their student teachers need to be improved.

Another interesting aspect of the data was the relationship between the views of the groups of respondents, particularly the supervisors and monitoring teachers. It would be unreasonable to expect precise agreement on all aspects of the course but some of the differences in views was striking. For example, whereas most of the supervisors strongly agreed with the statement that there is on teaching practice 'opportunity for the student to develop their confidence as a teacher', many of the monitoring teachers disagreed.

So in order to improve teachers' preparation and support for student teachers, more consistency and coordination are needed. The requirement to establish stronger relationships or a stronger partnership would seem to be needed across university and schools, to face and to help solve some of the difficulties or weakness identified. However, we must take into account, as emphasised previously, that any changes in any aspects of society including education must take account of the cultural context and respect. the religious beliefs within the society In fact, even if the change is of a minor nature it may open the horizon to another step, as according to the wise saying, "the road of thousand mile starts with one step".

So without doubt the establishment of a closer partnership is a change that needs to be considered (taking into account the specific context) as a means of improving the teacher preparation programme. The implications of these findings will be addressed later in the thesis after reporting on the interview data.

Chapter Seven

Analysis of Interviews

Chapter Seven

Analysis of Interviews

7.1 Introduction

The data in this section was obtained by means of interviews. Six supervisors, eight monitoring teachers (all graduated from KFU) and twelve student teachers (who were at the final year of KFU) were involved in this interview. The interviews aimed at gathering data complementary to those obtained by questionnaires. The first part of this section contains general personal information from the participants. The second part contains responses to different interview questions.

The quotations were selected as useful to use as illustration, to expand and explain the ideas and themes identified. As mentioned in the methodology chapter, the interviews were not audio taped but were recorded by hand (Appendix 13) so it was hard in some cases to follow and to have long quotations and capture the exact words spoken by the respondents. The researcher tried her best to write in note form what was told as much as possible to gain the whole of the ideas and concepts.

The interviews were conducted in Arabic and the responses were translated into English for reporting in the thesis. Translation is not always straightforward. The quotations therefore are given in Arabic as well as English to allow readers who understand Arabic to see the original response.

7.2 Personal Data

7.2.1 Supervisors

Four of the supervisors held PhDs in education and the remaining two held recent Bachelor of Education degrees. According to their length of being supervisors, two out of six had been supervisors for more than six years, while the rest had been supervisors between 1 to 3 years. Regarding the number of subjects, two supervisors had five subjects to teach, another two had three subjects to teach and the rest had two subjects to teach. Each supervisor was supervising less than fifteen student teachers.

7.2.2 The monitoring teachers

All of the eight monitoring teachers held a Bachelor of Education degree. The majority of the interviewees had more than six years teaching experience; only one was in her first year of experience while the others had between 6 to 21 years of experience.

Regarding the number of subjects they were teaching, four monitoring teachers were teaching two subjects to a number of pupils ranging between 200-300 pupils, two with one subject to teach to a number of pupils ranging between 200-300 pupils and another two were teaching five subjects to a number of pupils ranging between 100 or less.

Concerning the number of student teachers being monitored, one, three and four monitoring teachers were monitoring five, three and six student teachers respectively.

7.2.3 Student Teachers

Out of the twelve student teachers only one interviewee was enrolled in 1998, three in 2000 and the rest enrolled in 2001.

Regarding length of time studying at university, eight, three and one students were studying from 4 to 4.5, 5 to 5.5 and 6 to 7 years respectively.

As far as the number of credit hours with teaching practice, (to remind the reader as explained in the analysis of the questionnaires chapter, teaching practice accounted for eight hours just in the registration form but it is actually full five school days teaching practice) two, five and five students were taking 8+0 (0 is refer to credit hours which are registered with teaching practice), 8+4 or less and 8+6 or more credit hours respectively. Half of the student teachers were placed in primary schools, two in intermediate schools and four in secondary schools.

7.3 Responses to interview questions

The following paragraphs will present summaries of the responses from the university supervisors, monitoring teachers and student teachers to the interview questions.

7.3.1 Supervisors' responses

1- ***What challenges do student teachers face when they practice in the school?***

In the opinion of supervisors, challenges which face the student teachers during the practice in school include challenges related to the school, the head-teacher, the university and challenges related to the inadequacies of the student teachers themselves.

An example of challenges in the school that was mentioned by three of the interviewees is the lack of respect by pupils. This may be because student teachers have no role in pupils' assessment and are not perceived in the same way as the classroom teacher.

Another example seen by the majority of the interviewees was about coping with the school environment. Many student teachers find it difficult to cope with the new environment which is not similar to that of the universities from where they come. As one supervisor said:

"الوضع الآن تغير على الطالبات المتدربات من حيث المسؤوليات أكثر و جو المدرسة يختلف عن ما تعودوا عليه في الكلية. مواجهة الوضع بصفه عامه صعب عليهم و الانتقال من طالبة إلى مدرسة صعب ".

"The situation is different now regarding their responsibilities, which are increased, the environment of school is different from what they were used to at the college. In general the confrontation and the conversion from student to teacher are really hard on them".

To some, the physical accommodation offered to the students was an issue. One of the supervisors noticed that the student teachers had been separated from the teachers' room to another room which led to a lack of incorporation, confidence and guidance.

An example of the challenges associated with the school head-teachers observed by four of the supervisors include the poor arrangement of teaching hours for student teachers, not allowing student teachers to attend to the excellent expert school teacher in order to gain experience in teaching methods and in dealing with the pupils in certain situations in the proper way. This affects their training and hence their performance in the future. The following example is relevant:

"كنت اشرف على أحدى طالباتي هي تقوم بشرح احد المواضيع, خلال الشرح كانت تطلب من الطالبات المشاركة معها. كانت من بين الطالبات طالبة نشيطة و ذكيه وكانت تقاطع الطالبة المتدربة بالإجابة عن الأسئلة قبل انتهائها من إلقاء السؤال. ظهر الضيق على وجهة الطالبة المتدربة حيث كانت ترمق الطالب بنظرات و آهات قوية, لكن

الطالبة لم تعير ذلك أي اهتمام استمرت في طريقتها في المشاركة, مما جعل الطالبة المتدربة أن تنفجر بالصراخ في وجهة الطالبة التي صدمت بتصرف الطالبة المتدربة "

"I was in classroom with the student teacher who was teaching; during her teaching she asked the pupils to participate with her. One of the pupils was very active and clever to such an extent that pupil interrupted the student teacher while she was asking the question and gave the answer before the student teacher had finished the question That bothered the student teacher who gave a strong sigh and look to that pupil. But the pupil did not understand that so she continued. Finally the student teacher exploded and shouted at her. The pupil was very shocked and cried". Perhaps if this student teacher had observed an expert and experienced teacher before she started teaching, this would benefit her in such a situation.

Another challenge mentioned by three supervisors was about bothering student teachers by responsibilities which they saw as having nothing to do with their training: tasks such as stamping exams answer sheets, supervising pupils' movement at the end of school day and taking attendances notes. In addition to that, two of the respondents stressed the negative effect of insufficient number of intended class hours, which was between two to three hours a week, given to the student teachers.

One of the supervisors cited that:

"إدارة المدرسة تجعل الطالبات المتدربات ينشغلون بالأعمال الإدارية بدلا من التدريب على التدريس, مثال على ذلك أخذ الحضور و الغياب و الإشراف على طالبات المدرسة في وقت الفسحة".

"the school administration lets the student teacher keep busy with administration work rather than teaching, for example, taking attendance notes and supervising the pupils at break time".

University challenges viewed by supervisors were about the poor preparation provided by educational courses, supervision problems and the weakness of student teachers themselves. They thought that the courses were inadequate as a preparation for teaching, theoretical and only few credit hours which are not enough for a modern teaching methods module. In addition, they thought student teachers have no practical experience before putting them directly in real situations which may affect their confidence. An extract from the supervisors' interview to illustrate these above points is as follows:

"الطالبات المتدربات لا يشعرون بالثقة في قدراتهم لأنهم لا يحسون أنهم على قاعدة صلبة و معقولة من المعلومات ليقفوا عليها في بدايات التدريس".

" The student teachers do not have confidence in their abilities because they do not feel that they have a solid and reasonable ground of information to stand on".

"ينبغي علينا أن نستخدم التعليم المصغر في الكلية, و المشاهدة في المدارس, و كذلك استخدام أفلام الفيديو قبل الانخراط في التدريس مباشرة".

"we should use and apply the micro-teaching in college, observation at schools, and the benefit of watching educational videos before commencing teaching at schools".

"لابد أن يكون هناك موازنة بين الجانب النظري و العملي. لأن لو قارنا بينهم نجد أن العملي بالنسبة للنظري يعتبر الثمن".

"There must be a balance between the theory and practice courses, as if we compare between them we see how large a difference there is between them regarding the duration, as the practice is considered eighth of the theory".

It seems in the opinion of most of supervisors, that the sequence of courses is inappropriate. Some of the subjects like teaching aids, which is taught in the first year of the university, are studied too early whereas others like teaching methods, which is taught in the final year or at the same semester of the teaching practice course, is too late, hence, reducing the time devoted to it to four hours for some student teachers.

Some quotations follow from the supervisors' interviews:

" ينبغي إعادة بناء و إعادة تسلسل لبعض مواد المدرسة".

"The courses need to be reconstructed and re-sequenced for some subjects".

"لابد من زيادة فترة التدريب لإعطاء الطالبات المتدربات فرص أكثر للانخراط في عدة خبرات داخل المدرسة.لأن أثناعشر أسبوع تعتبر غير كافية لصقل مهارات و قدرات الطالبات المتدربات".

"Must increase the period of practice to give the student teachers opportunities to go through many experiences within school. Also twelve weeks are not enough to cultivate the skills and abilities of the student teachers".

The majority of supervisors mentioned that evaluation sheets used to assess the students' progress are not comprehensive and there are big differences between the follow up sheets and the final evaluation sheets.(see appendixes 4, 5 and 6).

"أريد أن أمزق أوراق المتابعة و التقييم لأنهم يحيرونني".

"I want to tear up the evaluation and follow up sheets - they confused me".

"أنا أعتقد أننا سخفاء باستخدام هذه الأوراق. أنا أتكلم عن نفسي أقوم باستخدام هذه الأوراق لكن أكتب في أسفل الورقة الكثير من الملاحظات الغير موجودة فيها".

"I think we are naïve to follow those sheets, speaking of my self, I used these sheets but I wrote many comments at the bottom of the sheets which they do not include in them".

One serious challenge is that concerning the supervisors themselves. One supervisor pointed out that there are not enough qualified supervisors. Some of them are newly graduated from universities with little or no experience and some of them even have no educational qualifications yet they guide student teachers. Supervisors may not be from the same field as the student teachers probably because of the shortage of specialized supervisors. As the coordinator of the teaching practice programme cited,

"المشرفين لابد أن يكونوا من نفس تخصص طالباتها اللاتي تشرف عليهن, ولكن بسبب قلة ذلك أضطر رنا لجعل المشرفات يشرفن على طالبات من غير التخصص".

"The supervisors must be from the same field but because of the shortage of specialists' we are obliged to do so".

"أحدى المشرفات قالت لي باسلوب مضحك أنا محرجة السنة الماضية كنت طالبة متدربة واليوم أنا مشرفة.بصراحة أنا لا أشعر أني مستعدة أو مؤهلة لهذا الواجب"

One of the supervisors said that "frankly I am embarrassed, last year I was student teacher and today I am supervisor. I do not feel that I am ready or qualified to do so".

"أنا أقوم بالإشراف على طالبات كانوا صديقاتي السنة الماضية".

" I supervised student teachers who some of them were with me or my friends last year".

Five other supervisors found that there is conflicting advice given to the student teachers from supervisors and monitoring teachers which confuses them. One cited a student saying

"عند حضور مشرفتي أتبع نصائحها, بينما عند حضور المعلمة المتعاونة تعطيني توجيهات مختلفة و معقدة ولكن يجب علي أن أتبعها".

"when my supervisor attends my class I follow her advice but when the monitoring teacher gets into my class she gives different advice and it is sometimes complicated but I have to follow it"

In some cases, supervisors do not have enough time to give to the student teachers in and after the class because of other work loads. One supervisor illustrated this as follows:

"بعض الطالبات المتدربات لا ينسجمون بسرعة مع جو الفصل لذلك يجب على المشرفة أن تظل حتى نهاية الحصة حتى تتمكن من مشاهدة جميع مظاهر الدرس و الحكم على قدرة الطالبة المتدربة في تطبيق ما درسته في الجامعة, لأن كما تعرفين أن الدراسة أغلبها نظرية و نحن عندنا الكثير من المسؤوليات".

"Some of the student teachers did not get along with the class straight away so the supervisor should stay the whole time to see all the aspects of the lesson and judge the student teacher ability in putting what she had been studying in university into practice, because as you know the educational courses are mostly theoretical and we have as you know a lot of other responsibilities".

من خبرتي العملية, واحدة من صديقات العمل نصحتني عندما شكوت لها كثرة عدد الطالبات المتدربات. قالت لي "إذا أردت أن تغطي أكبر عدد من الطالبات المتدربات في اليوم الواحد, قومي بالحضور لمدة عشر دقائق لكل طالبة متدربة".

From my experience, I have advised from work friend when I complained about the load of student teachers she said that

"If you would like to cover the large number of student teacher in one day you have to attend just ten minutes for each student teacher".

Choosing the supervisor is another challenge mentioned by three supervisors. Student teachers are not given the chance to use their right to choose their supervisors. If for any reason they are not compatible to each other then the student teacher will benefit very little from her supervisor

"الطالبات المتدربات يريدون الحق في اختيار المشرفة, و أعتقد أن ذلك من حقهم لأنهم كيف سيتعاملون مع شخص غير مرتاحين معه".

"They need to have a choice to choose the supervisors, and I think that is their right, because how they deal with some one who they are not comfortable with".

The final university challenge observed was about the weakness of student teachers themselves. This is clear from some signs of lack of confidence such as low voice, poor management of classroom and also poor lesson plan preparation

"نحن نلاحظ ذلك من صوتهم المنخفض النبرة في بعض المواقف عندما يكونون غير متأكدين من شيئ ما, كذلك من ضعف إدارة الفصل ومن أعدادهم لخطة ا لدرس في دفتر التحضير".

"we notice that from their lowering their voice in some cases when they are not sure about something, from their weakening management for the classroom and from their preparing lessons' plan in their notebook".

2- What were the challenges that faced you when you were a student teacher? Are they still there?

In answering this question, it was found that there were two main challenges. One challenge was related to educational preparation and the other was about supervision. The educational preparation challenges were mainly because of the use of traditional methods, which affected their preparation in using a variety of teaching methods, poor classroom management, dealing with pupils especially those of intermediate grade level and young children in primary school.

Most of them expressed the view that

"نحن نستخدم الطريقة التقليدية للتدريس و هي المدرس يلقي و الطالب يستمع".

" We used the old way of teaching which is the teacher speaks and the pupils listen".

Also one of them said

"نحن لا نحتاج أن ندرس الإدارة الصفية لأن في النهاية نستخدم قوتنا كمدرسين".

" I do not think we need to study classroom management because at the end we used our power as teachers".

عندما كنت أتحدث مع مجموعة من طالباتي فسألتهم ماذا تفعلون مع الطالب الكثير الحركة؟ فأعطوني إجابات كثيرة. فكنت أقول لهم في كل مرة, إذا لم ينفع ذلك ماذا ستفعلون؟ في النهاية كانت إجابة الأغلبية الضرب".

"When *I was talking with my student teachers about solutions of dealing with very active pupils, they gave me scatter answers most of them said at the end we will beat them"*

Supervision challenges were seen as being due to lack of guidance and less attendance at their classes as indicated by five of the supervisors

"من الصعب أن أجد مشرفتي و الحصول على نقاش معها بخصوص تدريسي".

"It was hard to find my supervisor and to have a conversation about my teaching".

"شعرت وكأن لا أحد موجود عندما أريد الاستشارة و النصيحة لأن مشرفتي دائما مشغولة".

"I felt that there is nobody when I need advice or have problems - my supervisor is always busy".

Many of the interviewees described their supervisors (when they were student teachers) as concentrating on assessment rather than improving their progress. One of the interviewees said that in a funny way expressing her feeling:

"كانت المشرفة تجلس في أخر الفصل و تمسك أوراق المتابعة و تنظر لي بدون أي ابتسامة أو علاوة رضى على وجهه. فجأة تبدأ في الكتابة و بين فترة و أخرى تنظر لي و تعود للكتابة و كنت أحس أني متوترة جدا".

" she was sitting at the back of the classroom holding a follow up sheet and looking at me without any smile on her face or sign of satisfaction. Suddenly she starts to write comments and look at me again and write and so on. So I felt very nervous". One supervisor pointed out all the challenges that face student teachers reported in the previous question except the adequacy of the number of teaching hours.

3- ***Do you think the educational theory courses covered all the aspects which the student needs in order to be prepared as a future teacher?***

Most of the supervisors indicated that the educational courses did not cover all the aspects that student teachers need to be prepared for as a future teacher as mentioned in the following statements:

"وجهة نظري هي الجانب التعليمي نظري و ما يحتاجه الطالبة المتدربة هو أن متعرفة على منطق محددة في التطبيق حتى تكون مؤهلة و تتجنب مواقف غير متوقعة".

"In my point of view the educational courses are very theoretical in aspects, what our student teachers need is to get acquainted with certain areas in practice to be qualified and avoid any unexpected condition."

Another one pointed out that

" الكمال صعب الحصول ولكن الجانب التعليمي تقريبا قد غطى معظم المظاهر التي تحتاج اإليها الطالبة المتدربة".

"Perfection can never be attained, however, the educational courses quietly cover most of the aspects that student teacher need."

Criticizing the educational theory courses, one supervisor angrily stated that

"الجانب النظري يعتبر مبتور, أعني أنهم لا يزالون يدرسون للطالبات بطريقة مختصرة وليست مفصلة و متعمقة. كذلك ينبغ أن يدرسون بطريقة متسلسلة و مترابطة حتى تكون الصورة واضحة عن مجمل العملية التعليمية".

"The educational theory courses are much amputated; I mean they are still taught to the student in brief form not in a detailed and profound way. Also they need to be presented in a hierarchical and integrated way to have a clear understandable picture of the whole educational process."

Another supervisor had this short answer which says

"نحتاج إلى إعادة بناء البرنامج النظري حتى ينسجم و يتماشى مع تطور العمليات التعليمية".

"We need reconstruction of our educational theory courses to correspond with the development of the educational process."

In contrast, two of the supervisors considered that the educational theory courses are quite good in their coverage of the aspects that student teachers need apart from the way it is presented to students. Some subjects are taught by males which means that

there will not be full interaction because both the teacher educator and students will interact through media such as television. Also the timing of the subject presentation affects the benefit of it. In other words, some subjects such as teaching aids are studied too early, whereas some as teaching methods are too late. For example, as mentioned previously, teaching methods are taught at the final semester with teaching practice. So as a result the students do not have adequate time to practise teaching methods at college by making use of micro-teaching or conducting observations. (See the comparison graph appendix 7).

4- ***Do you think the teaching practice course has covered all the aspects which student teachers face within the school environment?***

In general there was unanimity among the supervisors that the teaching practice does not cover all the student teachers' needs. The following statements were recorded in response to this question:

"لا أعتقد أن البرنامج العملي قد غطى كل المظاهر التي تحتاج لها الطالبة المتدربة والتي ستواجهها في البيئة المدرسية لأن الطالبة المتدربة كما ذكر سبقا جاءت للمدرسة بخلفية نظرية محدودة عن الطرق العامة للتدريس وأعداد خطة الدرس و بدون تطبيق ذلك مسبقا عن طريق التعليم المصغر, صقل المهارات عن طريق ابتكار حل جماعي للمشكلات بالاستخدام الفعال للتكنولوجيا. و معرفة أهمية التعلم المستمر لمواجهة أي مشكلة".

"I don't think that the teaching practice course has covered all the aspects that student teachers will face in the school environment. The student teachers, as mentioned before, come to the school with only certain limited theoretical background about general methods and the department lesson plans and methodology. Without applying such courses into actual micro-teaching and specific skills such as solving problems creatively in teams, using technology effectively, and valuing life-long learning they are not always able to face problems that arise."

" بما أن الجانب النظري للبرنامج غير فعال فكيف سيكون الجانب العملي فعال؟ كلا الجانبين مرتبط بالأخر بقوة".

"If the educational theory courses are not sufficient how come the teaching practice is going to be sufficient? These two parts are sticking together very tightly." (See comparison graph appendix 8)

5- ***What information, in your opinion, do you think the student teachers need about school and pupils?***

Information the student teachers need regarding the schools, in the view of the supervisors include the nature of the school's work, school activities, dealing with the school administration and dealing with the monitoring teachers of the school.

While information the student teachers need regarding the pupils can include pupils' development, pupils' problems, pupils' skills and pupils' background.

Other miscellaneous information expressed by two of the supervisors were classroom management, preparing lesson plans and creating objectives from the lesson, constructing tests and thinking critically.

6- ***Do you think all student teachers should be enrolled in the teaching practice programme? If the answer is (no) what do you think the substitute field that should be available?***

Before I present the response it may be helpful to remind the reader that all students at Education College are compulsorily enrolled in the teaching practice course in the final semester.

Four of six supervisors expressed the view that not all student teachers should enroll in the teaching practice programme. They explained that in order to be a student teacher they need to meet other characteristics important in the education process, these are the teachers' beliefs about education, their relationships with pupils, parents and colleagues, their sense of humor, their level of vocation, their work ethic, their general motivation and willingness to be involved in extracurricular activities, their personality, and ability to engender enthusiasm, etc. All these characteristics are more easily "caught" than "taught" if the aptitude of teaching is existent. Also the main purpose of teaching practice should be to promote the efficiency of the students, who have the tendency to be teachers in their future, and to qualify them practically to be able to assume their responsibilities in teaching in way that will promote the level of education.

The following quotations reflect some of their views:

"إذا أدخلنا جميع الطالبات في التربية العملية فهذا يعني من وجهة نظر تربوية أننا لا نعطي أهمية للاحتياجات و القدرات المختلفة بينهم".

"If we enroll all students in teaching practice, this means, from an educational point of view, we don't consider their different needs and different abilities."

"أنخراط جميع الطالبات في التربية العملية ليس بصحيح".

"To enroll all students in teaching practice is not a sound thing."

"إذا قلت نعم كل الطالبات يجب أن يسجلوا في التربية العملية فهذا يعني أني أهملت الفرو قات الفردية بينهم".

"If I said yes all students must enroll in teaching practice, this means I ignore individual differences."

"من ناحية ما أعتقد و أؤمن به لا , ولكن من ناحية السياسة المتبعة نعم".

"From what I believe my answer will be no - from the policy we work on yes."

Those who suggested not enrolling all the students in teaching practice share similar ideas as follow:

"إذا كانت الطالبة لا ترغب في أن تكون مدرسة فلماذا نضيع الوقت و الجهد في شي الطالبة غير مهتمة به مما له الأثر السلبي على أداءها ".

"If the student doesn't want to be a teacher, so why do we waste our time and effort on something that the student may not be interested in, which will affect her performance in a negative way."

"..هذا له الكثير من المساوئ على أداءها ومدى فعاليته وف النهاية على طالبت المدرسة".

"....that will have lots of disadvantages on their performance and effectiveness and in the end on our pupils."

"لن يكون هناك أي إبداع أو تجديد لدى الطالبة المتدربة لأننا أرغمناها في الالتحاق بالتربية العملية".

"....there will not be any innovation or creation in their achievement as we force them to get in."

However, two supervisors felt strongly that the students should enroll in the teaching practice since they see it as an essential element to improve and polish their skills and abilities whether they want to be a teacher or not. They have stated their reason in the following way:

"التربية العملية تتضمن العديد من الحسنات بغض النظر رغبت الطالب في الالتحاق أم لم ترغب. فالتربية العملية تتضمن العلاقات مع الأخرين و أعمال كثيرة في البيئة المدرسية".

"Teaching practice brings many advantages irrespective of whether the student wants to be a teacher or not. It includes relations with others, communication and lots of work in the school environment."

Alternatives such as computing, administration including law and banking and translation can be of value as a substitute for those who do not want to teach.. Certificates showing these fields could also be given to students who graduate from educational colleges but will not work as teachers as they have not studied teaching practice. (See comparison graph appendix 9).

7- Do you meet the monitoring teacher at the beginning of the teaching practice to make arrangements to carry out the programme efficiently?

Five out of six supervisors responded to this question positively said "yes", but most of them indicated that their meeting was only at the beginning of the semester of teaching practice because the burden of teaching for both supervisors and the monitoring teachers made it difficult for them to set up frequent meetings. Regarding the number of meetings they mentioned only one or two per semester. The reason for that was pointed out previously. One supervisor said she did not meet the monitoring teachers because they are not keen to, the reason for that was

"هم يشعرون أن ذلك يقلل من شانهم ومن خبرتهم. كذلك بما أني لا أحتاجهم إلا في ملاحظة طالباتي و إرشادهم عند عدم وجودي في المدرسة و أنا سوف أوجههم بطريقتي".

"They feel that meeting will degrade their experience and prestige. Also since I don't need them, I just want them to watch and advise the student teachers while I am not available and I direct the student teacher in my way."

One of them confirmed her regular meeting with the monitoring teachers; putting their plans together and agreed to do their best to help the student teachers to improve for the better. Here is the quotation from her answer:

"من وجهت نظري, كل مشرفة لابد أن تقابل المعلمة المتعاونة في بداية التربية العملية لعمل الرتيبات اللازمة من أجل أنجاح البرنامج بشكل فعال. وذلك من أجل الطالبات المتدربات, و تلميذات المدرسة والمدرسة بصف عامة وذلك لتشجيع المعلمة المتعاونة على متابعة الطالبات المتدربات و وضع خطة لهذا اللقاء يعتبر في غاية الأهمية".

"in my opinion, every supervisor must meet the monitoring teacher at the beginning of the teaching practice to make the required arrangements in terms of carrying out the programme efficiently for the sake of student teachers, the pupils and the school in general and to encourage the monitoring teachers to follow up the student teachers in the absence of the supervisor. There should also be a schedule of our regular meeting that is so important."

8- ***Do you have the opportunity to discus the problems that face you regarding the student teachers with the monitoring teacher?***

As mentioned in response to the previous question there are inadequate meetings, which are one or two per semester, between the supervisors and the monitoring teachers. There was also lack of opportunity to discuss the problems that face the supervisors regarding the student teachers.

9- ***Have you been in meetings aimed at giving you information about the objectives, and the assessment procedures of the teaching practice programme?***

In answering this question the supervisors adopted a variety of stances. None of them resembled each other in their answers. So it is useful to quote from some individual responses to illustrate their differences in replying to this question. For example, only one supervisor asserted that she had been to lots of meetings, by saying that

"طبعا أنا حضرت العديد من اللقاءات التي زودتني بمعلومات عن تركيب الأهداف و عن إجراءات التقييم للتربية العملية".

"Of course I have attended lots of meetings that provided information about constructing the objectives and assessment procedures of the teaching practice programme"

" حضرت لقاء واحد فقط وكان مع المسؤولة عن التربية العملية. كان لقاء خاص وقد زودتني بمعلومات وأفكار مهمة عن إجراءات التقييم التي يجب أن تتبع عند تقيم الطالبات المتدربات".

"I have attended only one meeting with the person responsible for assigning students to schools. It was an individual meeting and she gave me important ideas about the assessment procedures that should be followed when evaluating the student teachers."

"لم يسبق لي أن حضرت اي اجتماع. في الحقيقة هذا النوع من الاجتماعات ضروري جدا لأن بعض المشرفات يكونوا حديثي التخرج أو الإشراف لذا هذا النوع من المعلومات ضروري".

"I haven't been in any meeting. In fact this kind of meeting is very fundamental because sometimes the supervisor is recently graduated or just appointed so she needs such information."

"لا لم احضر مثل هذه الاجتماعات. قد سبق لي أن حضرت لقاء لتوزيع أوراق التقييم و أعطاء بعض التعليمات المختصرة عن إجراءات التقييم و بعض الأنظمة التي يجب أن نتبعها".

"No I did not attend meetings of this kind. What I have been in was an individual meeting to give us the evaluation sheet, and brief instructions about assessment procedures and some regulation to be followed."

"أنا جديدة في الإشراف اي حديثة عهد في هذا المجال, وقد سبق لي أن حضرت اجتماع واحد فقط وكان غير مجدي. كان النقاش حاد لتغير بعض الأهداف و العبارات التي في ورقة التقييم, ولم يكن هناك أي اتفاق".

"I am new in supervision and I have been once in a useless meeting. They argued about changing some objectives and some statements in the evaluation sheet, and there wasn't any agreement."

"نعم, لقد حصل لمرة واحدة فقط وقد كان رائع و مجدي جدا. لقد غطى الكثير من المظاهر المهمة كطريقة التقييم للطالبات المتدربات وقد غطى أيضا أهداف التربية العملية".

"Yes, it happened once and it was marvelous in that it covered lots of aspects such as the way of evaluation the student teachers and objectives of teaching practice." (See comparison graph appendix 10).

10- ***Have you got any comment you would like to offer about any aspects of the programme?***

Most of the supervisors were not pleased with the current status given particularly to teaching practice and generally to educational theory courses. They raised a number of points such as: teaching practice course needs yearly evaluation and assessment; new assistant teachers should be excluded from supervision work; meetings should be arranged with the student teacher one day every week and the teacher preparation programm should be reformed to comply with the development needs of the current generation. Also the development of aspects of education such as the importance of the media and technology in education need to be considered. It is necessary to exploit the progress of technology in order to keep up with the knowledge explosion and global changes.

One of the supervisors expressed a much broader opinion. She said:

"لابد أن تكون هناك جماعة فعالة للتربية العملية و التي ينبغي أن تكون مسؤوليتها: تعديل خطة التربية العملية بشكل منتظم و تنسيق التدريس, صياغة خطة التدريب لطلاب البكالوريوس, العمل بين الكليات, صياغة خطة تعليمات التدريس و تنفيذ الخطة التنفيذية للتدريس, عمل أبحاث في عمليات التدريس, و العمل على حل التضارب بين خطة تعليمات التدريس و الخطة التنفيذية للتدريس, و التضارب بين البرنامج و النظام و نظام البرنامج وبرنامج التدريس. تنظيم البحث بمستويات مختلفة بحيث يتضمن التطبيق و الإثبات, اختبار و تقييم مشاريع الأبحاث. تكون مسؤولة عن بناء مواد جديدة و تعديل البعض الأخر. كذلك تأسيس و تطبيق مواد جديدة بشكل منظم. و مسؤولة عن تبادل معلومات التدريس. نشر الخبرات التدريسية و التزويد بالمقترحات في هذا المجال. مسؤولة عن إدارة تعليمات التدريس لجماعة البكالوريوس. كذلك مسؤولة عن المحافظة اليومية و أخيرا تحسين و تطوير مواقع الإنترنت البحثية".

"There must be an efficient community responsible for the teaching practice course whose responsibilities should be to: modify the plans regularly and coordinate teaching, formulate training plans for undergraduate education, coordinate the work between colleges, formulate a teaching instruction plan and work out a teaching implementation plan, undertake research on teaching processes, and keep solving conflicts between teaching instruction plan and teaching implementation plan, courses and its system, course system and teaching program, faculty and courses. They need to organize research work at different levels, including applying, verifying, examining and appraising research projects; be responsible for new subjects construction and subjects adjustments, and applying, establishing new subjects regularly; be responsible for teaching information exchange, spreading teaching experience and providing suggestions for teaching; be responsible for the administration of teaching instruction committee of undergraduate education, responsible for the daily maintenance and finally improvements of the research websites."

7.3.2 The monitoring teachers' responses

1- ***What challenges do student teachers face when they practice in the school?***

In response to this question, the monitoring teachers mentioned similar challenges reported by the supervisors and student teachers in general. These are challenges with the school, challenges of the student teachers themselves and challenges with the university.

Examples of challenges in the school included lack of interaction between the student teacher and school staff in a way that the student teacher feels "*not belonging to this place*", most pupils see student teachers as students and not as proper teachers hence do not respect them very well and there is a lack of communication between university and school. This latter leads to a lack of understanding of the nature of the teaching practice programme at the school. Other challenges mentioned included the poor co-ordination between the student teacher and her supervisor and school administration because the school schedules do not show in advance when the supervisor will be attending *"hardly able to find a class for the student teacher to teach when her supervisor attends because we don't know in advance that she will be here"*.

"..قد كان من الصعب أن نجد حصة للتدريس للطالبة المتدربة عند مجيء مشرفتها و ذلك لأنه لم يكن هناك أي سابق علم بقدومها".

It was thought that the school head teacher has played a role in these difficulties as in some cases the headteacher does not take note very much of student teachers needs *"..they feel (head teachers) the pupils are their responsibility"*

" مديرات المدارس يشتعرون أن تلميذات المدرسة من ضمن مسؤولياتهم".

Differences in environment between the school and the university as well as difficulty in dealing with different age groups of pupils were also considered as challenges that may face student teachers when they practise in the school.

The interview also indicated that the student teachers themselves face difficulties in presenting and conveying information, lack of confidence, fear of confrontation of pupils, and carelessness. One of the interviewees stated that "*some student teachers seek high grades without making satisfactory efforts towards their own development*".

"..بعض الطالبات المتدربات يسعون فقط للحصول على درجات مرتفعة بدون بذل أي جهد تجاه تطورهم الشخصي المهني".

As far as challenges regarding the university, it was observed that there are two types: inadequacy of preparation of the student teachers and challenges regarding supervision. From the point of view of the monitoring teachers it is clear that there are not enough hours for the teaching methods subjects in the university: "There is a need to increase the hours of teaching method and increase the practical side and the observation of others' teaching".

"يجب زيادة عدد ساعات طرق التدريس و زيادة الجانب العملي فيها و إدخال المشاهدة أي مشاهدة التدريس للآخرين".

In addition, both the plan of the teaching practice programme and role of the head teacher and monitoring teachers are not clear as illustrated in responses to question ten. Student teachers practise teaching at the school and study at the university in the same semester; as stated by the monitoring teacher, "there is a lot of stress on the student teachers as some of them have lectures or exams or both so that will prevent them gaining full benefit from the practice".

"كثير من الضغوط على الطالبات المتدربات بسبب أن بعض منهم لديها محاضرات أو اختبار أو كلاهما بالتالي يعتبر ذلك كالعائق من الاستفادة من التربية العملية".

These challenges affect student teachers in their efficiency of classroom management, difficulty in dealing and solving problems with pupils and competence in preparing lesson plans and how to derive objectives: "we must introduce the practice side (practical) in teaching methods course and hold meetings and dialogue with experienced monitoring teacher and benefit from their experiences about classroom management and dealing with pupils".

" لأبد من إدخال الجانب التطبيقي في مادة طرق التدريس و عمل لقاءات مع معلمات متعاونات ذوات خبرة للاستفادة من خبراتهم من حيث الإدارة الصفية و طريقة التعامل مع التلميذات".

Challenges regarding supervision mentioned included: gaps and conflict between each of the supervisors and the monitoring teachers concerning guidance of the student teachers; shortage of the supervisors visits; strictness of the supervisors in their guidance; lack of co-operation with the monitoring teachers; and infrequency of meeting with supervisors. Here are some quotations to illustrate these previous points *"She comes when I am teaching my lesson, and leaves the school before I have finished teaching so there no chance to meet her".*

"المشرفة تاتي و ان قد بدات اشرح الدرس و تغادر المدرسة قبل أن انتهي من الحصة لذلك لا توجد فرصة للقاء المشرفة الجامعية".

"Since there is no schedule to follow, so how come I will know she attends".

"بما انه ليس هناك جدول متفق عليه لحضور المشرفة, بالتالي كيف سوف اعرف انها حضرت اليوم".

"the supervisors themselves do not want to hold meetings with us, this may be because they do not trust our ability in mentoring."

" المشرفات الجامعيات لا يرغبن في الاجتماع بنا, ربما أنهم لا يثقون في كفاءتنا في الإشراف على الطالبات المتدربات كمعلمات متعاونات".

"My role is very minor just to watch them"

"دوري جدا محدود و هامشي الأ وهو ملاحظتهم فقط".

"There is almost no role for me."

"تقريبا ليس هناك دور جوهري أقوم به".

"My role is very weak because there is no cooperation with the supervisor to work together".

"دوري جدا ضعيف لأنه ليس هناك تعاون بيني و بين المشرفة الجامعية"

.2- What were the challenges that faced you when you were a student teacher? Are they still there?

Challenges that faced the monitoring teachers when they were student teachers were similar to those mentioned by supervisors regarding educational preparation and supervision. However, monitoring teachers added some challenges regarding school as well, such as: inadequate number of practice teaching hours (which are between two to three hours weekly, given to student teachers to practise teaching).

Challenges regarding educational preparation included: inadequate preparation for classroom management, problems due to change of environment and difficulty in

preparing and presenting the lessons. These challenges may be as a result of "*not applying micro teaching at the university before practising at school to melt our fear*" as argued by one of the monitoring teachers.

" عدم تطبيق التعليم المصغر مثلا في الجامعة قبل التدريب في المدرسة حتى يقلل أو يعمل على إذابة ما نشعر به من خوف".

They may also be due to the stress on the student teacher from practising teaching at school and studying in the university in the same semester. This point had been referred to by five monitoring teachers. One of them said "*it was hard on me to have teaching practice in the morning and lectures in the afternoon*".

"قد كان من الصعب علي أن أقوم بالتدريب على التدريس في المدرسة في الصباح و عندي محاضرات في الجامعة في المساء".

Another one mentioned lack of methodical planning as a reason as well by saying *"we had been taught teaching methods and lesson preparation in the same semester of teaching practice"*.

" قد درسنا طرق التدريس و طريقة إعداد خطة الدرس في نفس الفصل الدراسي الذي دربنا فيه على التدريس".

Unavailability of supervisors seems to be a major challenge as pointed out by many monitoring teachers interviewed. One of them said that *"I needed to have her consultation in many things facing me such as pupils' problems, teaching aids; teaching methods but I can not have this chance easily". "I hardly had a chance to meet my supervisor."*

"أنا أحتاج مشورتها في كثير من الأشياء التي واجهتني مثل مشاكل التلميذات, مساعدات التدريس, كذلك طرق التدريس ولكن كان من الصعب الحصول على هذه الفرصة".

"كان من الصعب علي مقابلة مشرفتي الجامعية".

Conflict in given instructions between the supervisors and the monitoring teachers may confuse student teachers as reported by more than half of the sample. For example, one monitoring teacher said: *"I found difficulty in knowing whom to follow, my supervisor or my monitoring teacher".*

" كنت أجد صعوبة في أتباع أي التوجيهات المشرفة الجامعية أو المعلمة المتعاونة لأن كل واحدة لها توجيهاتها الخاصة".

Another one went on to talk about her feeling by saying *"they drove me mad because each one had her own instructions".*

" هم جعلوني أتذبذب بينهم لأن كل واحده منهم لديها تعليماتها الخاصة بها".

In the opinion of most of the interviewees these challenges are still there.

3- Do you think the educational theory courses have covered all the aspects which the student teachers need in order to be prepared as future teachers?

There was agreement among the monitoring teachers that the education theory courses had not covered all the aspects the student teachers need. They raised a number of points regarding the student teachers' preparation which the education theory courses had not covered. These included classroom management, how to treat pupils, solving pupils' problems, individual differences between pupils and the student teacher's major.

The following comments demonstrate how the monitoring teachers' were dissatisfied with the education theory courses coverage.

"...the educational theory courses differ from the reality because it does not teach the students how to deal with the weak pupils; how to deal with the different age pupils".

"البرنامج التعليمي النظري يختلف عن الواقع الذي سوف يواجه الطالبات المتدربات لأنه لا يدرس الطالبات المتدربات كيف التعامل مع التلميذات الضعيفات و كيفية التعامل مع المراحل العمريه المختلفة للتلميذات".

"It is entirely far away from preparing teachers as it is depending on padding the students' minds."

"البرنامج كلية بعيد عن إعداد المتدربات ليصبحوا مدرسات لأنه يعتمد على حشو أدمغة الطالبات".

"..It did not cover all the classroom management"

"البرنامج التعليمي النظري لم يغطي جميع مظاهر الإدارة الصفية".

"The educational theory courses cover the aspects of teaching briefly and not in depth"

"البرنامج التعليمي النظري قد غطى جميع مظاهر التدريس ولكن بشكل مختصر وليس بعمق".

"It does not prepare them for the real life that will face them like for example, how to use different teaching styles; how to capture the pupils' attention; how to deal with the whole class effectively"

" البرنامج التعليمي النظري لم يعد الطالبات للحياة الواقعية التي سوف تواجههم في المدرسة, مثال على ذلك كيفية استخدام طرق مختلفة للتدريس, كيفية جذب انتباه التلميذات كيفية التعامل مع الفصل ككل بشكل فعال"

(See comparison graph appendix 7)

4- ***Do you think the teaching practice course has covered all the aspects which student teachers will face within the school environment?***

None of the monitoring teachers thought that the teaching practice course had covered all the aspects which student teachers will face within the school environment. For example the course had not covered all the education level grades. Moreover, the student teachers were not confident *"some times they refuse to have such lessons - they feel it is hard to explain to pupils"*.

"بعض الطالبات المتدربات يرفضون شرح بعض الدروس التي يحسون أنها صعبة الشرح عليهم ولا يستطيعون توصيل المعلومات للتلميذات".

Some of the mentoring teacher mentioned that some of the student teachers have their courses at the university, which requires them to attend their lectures or examination at the expense of teaching practice *"some student teachers have to excuse themselves regarding their lectures or examination at university"*.

"بعض الطالبات المتدربات مضطرين ان يستاذنوا من المدرسة بسبب وجود اختبارات او محاضرات عليهم في الكلية".

(See comparison graph appendix 8)

5- ***What information, in your opinion, do you think the student teachers need about school and pupils?***

In the opinion of monitoring teachers, the information the student teachers need about the school are: the nature of the school's work, the school activities, the school administration, monitoring teachers of the school and how to deal with the school staff

appropriately. While information needed about pupils included pupils' standard, problems, skills, background, individual differences and psychology.

Other miscellaneous information reported by two monitoring teacher was: classroom management; constructing tests and how to seek advice from specialists.

6- ***Do you think all student teachers should be enrolled in the teaching practice programme? If the answer is (no) what do you think is the substitute field that should be available?***

Only one out of eight monitoring teachers mentioned that not all students should enroll in teaching practice. She said *"not all of them will benefit from practising teaching because not all of them want to be teachers in the future."*

"ليس كل الطالبات المتدربات سوف يستفيدون من برنامج التربية العملية لأن بعضهم ليس لديها الرغبة في أن تكون مدرسة في المستقبل".

Whereas, another one suggested that making the teaching practice an option, depends on the student and what she is to be in future.

However, six monitoring teachers highlighted the importance of enrolment of all the students in teaching practice as it is the appropriate way to develop and cultivate students' skills.

In line with the same opinion, one monitoring teacher said: *"Yes all of them should enrol in teaching practice because they need to demonstrate what they were taught in practice in reality".*

"نعم جميع الطالبات المتدربات يجب ان يلتحقن بالتربية العملية, لأنه لابد أن يطبقن ما درسن في الكلية في الحياة الواقعية".

Another one pointed out that: *".....even if they do not want to be teachers they have to enrol in teaching practice because it will be useful in areas other than teaching such as communication, and relationship with others".*

"حتى لو أن بعض الطالبات غير راغبات في أن يمتهنوا التدريس و يصبحوا مدرسات, يجب عليهم الالتحاق بالتربية العملية لأن الفائدة موجودة من حيث تكوين العلاقات و الاحتكاك مع الأخرين".

(See comparison graph appendix 9)

7- Do you meet the supervisors at the beginning of the teaching practice to make the arrangement in term of carrying out the programme efficiently?

More than half of respondents' answers indicated either no or rarely. Two of them believed that this is because supervisors' are overloaded. They work with a large number of student teachers, have lectures and some of them have administration work. Whereas the rest think that this is because of lack of co-ordination between supervisors and the monitoring teachers' schedules. The following are some statements mentioned in this aspect:

"She comes when I am teaching my lesson, and leave the school before I finish teaching".

"المشرفة تأتي و أن قد بدأت أشرح الدرس و تغادر المدرسة قبل أن أنتهي من الحصة".

"Since there is no schedule to follow, so how come I will know she attends".

"بما أنه ليس هناك جدول متفق عليه لحضور المشرفة, بالتالي كيف سوف أعرف أنها حضرت اليوم".

"I wish to hold meetings with the supervisor because this is the first opportunity to me to be a monitoring teacher, and I want to know what I have to do, what my role will be."

"أنا أتمنى أن يحصل لقاء مع المشرفة الجامعية لأن هذه المرة الأولى بالنسبة لي أكون فيها معلمة متعاونة. لهذا أرغب في معرفة ماذا ينبغي علي عمله و م هو دوري كمعلنة متعاونة".

Two monitoring teachers put the blame on the supervisors' willingness and commented by saying: *"the supervisors themselves do not want to hold meetings with us, this may be because they do not trust our ability in mentoring."*

" المشرفات الجامعيات لا يرغبن في الاجتماع بنا, ربما أنهم لا يثقون في كفاءتنا في الإشراف على الطالبات المتدربات كمعلمات متعاونات".

On the other hand, two monitoring teachers emphasized that they had met the supervisors irregularly to discuss the student teachers' problems and pick up together strengths and weaknesses. The following quotation exemplifies the point:

"Yes I meet the supervisor very often and we discuss the problems of how to treat student teachers. For example, I disagree with her about the way of treating the student teachers as she instructs them in front of the classroom which has a bad effect on their performance".

"نعم, قابلت المشرفة الجامعية و ناقشنا بعض المشاكل و كيفية التعامل مع الطالبات المتدربات, مثال على ذلك, ناقشت معها طريقتها في التعامل مع الطالبات المتدربات حيث أنها توجههن أمام الفصل و أثناء شرحها للدرس مما له الأثر السيئ على أدائهن".

8- Do you have the opportunity to discus the problems that face you regarding the student teachers with the supervisors?

As mentioned in the previous question, there are no or rare meetings between supervisors and monitoring teachers, hence, there is little opportunity to discus the problems that face monitoring teachers regarding the student teachers.

9- ***Have you been in courses aimed to give you information about the objectives, and the assessment procedures of the teaching practice programme?***

Only one monitoring teacher out of eight answered yes to this question. The rest mentioned that such activities did not exist at all and they have never heard of it. The following are some of their quotations:

"There is no course like that."

" ليس هناك برنامج متوفر كهذا".

"No, I have never been to such course".

"لا لم يسبق لي أن حضرت برنامج من هذا النوع".

"There are no such courses at all".

"ليس هناك برنامج من هذا النوع أصلا".

"I would like to attend courses of this kind."

"أنا فعلا أرغب في حضور برنامج من هذا النوع".

"I never heard about the existence of these courses"

"انا لم يسبق لي أن سمعت عن وجود برنامج من هذا النوع".

(See comparison graph appendix 10)

10- ***Have they explained to you what your role is?***

It seems from the answers of the monitoring teachers interviewed that there were no roles explained. The following quotations reflect the some views:

"There is no clear role to follow."

"ليس هناك دور واضح لنتبعة".

"My role is very minor just to watch them"

"دوري جدا محدود و هامشي الأ وهو ملاحظتهم فقط".

"There is almost no role for me."

"تقريبا ليس هناك دور جوهري أقوم به".

"My role is very weak because there is no cooperation with the supervisor to work together".

"دوري جدا ضعيف لأنه ليس هناك تعاون بيني و بين المشرفة الجامعية".

"I noticed that my role is just to send my marks at the end of the teaching practice to the supervisor."

"أنا لاحظت أن دوري فقط هو أن أرسل درجات الطالبات المتدربات في نهاية الفصل الدراسي للمشرفة الجامعية".

11- ***Have you got any comments you would like to offer about any aspects of the programme?***

It is clear from the comments of the majority of the monitoring teachers that educational courses and teaching practice have to be seriously considered. The following are some of their comments:

- "Teaching practice has to be introduced gradually in all educational grade levels".

"يجب أن تكون التربية العملية في جميع المراحل الدراسية"

- "Concentration is needed on observation hours prior to practising teaching".

"يجب أن نركز على أهمية المشاهدة قبل البدء في التربية العملية"

- "Student teachers should not be overloaded with credit hours at the university during teaching practice".

"يجب عدم السماح للطالبات المتدربات أخذ ساعات أكثر من طاقتهم مع التربية العملية".

- "Number of supervisors need to be increased".

" الحاجة إلى زيادة عدد المشرفات الجامعيات"

- "Student teachers need to be treated with respect and flexibility from the supervisors".

"لا بد من معاملة الطالبات المتدربات باحترام و بمرونة من قبل المشرفات الجامعيات"

- Meeting between supervisors, monitoring teachers and student teacher are of paramount importance as one said: *"we have to work together to develop the student teacher's skills, helping them to overcome their problems and barriers through the meeting of all of us".*

"يجب علينا أن نعمل بشكل جماعي لنعمل على تطوير مهارات الطالبات المتدربات و مساعدتهم على التغلب على مشاكلهم و المصاعب أو العوائق التي تواجههم من خلال اللقاء الجماعي بين كل من المشرفات الجامعيات و المعلمات المتعاونات و الطالبات المتدربات و كل المعنين".

- Promotion of both educational theory courses and teaching practice is important as mentioned in this quotation *"Strengthen the educational courses and teaching practice to improve their quality and let the student teachers develop themselves through advice and not by force".*

"يجب علينا أن نقوي البرنامج و تحسين نوعيته وأن ندع الطالبات المتدربات يطورون أنفسهم من خلال نصائحنا و ليس من خلال إجبارهن".

- Reform the sequences and the arrangement of courses. Some courses are placed too early such as instructional aids which is taught in the second semester of the first year of university – this should be delayed. Whereas teaching methods are taught in the same semester of teaching practice which is too late to study.

- "Conformity between supervisors and student teachers in their field should be considered".

"المطابقة بين المشرفات الجامعيات و الطالبات المتدربات من حيث التخصص و أخذه بالاعتبار"

7.3.3 Student teachers' responses

1- ***What challenges do student teachers face when they practise in the school?***

In the opinion of student teachers, challenges which face them during their practice in school were similar to those mentioned by the supervisors and the monitoring teachers. These were challenges with school, challenges with monitoring teachers, challenges of the student teachers themselves and challenges with the university.

There are many points raised by the student teachers as examples of challenges with school. Among these is the lack of interaction between the student teachers and the

school staff because they are separated in different rooms. One student teacher said: *"the school's head-teacher located us in an inappropriate room separate from the teachers' room"*.

" مديرة المدرسة جعلتنا في غرفة غير جيده و منفصلة عن غرفة معلمات المدرسة".

Another one commented that: *"they treat us as trainees not as teachers this is why they locate us in a separate room"*.

"إدارة المدرسة في المدرسة كذلك بعض المعلمات يعاملوننا كمتدربات و ليس كمعلمات رسميات, أعتقد لهذا السبب هم و ضعونا في غرفة منفصلة و معزولين عن عرفة المعلمات".

Behaviour of pupils in the school by not obeying student teachers' instructions is a challenge as well. They (pupils) believe that student teachers have no power to punish them. The poor communication and coordination between university and school affects the understanding of the nature of the teaching practice programme from school. The number of teaching hours available in the school schedule is very few in the opinion of student teachers and affects the practice. One student teacher said that: *"I am better than my friend. I have three teaching hours per week, but she has only one. This may be because they do not trust us as proper teachers"*.

"أنا أفضل من زميلتي, لدي ثلاث حصص تدريسيه في الأسبوع بينما هي حصة واحدة فقط في الأسبوع. أعتقد السبب في ذلك يرجع إلى أنهم لا يثقون بنا كمعلمات".

Added to that, is the time needed to cope with the new environment and deal with pupils of different age levels. Also similar to what was mentioned by supervisors, student teachers noticed that they are burdened by many non-academic responsibilities such as stamping the final exams answer sheets, supervising the pupils' activities outside the classes at the end of school day and registering students' attendance. Some

student teachers have three or more lectures at the university that they have to attend, which obliges them to leave the school quite early.

Challenges with monitoring teachers are mainly because of the little time offered by them because of engagement in other work as stated by a student teacher: *"she has not got enough time because of the load of work on her"*.

"ليس لدى المعلمة المتعاونة وقت كافي لأن لديها أعمال كثيرة أخرى".

Moreover, when the monitoring teacher attends she sometimes interferes and takes over every thing as pointed out by a student: *"when she attends my lesson, she interferes in everything even choosing the pupil to answer my question during my presentation of the lesson"*.

"عندما تحضر المعلمة المتعاونة درسا أشرحه, فهي تقوم بالتدخل في كل شيء لدرجة أنها تختار التلميذات اللاتي سيقومون بالإجابة عن أسئلتي التي ألقيها خلال الشرح".

The student teachers themselves found difficulties in presenting and conveying information especially with hard subjects; this is why they often shift to easier ones. Some of them are not confident enough to face large number of pupils and scared of engaging in any sort of confrontation. If not respected, some student teachers feel embarrassed which affects their practice as indicated by a student teacher *"I am scared to be in an embarrassing situation in front of pupils"*.

"أنا دائمة الخوف من الوقوع في مواقف محرجة أمام التلميذات".

Those who are careless do not benefit from the school practice, as viewed by a student teacher who said: *"Some of the student teachers do not care to have enough teaching lessons as they enjoy their time without practising any thing"*.

"بعض الطالبات المتدربات لا يعيرون أي اهتمام لعدم حصولهم على حصص تدريسيه كافية, لأنهم يستمتعون بوقتهم بدون أي تدريب على التدريس".

There are many agreements between the student teachers, supervisors and the monitoring teachers concerning challenges regarding the university. They all mentioned poor preparation of educational courses and supervision problems. The student teachers feel that there is not enough hours for teaching methods subjects and that the nature of the teaching practice programme is not clear. Practising at school and studying at the university in the same semester puts pressure on student teachers. All these affect the efficiency of student teachers themselves in classroom management, dealing and solving problems with pupils, preparing of lesson plans and how to derive the objectives.

Problems regarding supervision arise from the small number of visits, differences between supervisors and monitoring teachers concerning guidance of the student teachers, and disagreements between what has been taught and what they have been told to do from both supervisors and monitoring teachers and lack of co-operation between monitoring teachers and supervisors "some time there is differences between their instructions".

"بعض الأوقات توجد اختلافات في التعليمات بين كل من المشرفة الجامعية و بين المعلمة المتعاونة".

In some cases supervisors are very restricted in their approach and give only written material instead of verbal comments "my supervisor hands me paper with a lot of comments about my teaching, some time without discussing them with me".

"مشرفتي الجامعية تعطيني ورقة تحتوي على كثير من الملاحظات الخاصة عن تدريس أو شرحي للدرس, و في بعض الأوقات بدون أن تناقشني فيها".

Most student teachers would like to choose their supervisors and schools. "I think this is my right to choose the person who will supervise me".

"أعتقد أن هذا يعتبر من حقي وهو أن أختار الشخص التي ستشرف علي".

"if I am not comfortable with someone how can I deal with her, in fact I do not like my supervisor because I have bad experience with her in another course".

"إذا لم أكن مرتاحة مع شخص ما كيف سوف أتعامل معه, في الحقيقة أنا لدي تجربة سيئة مع مشرفتي حيث أن لي تجربة معها في مادة دراسية سابقة".

2- ***Do you think the educational theory courses have covered all the aspects which the student teacher needs in order to be prepared as a future teacher?***

Nine out of the twelve student teachers agreed that to some degree the educational theory courses have covered most of the aspects they need. They were more concerned about the quality aspects of the educational theory courses and to what extent the theory courses had enabled them to meet the required standards of teaching. The following statements highlight areas that were not covered by the educational theory courses.

"These courses do not cover the teaching of individual differences, and classroom management in a proper way".

"البرنامج لا يراعي أو لم يغطي الفروقات الفردية, و لم يغطي الإدارة الصفية بشكل جيد".

"These courses do not cover in detail teaching methods; they give us brief ideas or disintegrated ideas".

"البرنامج لا يغطي المواضيع بشكل مفصل مثل طرق التدريس إنما يعطينا معلومات و أفكار مختصرة أو غير مترابطة".

"There are lots of repeated ideas in some subjects such as teaching methods. I had two subjects in the same semester with the same content."

"هناك الكثير من الأفكار المعادة في طرق التدريس مثلا. في هذا الفصل الدراسي لدي مادتان تتشابهان في المحتوى".

"Teaching methods should involve a kind of practical part which is missing".

"طرق التدريس يجب أن تتضمن جانب عملي وهذا ما تفتقره".

"Observational lessons in the theory courses are not included. We need these before starting actual teaching".

"مشاهدت الدروس غير متضمن في البرنامج النظري, و نحن نحتاج ذلك قبل البدء في التدريس الفعلي".

Three student teachers saw that the educational theory courses have not covered all the aspects they need. They also said: *"The educational theory courses do not prepare us to face teaching practice course".*

"البرنامج النظري لم يعدنا لمواجهة التربية العملية".

"There is no link between the educational theory courses and teaching practice course".

"لا يوجد ارتباط بين البرنامجين النظري و العملي".

(See comparison graph appendix 7).

3- ***Do you think the teaching practice course has covered all the aspects which student teachers will face within the school environment?***

Eight of the respondents saw that teaching practice course has not covered all the aspects that the student teachers will face within the school environment. The following statements highlight areas that were not covered by the teaching practice course.

"It has not covered the most essential thing which is treating me as a teacher".

"التربية العملية لم تغطي أهم جانب وهو معاملتي كمعلمة".

"I do not think so, because the course does not allow me to attend any of school meetings or prepare some exams for the pupils."

"لا أعتقد ذلك لأن لبرنامج لا يعطيني الفرصة لحضور بعض الاجتماعات أو أعداد بعض الاختبارات للتلميذات".

"At the university they teach us only how to prepare the lesson on paper. This tells nothing about school environment until we get there".

"درسنا في الكلية كيفية أعداد خطة الدرس في الورق فقط و هذا لا يعطينا فائدة عن البيئة المدرسية حتى خضناها بأنفسنا".

"The course does not cover all the aspects because there is no co-ordination between school administration and the university. School's head-teacher did not allow us to participate in some school activities such as parents' meeting or set exam for the pupils or even follow up the pupils' progress".

"البرنامج لم يغطي جميع المظاهر لأنه ليس هناك تنسيق بين الإدارة المدرسية و الكلية. مديرة المدرسة لا تسمح لنا بالمشاركة في بعض نشاطات المدرسة مثال ذلك لقاء أولياء أمور التلميذات, وضع اختبار لهن او متابعة تقدم التلميذات".

One student teacher had raised a point regarding sociology and the little time available for practising. She suggested *"teaching practice for this kind of subject should concentrate on practising in groups at university with their peers or give seminars. In this way the student teachers may benefit more."*

"التربية العملية لهذا النوع من المواد ينبغي أن تركز على التدريب عليها من خلال الجماعات في الكلية أو أعطاء بعض الملخصات بهذه الطريقة الفائدة سوف تكون أفضل".

However, four student teachers considered that teaching practice has covered all the aspects. As they indicated that (from their opinions) the adequate time helped them to improve their skills and develop their competence needed to be future teachers. (See comparison graph appendix 8).

4- What information, in your opinion, do you think the student teachers need about school and pupils?

When student teachers were asked about the information that they need about school and pupils, eleven out of twelve agreed about the information.

The information regarding the school included the nature and the policy of the school's work, the school activities, sources available at school and the school conditions. In addition, information about dealing with the school administration and the monitoring teachers of the school may also be needed.

In the opinion of student teachers the information they need about the pupils are their standard, problems, skills, background, individual differences, and psychology. Ways to increase pupils' achievements may also be needed. Moreover, some student teachers pointed out their concern about classroom management, from where and how to seek advice.

Surprisingly, one student teacher expressed a different view, which says *"There is no need to know any thing, as we have to explore any information by ourselves. If we gather information from the monitoring teacher about the classroom regarding pupils' problems, that means we judge things from others opinion, not from ours".*

" ليس هناك حاجة لمعرفة مسبقة لأي شيء لأنه يجب علينا أن نكتشف كل شيء بأنفسنا. إذا نحن جمعنا معلومات مسبقة عن طريق المعلمة المتعاونة عن مشاكل التلميذات مثلا هذا يعني أننا نحكم على الأشياء من خلال وجهة نظر الغير و ليس من خلال وجهة نظرنا الشخصية".

5- Do you think all student teachers should be enrolled in the teaching practice programme? If the answer is (no) what substitute field should be available?

It was clear from more than half of the student teacher's responses that enrolment of all the student teacher in the teaching practice is necessary while the other half see that it is not required.

Those who saw that it is necessary commented as follow:

"It is important to apply what we had been taught in the theory courses".

"من الضروري جدا أن نطبق ما درسناه في البرنامج النظري".

"We should enrol in teaching practice because we will be teachers, but desire and ambition are also important elements to success".

"يجب علينا الالتحاق بالتربية العملية لأننا سنصبح معلمات ولكن الرغبة و الطموح ضروريان أيضا".

"We know that (will happen) from the beginning as we are at educational college. Students who do not want to be a teacher can join other colleges which do not require teaching practice."

"نحن نعرف ذلك من البداية لأننا في كلية تربوية, فالطالبات الغير راغبات في أن يكونوا معلمات في المستقبل عليهن الانضمام لكليات أخرى لا تتطلب تربية عملية".

Other student teachers who saw that teaching practice should not be required expressed their views as: *"We have to enroll because there are no other jobs than teaching."*

"لابد من الالتحاق بالتربية العملية لان لا مجال لنا غير التدريس".

This group gave other substitutions such as translation departments, ICT studies, art of public speaking, administration studies and law studies. (See comparison graph appendix 9).

6- ***Do you have the opportunity to discus the problems that face you with your supervisor?***

A number of student teachers highlighted that the opportunity to discuss the problems that face them was very minimal. Many of them expressed similar views as follow:

"Yes I met my supervisor but only for a short time as she is always busy because of her work load. I am busy too because of the pressure on me as I have lectures as well."

"نعم قابلت مشرفتي الجامعية و لكن لوقت قصير جدا لأنها دائما مشغولة لكثرت الأعباء عليها, كذلك أنا مشغولة لان لدي محاضرات في الكلية".

However, five student teachers indicated that they never met with their supervisors.

"No I have not met my supervisor. She is busy. She does not come to school very often, and if she comes that is just for a short time. She does not cooperate with us."

"لا لم أقابل المشرفة الجامعية, بسبب انشغالها الدائم و هي لا تأتي على المدرسة بشكل دائما و إذا حصل و أتت المدرسة يكون لوقت قصير جدا و هي لا تتعاون معنا" .

7- Do you have the opportunity to discuss the problems that face you with your monitoring teacher?

In response to this question interviewees were equally divided into two groups. While one group mentioned that they had the opportunity to discuss the problems that face them with their monitoring teachers, the other group mentioned the opposite. Examples of positive comments are, *"Yes, I meet her even for a short time to give me a brief feed back"*

"نعم قابلتها حتى لوقت قصير لإعطائي بعض التعليمات" .

or *"Yes, I discuss with her lot of matters and she helps me to solve any problem".*

"نعم ناقشت معها الكثير من المواضيع و هي تساعدني في حل الكثير من المشاكل" .

Those who had no opportunity to discuss their problems mainly blame the head teacher who keeps the student teacher always busy and gives no chance to discuss with her monitoring teacher *"My monitoring teacher tried to help me but I could not have a useful meeting with her because the school head teacher prefered me to have something to do rather than sitting and have (a chat) as she said".*

"المعلمة المتعاونة تحاول جاهده أن تساعدني و لكن لا أستطيع الاستفادة منها بشكل جيد و ذلك بسبب مديرة المدرسة التي تفضل أن أعمل شيء أفضل من الجلوس و الكلام مع المعلمة المتعاونة" .

8- Have you been in courses aimed to give you information about the objectives, and the assessment procedures of the teaching practice programme and explain for you what is going on at schools?

The opinions of the student teachers regarding whether they had been in courses aimed at giving information about objectives; assessment procedures of the teaching practice, were almost the same as they pointed that they have not been in such courses.

On the other hand, the student teachers mentioned that their supervisors gave them some brief explanations about school. (See comparison graph appendix 10).

9- Have you got any comments you would like to offer about any aspects of the programme?

It is evident from the responses that the majority of the student teachers were disappointed with their preparation in both theory courses and teaching practice. The following are some of their comments:

- Student teachers need to be given more authority so that pupils can respect them.
- Student teachers need to be treated as regular teachers not as trainees.
- Allocating student teachers with regular teaching staff in the same rooms is expected to be more beneficial than separating the two groups.
- Supervisors should be given more time to guide the student teachers.
- Increase the number of supervisors.
- Meeting with the supervisors before the start of the teaching practice is very important for the explanation regarding supervision, assessment mentoring and schooling.
- Supervisors and monitoring teachers should be working together and avoid giving conflicting instructions to the student teachers.

- The observation period should be given enough time to prepare the student teacher before the actual teaching.
- Take off some of the pressure from the student teacher by replacing the supervisor with a screen for monitoring.
- The sequences of some courses need to be revised. For example, instructional aids course which is taught in the second semester of the first year of university is too early. Whereas teaching methods which is taught in the same semester of teaching practice is too late to study.
- Introduction of micro-teaching in the educational theory courses is important.
- The supervisors and the student teachers would be better if they came from the same field.

7.4 Summary of the Interviews

The aim of this study is to evaluate the teachers' preparation programme at college of Education at KFU through the views of student teachers, and supplemented by the views of their supervisors and monitoring teachers.

There were various aspects of the teachers' preparation examined in relation to preparation, professional and personal development of student teachers.

In summary, the overall outcome of these interviews suggested that the three groups had mostly similar perceptions about the challenges that face the student teachers while they are practising teaching at schools.

These challenges related to the school, the head-teacher, the university and challenges related to the inadequacies of the student teachers or supervisors themselves.

Most of the challenges mentioned related to the school included lack of respect by pupils, coping with the environment and the negative effect due to separation of student teachers from the teachers' room. All these emotional aspects have a great influence on the student teachers' achievement.

It seems that most interviewees feel that school head-teachers do not arrange class hours very well. In addition they ask student teachers to do things that are not very much related to their training such as stamping exams answer sheets, supervising pupils' movement at the end of school say and taking attendances notes.

University challenges observed by the interviewee indicated that educational courses are mostly theoretical, the sequence of courses is inappropriate and the hours for the teaching methods subjects in the university are not enough.

The interview results indicated that there are not enough 'educationally' qualified supervisors; supervisors may not be from the same field as the student teachers, and supervisors do not have enough time to give to the student teachers. These results have an effect on the quality of the teaching practice in specific terms and on educational operation in general. It might help to explain the meaning of an 'educational qualification' which is that the qualification was obtained from an educational college which combined study of an academic major with study of educational theory and related matters. Whereas a non-educational qualification means a certificate from a college which focused on an academic specialism.

Educational theory courses as well as teaching practice did not cover all the aspects that student teachers need in view of most of the three groups. They are taught to the student in brief terms, using traditional methods. There is a problem of communication when the courses are taught by males because they only use electronic media for

teaching. Specific areas were emphasized by student teachers as needing to be improved and expanded such as teaching methods regarding individual differences; classroom management, subject knowledge and observing others' expertise.

The three groups identified areas in which the student teachers required more in-depth experience such as participation in non teaching activities for example, dealing with parents, pupils and school staff, enough teaching hours and recording and reporting pupils' progress. What is more, exposure to complex situations which demanded immediate decision-making was thought to be needed.

The three groups expressed a need for information regarding the schools and the pupils. The information needed about the school relates to the nature of the school's work, the school activities, and the school administration, monitoring teachers of the school and how to deal with the school staff appropriately. While information needed about pupils included pupils' standard, problems, skills, background, individual differences and psychology.

Likewise the supervisors indicated important points have to be borne in mind which is practising to think critically.

When the responses are compared between the groups, it is found that the majority of supervisors differed from the monitoring teachers and student teachers in their opinions regarding the enrollment of all student teachers in the teaching practice programme. There were no differences found among the majority of monitoring teachers and student teachers, since the two groups did not see the necessity of enrollment of the entire student population in the teaching practice programme if some of them do not have the desire to be a teacher.

It was apparent from the majority of all groups' responses that they were equally aware of the importance of a collaborative setting for all who had a hand in teaching practice specifically and educational operation generally. However, regular meetings with all parties (supervisor, head-teacher, monitoring teacher, student teachers) for the purpose of planning and providing explanations of the nature of teaching practice, clarifying the roles for each of head-teacher and monitoring teacher, discussion and review of progress, had been neglected.

There was substantial agreement between the great majority of respondents in all groups regarding attending meetings or courses aimed to give such information about the objectives and the assessment procedures of the teaching practice programme. The importance of such courses is to provide a solid structure in terms of content and procedures, also to engage all parties who can support student teachers, in developing a deeper understanding of events, and actions with regard to their teaching. Besides this, they can serve to build a clear, whole picture of the nature and purpose of teaching practice to carry out the programme successfully.

Thus, effective implementation of the teachers' preparation programme and the quality of its delivery is contingent on many things such as coordination and communication between schools and university; with clear roles for each one who have a role to play and the policy must be clearly defined. Further reinforcement is likely to be obtained during positive relationships and regular meeting between the supervisors, head-teachers, monitoring teachers and student teachers. Inadequacy of preparation, guidance, monitoring and assessment placed the student teachers in conflict positions which inevitably resulted in lack of confidence and has a negative impact on their professional development.

The indispensable role of the school's commitment as an entire institution was seen to be essential to guarantee that the student teachers' needs were met appropriately.

To conclude, the most essential findings were regarding the process of teachers' preparation across all the university and schools. It was characterized by a lack of coordination, consistency and systematic approach.

Chapter Eight

Discussion

Chapter Eight

Discussion

8.1 Introduction

This chapter will discuss the findings of the study, focusing on the main areas addressed in the study which are teaching skills, teaching practice, and knowledge and understanding. The data was collected through the views of student teachers, and supplemented by the views of their supervisors and monitoring teachers. Questionnaires and interviews were used to gather information.

8.2 Teaching Skills

In general teaching skills might be considered the most important aspect of any teaching programme, for if the teaching skills are improved, the pupils learning will improve and the teaching process will be more productive.

The findings indicated (in Tables 6.4, 6.5 and 6.6) that the respondents felt that the KFU programme had prepared students to improve on some of the teaching skills items investigated, but only moderately prepared them to improve on most of the items and poorly prepared them for a few. There was not much agreement in the opinion of the three groups concerning the teaching skill items investigated as affected by the programme. Competence in handling text books appropriately is the only item which was viewed by the three groups as an indication of an item that they had been well prepared for.

In the view of the supervisors and monitoring teachers it was thought that the KFU programme had prepared the students well to improve competence in developing the

learning objectives of the subject to be taught and competence in managing the timing of the lesson . However, in the opinion of student teachers the KFU programme was thought to have only moderately prepared students to improve these two items. That was an expected response from the student teachers since some lessons do not go so well because of stress and tiredness so that the result is that classroom teaching is difficult. The supervisors and the monitoring teachers are supposedly qualified enough to judge this matter taking into account the number of experienced years in supervision or monitoring as explained in the personal information data of each group.

Most of the agreements between the three groups in their judgment were when the programme was viewed as having moderately prepared students though ranking of the items was not similar in the opinion of the three groups.

Results presented in Tables 6.4, 6.5 and 6.6 show that the teachers' preparation programme was not thought to have improved some of skill items investigated in this study. Areas such as working with different abilities, using ICT, solving student problems in class and understanding and building schemes of work seem to be the skills least improved by the programme. These findings seem to reflect wider concerns about the quality of teacher training in other contexts. There appears to be global anxiety for many decades, not just confined to the developing world, about the low quality of teacher training, particularly its failure to equip teachers with necessary knowledge and skills (Dove, 1986). Ladson-Billings (1994) also reported that most teachers expressed the view that their pre-service preparation did little or nothing to prepare them for today's diverse class rooms.

It is now documented (Paul, 2005) that 'working with pupils of different abilities' (one of the skills ranked low) needs advanced skills teachers who can manage and motivate

them. Interaction with these pupils in the classroom tends to produce a more defensive and authoritarian attitude in the student teachers teaching unless they have been adequately prepared. The skill of working with pupils of different abilities extends to the more able and gifted pupils as well; unless students teachers are specifically trained in this area they are likely to treat all pupils as the same without recognizing individual differences.

Also skill in this area will increase general self- confidence and positive performance in the classroom. So it is very important for the student teachers to practice their ability to exercise control, armed with knowledge about dealing with pupils of different abilities. In fact these skills identified above have not been a sufficient focus in the program of student teacher preparation in KFU. In other words, these skills are addressed only briefly in teaching methods subject but not integrated in the educational theory courses in a profound and contemporary way to prepare the student teachers to what might face them at schools. So the program needs to be updated in these skills and a lot more needs to be done in order to integrate the educational theory courses and the training in the school. This could be achieved by thinking of the time in school not just as a 'teaching practice' but by concentrating on the idea or the concept of a 'placement' for student teachers at school and gaining the benefits of it as described earlier in chapter three. The data from the questionnaires shows that 48% of the student teachers sample described themselves as being dissatisfied in response to the statement dealing with pupils taking into account the individual differences among them. Also 21% from the same sample were very dissatisfied (figure 6.10), that means 69% of the student teachers were not satisfied with their preparation in this matter. What is more, 71% of the supervisors' sample were also not satisfied about the student teachers' preparation in the same matter (table 6.10). The monitoring teachers support this finding above, as

in table 6.11 the percentage of the monitoring teachers who believe that student teachers have not been prepared well to deal with pupils with individual differences among them was 19% dissatisfied and 58% very dissatisfied. In addition, 29% of the supervisors sample disagreed, and 29% of them strong disagreed with the statement the school practice and the university courses complement each other (Figure 6.20). In the same way, the monitoring teachers do not agree that the school practice and the university courses complement each other as 23% strong disagreed, and 61% disagreed. In fact most of the student teachers felt that school practice does not complement the university courses as 20% of the student teachers sample strongly disagreed with it and 61% disagreed as well. So these findings can highlight the gap or weakness between the theory courses at the university and practice at school. Obviously theory courses must provide a strong grounding or firm base for the student teachers because they will use this base as their feed back of information in their school practice, so the two parts of the preparation program of student teachers theory courses and school practice have to be very linked, coordinated and complementary to each other.

From the interview data it emerged that 92% of the student teachers sample were concerned about classroom management and how to deal with individual differences "The courses do not cover the teaching of individual differences, and classroom management in a proper way". Furthermore, the opinions of the monitoring teachers follow the same line as cited in this comment "the educational theory courses differ from the reality because it does not teach the students how to deal with the weak pupils; how to deal with the different pupils' ages". Also my own experience as supervisor confirms these findings. The following situations were observed in a visit to a school. These are just anecdotal examples but they reinforce the findings from the research.

When I was walking in school corridor, I heard some pupils call the student teacher student not teacher, and when I asked the pupils about their behavior, their response was "they are a student like us they can not grade us". Another example, in the middle of the lesson, when a student teacher was teaching, one pupil started to laugh. After the student teacher tried her best to stop her being naughty, she expelled the pupil from the classroom, but the pupil while she was walking still laughed and stared at the student teacher. All these data reveal that the student teachers have not got a proper chance to practise their ability to exercise control as the pupils know the limitation of the student teacher such as they can not grade them, they can not put examination questions for them. Pupils do not see the student teachers as real teachers or on an equal level with their regular teacher. So to solve this matter we need strong communication between the university and schools. Also strong communication is needed between supervisors and monitoring teachers to tackle student teachers' problems before they occur. In other words, to put schemes of work and the procedures they might need for them ready in their busy time of supervision and mentoring.

ICT has increasing importance within the school curriculum. Not only does it support teaching and learning within other curriculum subjects, but it is also a subject in its own right and can be a tool to enhance student teachers' learning and teaching (Kyriakidou, 1999, King, 2002). So the programme of College of Education at KFU needs a lot of attention in integrating ICT courses. Developing skills, knowledge and understanding in the use of ICT prepares student teachers to use such technologies in their everyday and working lives. It also helps them develop the skills essential to participate effectively, both now and in the future. Unfortunately, as pointed out earlier, there is no course available or even in the syllables at KFU. In fact this seems a huge problem these days as teacher training needs to respond to the global revolution of technology.

Solving student problems in class and understanding and building schemes of work requires special or strong preparation as classrooms are highly dynamic, constantly changing and unpredictable environments (Eilam, and Poyas, 2006).

So the complex environment of the classroom is considered as one of the most pressing difficulties that student teachers are going to confront and deal with. These difficulties need a long time for students to develop the experience to cope with them, and the teaching practice course may not be long enough to let student teachers do so -teaching practice requires its professionals to function in the classroom environment. Mule (2006) has reported that *"it is important that student teachers are provided with enough time to develop familiarity with their contexts and with the process, the typical one semester practicum may not provide enough time"*. From the questionnaires it emerged that in rank order of the mean response values for each group of respondents regarding the statement "the time devoted to the teaching practice is enough" was as follows: rank 5 (this rank refer to some agreement) for the supervisors, and rank 7 (also refer to some agreement) for the monitoring teachers. Whereas the same statement has the highest rank from the student teachers; in other words they gave their strong agreement with the view that time devoted to teaching practice is enough.

The findings of the interviews provided support on these previous points. Some interviewees suggested that expansion of areas is needed such as dealing with individual differences, classroom management "*do not cover the teaching of individual differences and classroom management*". (Student teacher)

"the educational theory courses cover the aspects of teaching briefly and not in depth". (Monitoring teacher)

Apparently, as explained in chapter six there was not much agreement among the three groups in their views of how effective the education program at KFU is in developing teaching skills. These differences in their assessment might be based on their respective professional perceptions. However when the key participants take a different view of many aspects of the course it might suggest that communication between the groups is not as good as it should be. So to melt these differences or to bridge the gaps between the elements of the program we need more communication and integration via establishing the partnership aspect and enhance or enrich the role of the monitoring teachers.

8.3 Teaching Practice

Teaching practice is one of the most important elements in student teacher preparation; hence, it needs special attention in any preparation programme. Gray et al. (2001), Eilam and Poyas (2006) have mentioned that teaching practice is likely to be one of the most unforgettable experiences of a student teacher's life.

Al-Saige, et. al. (2004) (the general director for the teacher colleges in K.S.A) talking about the teacher preparation in KSA stated that *''Teaching practice as a sinew of the vocational education preparation, has not been given the required recognition in face of the reality of the professional situation''*.

In this section, the main outcome of student teachers, supervisors and monitoring teachers' satisfaction about teaching practice items as influenced by the university education programme is outlined. The opinion of the three groups indicated that the student teachers and monitoring teachers were particularly satisfied with these three statements: 'applying methods learned in methodology courses', 'dealing with the school

administration in a correct manner' and 'the relationships between the supervisor and student teacher are governed by assessment'. The former two items were of some satisfaction/agreement and the third of little satisfaction/agreement in view of the three groups.

The student teachers were aware of the unequal power among them and their supervisors. This was reflected in the response to the statement that 'the relation between the supervisors and their student teachers is governed by assessment'. As a result this may have an impact on their professional development and subsequently on their judgment about their relation with their supervisors. Because the relationship between the student teachers and their supervisors is complex and multi faceted, a lot of conflicting evidence has emerged from student teachers according to the nature of the role of their supervisor in an assessor or supportive role. Many studies reveal tensions and ambiguities that are implicit in the supervisors' role identity (Feiman-Nemser, 1996; Slick, 1997; Jones, 2001and Tang, 2002).

Apparently the supervisors must enact a complex role as both assessor and supporter as these two roles are embedded in the identity of supervision. The supervisors have to confront the dilemma of how to balance their obligations. On one hand, they may feel strongly about assisting their student teachers, while at the same time they have a duty and a strong commitment to assess them. This kind of dilemma is likely to occur especially with those teachers who have a lack of experiences in supervision; some supervisors are less experienced than others and others have a non educational qualification. It may be worth here reminding the reader of the meaning of the concepts of 'educational qualification' and 'non educational qualification' as described in chapter seven the interviews analysis. An 'educational qualification' means that the

qualification was obtained from an educational college which combines study of an academic major with study of educational theory and related matters. Where as 'non-educational qualification' means a certificate from a college which focused on an academic specialism.

Regarding the former, my own experience in this matter is relevant since I was assigned to supervise fifteen student teachers in my first year of work as teacher assistant in KFU. Without any previous experience in supervision I was struggling to help these student teachers. I found it difficult to cope with supervision work and experienced the dilemma between being assessor or supporter, as inevitably I had to carry out both tasks. In another case one of the student teacher interviewees expressed her feeling about her inadequate supervisor as she cited that " .... *My supervisor was my classmate last year".*

As supervisors, they are expected to assess the student teachers. At the same time, they are also expected to help and encourage student teachers to learn, be innovative and creative and improve their teaching performance. All these attitudes can best be developed by building a trusting, effective communication, mutual respect and professionalism, and setting up clear goals, timetables and finally expectations.

The data in tables (6.9, 6.10, and 6.11) revealed that student teachers and supervisors were relatively little satisfied with the opportunity for the student teacher to develop their confidence as a teacher nor were student teachers and monitoring teachers satisfied with the opportunity for the student teacher to attend school meetings.

From the literature review it was seen that student teachers gain confidence when they are introduced to the school as regular teachers, and when they are allowed to spend time meeting with parents and when they are given chances to participate in school

staff meetings. All these points are vital in student teachers' preparation as these help them to obtain a full picture of the school life, and feel dependable and better about themselves as pointed out previously by (Tang, 2003, Capel, 1998, Jones, 2001 and Robert and Bullough, 2005). Thus a supportive environment will allow the student teachers to challenge themselves to stretch their abilities to be creative as mentioned in chapter three by lot of researchers (Sutherland, et al, 2005, Glazer and Hannafin, 2006, Graves, 1990, Korthagen and Kessels, 1999, Parsons and Stephenson, 2005).

The interviews' findings are in a similar vein as it is clear from the opinion of all groups of interviewees that they were not satisfied in relation to their confidence as teachers, lack of communication with parents, no opportunity to attend meetings, and no opportunity to learn from effective practice. Here are some comments to illustrate:

"the school's head-teacher located us in a separate room". (Student teacher)

"Not belong to this place". (Student teacher)

"the head-teacher was not treating the student teachers as a real teacher but as some one whose purpose is to assist other regular teachers and take the load from them". (Supervisor)

"They do not allow me to attend any of school meetings or prepare some exams to the pupils". (Student teacher)

"the head- teachers feel the pupils are their responsibility". (Monitoring teachers)

Lack of systematic support from the whole school may have affected their confidence. Similar conclusions have also been reported by a number of researchers (Tickle, 2000; Furlong et al, 2000; Wang, 2001; Jones, 2002). Observation is one way of supporting

student teachers; giving the student teachers opportunities to observe more experienced teachers is one of the best ways of learning skills and developing strategies of teaching. The interviewees sustained this point "Unfortunately, these opportunities are not available across the teaching practice course". Treating the student teacher as a real teacher not as someone whose purpose is to assist other regular teachers and take the load from them, will have explicit influence in making sense of themselves as teachers and developing their professional expertise in the future. Similar ideas have been reported by Capel (1998), Jones (2001), Tang (2003).

One problem mentioned by student teachers is that they face difficulties in finding the information they need during the teaching practice. The information that student teachers need in general may include information about (1) the pupils, such as pupils' development (an understanding of pupils' physiological status, knowledge level, social and economic background, health and their abilities), (2) pupils' problems (understanding the way to treat elementary school pupils and how to overcome their problems), (3) the school (recognizing the school's educational aims, the school's relations with society, the school environment, the location of the school and its number of pupils), and (4) pupils' skills (understanding the method of preparation and planning the information and skills which are given to the pupils).

Information provision is mentioned in many studies (McCulloch and Lock, 1992; Early and Kinder, 1994; Flores and Day, 2006) as it is essential for the student teachers to start their practice with clear rather than hazy views which might lead to failure. Brock and Grady (1998) reported that *"student teachers would like to meet one-to-one with the principal during the first week of school, to ask questions about the things they need*

to know" (p.182). Also they said *"Principals play a key role in inducting beginning teachers into their schools as well as into the teaching profession"(p.179).*

This information facilitates the student teachers in building a better knowledge of the whole school environment, the pupils in the classroom context and the way in which they react to their learning and teaching. In fact the student teachers will adopt strategies or attitude in order to avoid disciplinary problems.

On the other hand, some knowledge has to be gained in the university before the student teachers start the teaching practice such as social science, class management, pedagogy, and psychology. It may be dangerous to leave the school pupils with a student teacher who does not understand the pupils' psychological development.

Abdusamea and Hawalah (2005) reported that *"apparently, the classroom management seems to be the most essential factor that leads to the success of the teaching and learning process"*(p.56). The importance of the head teacher providing information about the school was also highlighted by Al-Said and Al-Shabi (1993).

Three items were classified as 'of some satisfaction' as seen by the three groups: 'giving the supervisor adequate time to appropriately evaluate the student teachers', 'opportunity to participate in the whole school activities' and 'the supervisor visits enough time to give you sufficient information that you need'.

Participation in school activities would give the student teachers a broader perspective on the nature of teaching, help to develop their relationship with pupils, to build their knowledge about the teaching process and extend student teachers' professional learning experiences beyond the classroom setting. Doddington (1994) found that to be socially adept, student teachers need to get on with pupils, parents and colleagues.

There is a correlation between giving the supervisors adequate time to appropriately evaluate the student teachers and the supervisor enough visit time to provide sufficient information on what is needed, as good evaluation involves many steps for final decision making. The first step is to collect useful information. The second one is that evaluation must be ongoing throughout the entire teaching practice course or semester in different forms at different stages. The third one is consideration of the student teachers' psychology, background and other study burden.

So these two points came with 'some satisfaction' from all the three groups for a reason. All the three groups in their interviews commented on the burden imposed on the supervisors *"I have not got much time to give feedback to my student teachers". (Supervisor)*

"We do not know in advance that she (the supervisor) will be here today as her load of work " (Monitoring teacher).

The supervisors mentioned in their interviews the numbers of the student teachers they supervised which was about four student teachers each. However supervisors who hold just a bachelor degree, their supervision in some cases reach to 10 student teachers. Beside this number of students to supervise, also there is a lot of responsibility in teaching and administration in the university they have to deal with. This makes it impossible for supervisors to follow up, supervise, give feedback and evaluate all the student teachers adequately and they can not be present in all schools. From the questionnaires, the personal information of the supervisors referred to the fact that one supervisor out of fourteen has fifteen or more student teachers to supervise, where as the remaining supervisors range from less than fifteen to four student teachers.

8.4 Knowledge and understanding

Bramald, et al. (1995) reported that student teachers' knowledge of teaching gained from their educational experience courses shapes their views of teaching and learning. However, they also need more knowledge, support, advice and full understanding during their preparation period to make changes regarding the negative ways which student teachers thought about teaching, learning and education as whole. (The reader is reminded that the category of 'knowledge and understanding' in this research did not refer to the students' knowledge of their subject but was a general category related to their understanding and response to the programme as a whole).

It is clear from the findings shown in Tables (6.14, 6.15, and 6.16) regarding knowledge and understanding statements that both supervisors and monitoring teachers feel that the number of supervisors is not enough and the monitoring teachers are not co-operative enough with the student teachers from the monitoring teachers' views. However, student teachers strongly believe that monitoring teachers are very co-operative.

The explanation of the agreement between the supervisors and monitoring teachers regarding the number of the supervisors builds on the shortage of supervisors' visits and irregular follow up concerning the student teachers and the difficulty of having dialogue with them. In the supervisors interviews they cited *"the supervisors have to be from the same field but because of the small number of specialists this is not possible".*

The monitoring teachers are not co-operative enough with the student teachers from the monitoring teachers' views. This may be due to the workload of the monitoring teachers, their responsibilities toward their pupils, school administration and the large number of student teachers they monitor without clear roles as revealed from the

interviews with the monitoring teachers *'there is no clear roles to follow'*. Another one cited *'my role is just to send my marks at the end of the teaching practice to the supervisor'*. All these may have led the monitoring teachers to feel that way, while they try to do their best. Also there is an important factor which may lead to the monitoring teachers feeling ineffective with regard to cooperation, that is the student teachers academic burdens which force them to excuse themselves from school to attend their lectures which decreases the amount of meetings with monitoring teachers in their free time.

On the opposite side, the student teachers expressed views which were contrary to those of the monitoring teachers. That could be because the student teachers have more limited ideas about the nature of monitoring so they appreciate any help. Also student teachers might have made their judgment according to a particular personal relationship with their monitoring teachers. That did not exclude the idea of the existence of cooperative teachers in my sample.

Supervisors think that there are not enough resources for themselves in the university but student teachers and monitoring teachers somewhat agree that resources are enough for themselves. There could be many explanations for these findings. First of all the supervisors felt a shortage in resources because of an insufficiency of library service and a lack of meeting places or conferences to exchange ideas and gain more experiences. In addition, from the interview data, it is apparent that the program has not had any changes for a long time. Also the program has not responded to the revolution in technology and educational process so as a result the supervisors thought these shortages of resources were a problem which hindered them in their support of the student teachers. On the other hand, the monitoring teachers and the student teachers

opposed the supervisors in their opinions. That may be because the student teachers get most of their resources through the supervisors and lecturers and their textbooks. The monitoring teachers get resources from their in-service training. Also they use their experiences in service as monitoring teacher and as a kind of resources. As I mentioned with regard to the personal information of the monitoring teacher sample 55% served as mentoring. What is more, we have to bear in mind the years of experiences in the teaching field, since 68% of the monitoring teachers sample served as teachers.

It is also apparent from the data obtained about knowledge and understanding that monitoring teachers expressed relatively little agreement that there is clear guidance from the University about the roles and responsibility of the monitoring teachers (as explained previously) and the school practice and the University courses complement each other but student teachers and supervisors showed some agreement about both items.

Monitoring teachers expressed relatively little agreement that there is clear guidance from University about their roles and responsibility. That is attributable to the inexistence of a comprehensive plan or the lack of a meeting with supervisors concerning monitoring before starting teaching practice. Through their observation of the performance of the student teachers and from their prior experience as student teachers, the monitoring teachers felt school practice does not complement the University course since there is a need to provide and expand some courses such as classroom management, dealing with pupils of different abilities and various teaching methods. Some comment from the interviews to illustrate this point:

"It is entirely far a way from preparing teachers as it is depending on padding the students' mind".

"It does not prepare them to the real life that will face them like for example, how to use different teaching styles; how to capture the pupils' attention and how to deal with the whole class effectively".

"The educational theory course covers the aspects of teaching briefly and not in depth".

Also the student teachers need time to translate the theory into practice or apply theory to a new practice situation. This issue of applying theory to practice has been debated a lot. Many researchers reported that it is complicated (Grenfell, 1998; Capel, 1998; Jones, 2000; Eilam and Poyas, 2006).

None of the 13 knowledge and understanding statements scored a mean of 2 or less to indicate relatively little agreement in student teachers' perceptions. In other words, student teachers expressed some or particular agreement with all the knowledge and understanding statements.

A number of statements gained some agreement across the three groups: 'the advice given to the student teachers from all sources is the same', 'the educational courses build into a coherent whole course', 'the student teacher knows about how to create a positive learning environment' and 'the student teachers know how to seek advice from special education needs specialists'. Furlong (1996), from his research , pointed out that competent teaching requires much more than behavioral skills but also knowledge which they need to control their teaching and look beneath the surface of their own and other peoples' practice. Similar reports have also been reported by other researchers (Haggarty, 2002)

The finding about 'the advice given to the student teachers is the same' from all sources goes against the interviews' outcome as one monitoring teacher from her own experience indicated that:

"I found difficulty in knowing who to follow, my supervisor or my monitoring teacher".

Also one student teacher explains her acting:

"....when my supervisor attends my class I follow her advice while when my monitoring teacher get into my class she gives different advice and it is sometimes complicated but I have to follow it". This conflict in the answers may be due to the need for prior coordination between supervisors and monitoring teachers as mentioned previously.

Supervisors did not strongly agree with any of the knowledge and understanding statements as they did not rate any of the statements with 'particularly agreed', but student teachers particularly agreed that 'the monitoring teachers are very cooperative', 'the number of educational courses is sufficient' and 'the time devoted to teaching practice is enough'. According to the monitoring teachers' perception, the supervisors are very cooperative and the student teachers should be expected to teach to all grade levels of education to gain full experiences are of particular agreement. One of the monitoring teacher in her interview asserted that student teachers have to learn to deal with all pupils' ages as she said *"....how to deal with different pupils' ages".*

The findings about 'number of educational courses are sufficient' and 'the time devoted to teaching practice is enough' surprised me because this judgment came from the less experienced group in my samples. This may relate to the fact that student teachers

consider any addition in educational courses and teaching practice course as extra chores.

8.5 Summary

This chapter has discussed the findings of the study aiming to answer the question of the research which is: how is teacher preparation program at KFU perceived by the key participants (student teacher, supervisors, and monitoring teachers)?

It has covered the findings of teaching skills, teaching practice and knowledge and understanding. In relation to these aspects, it identified problems of some lack of improvement in teaching skills and the needed to improve the quality of teaching practice. In addition the most essential step or aspect is the existence of cooperative communicative relationship between the university and school. As we noticed from the findings, many of the weaknesses in the teacher preparation programme arise because of the lack of sufficient connection between these two institutions, and nonexistence of coordination or agreed planning between them. In fact, before drawing the conclusions to the study it will be useful to discuss these important aspects that have a powerful role in the teacher preparation programme. So the next chapter will be on key elements in improving teacher preparation: mentoring and partnership.

Chapter Nine

Some issues related to teacher preparation

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9.1 Introduction

One of the key findings derived from the questionnaire and interview data is the need for better communication between all the parties involved in the teacher preparation programme. It is noticeable from my empirical work that there is an absence of a proper mentoring role and lack of communication in the teaching practice which causes a lot of difficulties for all parties, student teachers, supervisors, and monitoring teachers. Before the next final chapter ten, which will discuss the general findings of the study and make recommendations, this chapter will examine some of the issues and literature related to mentorship and partnership. The discussion comes at this point in the study rather than in the literature review because the need for more attention to partnership and mentoring came from the empirical study. This chapter then is seen as part of the research which will help to inform the final recommendations. This study was conducted in the UK and it was helpful to read about developments which have taken place in teacher preparation since 1992. This chapter will discuss the role and desirable qualities of the mentor as well as the importance of partnership. It will also address some of the relevant research literature.

Successful mentoring begins with establishing a partnership between school and University to ensure that each will share in the responsibilities and benefits of participation. These kinds of relationship need to be based on mutual trust and respect. Together, the mentoring and the partnership between school and university will contribute (through the relationship between monitoring teachers and universities' supervisors) to support student teachers when carrying out their teaching practice, and

to find solutions to their needs and concerns. So as a result, they can support and equip the student teachers the best they can to provide the education system with high quality teachers.

9.2 Mentoring

Life is dependent upon relationships between creatures; nobody or no one can live alone. If we take on a small scale the relation between babies and their mothers, manager and his employee and on large scale relations between cities or governments, all are important. Relationships are important for all domains of life in general and in the education field specifically.

Teaching is all about relationships, among pupils with their teachers, teachers with their colleagues and principle and so on. What concerns me in this matter is the relation between student teachers and their mentor as this relationship is so important to the development of student teachers' professional practice.

Mentorship is the relationship between one person and another person based on the intellectual and emotional support that they give each other (Butler, 2002). This mentorship can be found in many other working relationships. Student teachers work with cooperating teachers who act as mentors, they are a source of support for student teachers working with them to enable the student teacher to improve as a teacher with the guidance of a professional. In Great Britain mentoring is considered as a core element in the partnership established amongst schools and training institution (Jones, 2001). Such partnerships are intended to have a positive impact on teacher and student teacher learning. Koeppen et al., (2000) have supported the benefit of mentoring in their project 'who is telemachus?' by saying that *" the socialization that occurs as we move into our careers influences not only our attitudes, but also our approaches to*

teaching and scholarship. As our network of professional friends and acquaintances expands, so too do opportunities to collaborate on teaching and research projects and receive feedback on our endeavors" (p.432).

9.2.1 Definition of Mentoring

Mentoring is a process that is deeply related to education, as well as other professions. It is a process whereby novices generally receive guidance, support and encouragement from more experienced colleagues.

If we look at the meaning of mentoring in literature, there is no one single definition for mentoring but numerous interpretations of it. It is agreed that the mentoring process embraces various development phases starting from establishing relationships, application of cognitive developmental theory and ending with development of critical thinkers and active agents for the education of our children.

Mentoring means partnering of an experienced teacher with a beginning teacher to furnish *"systematic and sustained assistance to novice teachers"* (Strong and Baron, 2004:48).

Koki (1997:2) asserted that mentoring is a complex and multi dimensional process of *"guiding, teaching, influencing and supporting a beginning or new teacher"*.

McBrien and Brandt (1997) explained a mentor as a role model who offers support to another person and shares his knowledge and experience with the person being mentored.

The general meaning of mentoring has been expressed by Jones (2001:82) who has seen mentoring as providing active assistance for student teachers, as the monitoring

teacher is *"someone who is prepared to support a trainee's professional development through the provision of honest, constructive criticism".*

Thus, mentoring work is concerned directly with helping student teachers to find their style of learning by doing, applying theory in practice and inspiring them by keeping them motivated to persevere. Also to assist them to search their way out of their dilemmas, not by informing the student teacher with solutions of the problems but by helping them to reframe issues in terms in which they can be solved.

9.2.2 The Advantages of Mentoring

With education constantly changing, mentoring is perceived as an effective staff development approach for both experienced teachers and student teachers. Martin (1994) expressed the view that mentoring recently plays an essential role in the professional development of the student teachers.

The value of having a trusted colleague, someone to whom one can take ideas that are still in the draft mode, and someone who can be both active associate and critic of thoughts, deeds and actions, is well documented in the research on mentoring (Galvez-Hjornevik,1986).

Establishing a good relationship between the student teachers and their monitoring teachers gives a strong start for the student teachers to begin their teaching practice confidently. In the same way the experienced teacher who is serving as a mentor receives recognition and incentives. Linsky et.al, (2003:9) draws attention to the possibility of joint work as they can *"engage in professional growth, rather than taking on a student teacher, it also enables student teachers and their mentors to undertake a practicum project".*

Researchers (Little and Nelson, 1990; Ganser, 1996 and Koki, 1997) believe that mentoring can be a valuable process in educational reform for beginning teachers as well as experienced teachers since the latter have a significant impact on the learning and shaping of student teachers' beliefs, orientation and practices. Furthermore, formalizing the mentor role for experienced teachers creates good ranks in the career ladder for teachers and contributes to the professionalism of education.

In other words, the benefit of mentoring is twofold:

For the student teachers the advantages are that they consider the mentors as a source of sustained guidance and see them as a critical friend who can explore the weaknesses and discuss specific issues, ideas and achievements shared and built upon. In fact mentoring plays the role of smoothing transition into the workplace.

In the same way mentors gain benefit from playing a mentor role as mentoring provides them with different kinds of opportunities to develop personal and professional skills and for career and professional development. It also increases self-esteem and job satisfaction.

The idea that mentors get benefits from mentoring is not entirely new. For example, a study implemented in 1986 consisted of 178 mentor teachers. The result of this study was that more than two thirds responded "definitely" to the statement that participation in the mentoring programme "provided positive professional growth for me" (Hawk, 1986).

So the benefits of a mentoring programme are substantial for both student teacher and mentor teachers.

9.2.3 The Mentoring Relationship

It is worth considering the nature of the relationship between mentors and student teachers as this relationship is the core of the mentoring process (Furlong, 2000).

"Mentoring is relationship designed to provide personal and professional support to an individual. The mentor is more experienced than student teachers and makes use of that experience in a facilitative way to support the development of the student teacher. Also it is used to assist the individual at specific stages of development or transition and lasts for a sustained but defined period of time". (Beels and Powell, 1994)

This definition has offered a picture which forms the relationship between the mentor and their student teachers to be supporter, source of development and facilitator.

Linsky et.al.(2003) have identified five features of the mentor-student teacher relationship which is conceived as a journey of seeking goals, moral support, guidance to practical knowledge, equality and relation built on trust and providing space to show or prove worth.

Landay's (1998) point of view is that mentoring is based upon partnership since it exists only in the context of a collaborative relationship. Stanulis and Russell (2002) also asserted the same view as Landay's, they saw mutuality as a feature of the mentoring relationship and as a source of the benefits of the mentoring.

In England, the mentors' role is diverse and can be placed within various conceptual paradigms which are reflected in Maynard and Furlongs' view (1993). They have put forward three models of mentoring

(1) The apprenticeship model where the mentor plays the role as the master teacher to be imitated;

(2) The competence model where the mentor relates training and assessment to pre-determined standards of practice; and

(3) The reflective model as the mentor plays a role as the critical friend who assists in the evaluation of teaching.

In Germany, the mentoring relationship is based on mutual trust and respect as reported by Bolam et. al, (1996) and Jones, (2001).

In Saudi Arabia the feature of mentoring relationship tends to be the traditional apprenticeship model, as the mentors take control of the student teachers' actions and hold a position of power over them, this power is derived from their rank (Al- Harbe et. al, 2002). However it can be argued that from a religious and cultural point of view other models of mentoring can be justified. Our religion, as described in chapter three has views regarding the desirable qualities of the Islamic education teacher; it has clarified in general the relation between the teacher and his/her student which should be built on trust, honesty, trueness, and faithfulness since the teacher is an example to be followed.

Some aspects that may contribute to the success of the mentoring relationship include the desire by both parties to set successful goals and expectations for mutual benefit. In the same way Islam recommends the need to have desire, interest, and love for the profession and always to aim for the best, since the speech of the prophet Mohammed said "God loves if anyone performed work, to master it". Also the stated clarity of the mentor's role and functions will assist the success of the mentoring relationship. Plans must be developed to successfully carry out these functions, (Janas, 1996; Freedman and Jaffe, 1993; Robert and Bullough, 2005). Also there is an essential factor that must be respected in establishing a good mentoring relationship which is the

emotional aspect of both parties (Robert and Bullough, 2005; Koki, 1997). Any mentor who feels that his/her student teacher is not a good match should be re-designated, as Kabli (1999) explained, the comfort of all parties in the mentoring process is the most vital element to built up an excellent relationship to achieve the advantages of sharing the benefit from mentoring.

On the other hand, some factors have an influence in inhibiting such relationships from occuring. Linsky et. al, (2003) asserted that misunderstanding about the roles of both mentor teacher and student teachers may hamper them from getting on well together. Both parties may be unable or unwilling to work collaboratively. Mentor teachers assert their power and play the traditional role of mentoring, and student teachers who may have a lack of confidence related to uncertainty in their ability or lack of effective communication skills may cause the failure of the relationship.

9.2.4 The main duties of a Mentor

Looking over the complexity of the definition of mentoring and the nature of the mentors- student teachers relationship, we can derive the duties and the responsibilities of the mentor which is to:

- Enable the student teachers to assess his/her own skills and to improve them;
- Enable the student teacher to evaluate the chosen teaching strategies and materials in term of their appropriateness;
- Enable the teacher to question the values embedded in those practices and proceed to challenge the aims and goals of education;
- Enable the student teacher to continue to examine and clarify their personal values and beliefs about society and pedagogy;

- Enable the student teacher to theorize about the context of their pedagogical practice and
- Enable the teachers to examine the adequacy of theories about pedagogical contexts and processes and develop a critique of them (Frost, 1993; Linsky etal., 2003).

FEnto (2001) explained the practical support which should be provided by the mentor, which involves teaching observations with constructive feedback, regular planned meetings, a written record of mentoring meetings, giving the student teachers opportunities to observe successful colleagues or experienced teachers.

Furlong (2000) and Koki (1997) have adopted the idea that mentors have an essential function to play a positive role model and coach student teachers. This is what makes the role of teacher a very important and heavy one as he/she should set or consider themselves as a good example for their pupils, students, colleagues and principles, and in general for the whole system and society. As Ghazali (1986) stated *"people do not impact from the person who does not do what he says, so if the teacher does not work according to his science, as a result his exhortation will slip from the people heart as water slip from the stone"*

So, the mentor is the assistant and facilitator who aids other's development, and the development of teaching skills and strategies. In the case of Saudi Arabia, the idea of mentorship will be very useful and appropriate to contribute in raising the competences of the student teachers and the quality of the teaching practice. This in turn will benefit the whole educational system; by adopting the duties described above and understanding the benefits of their application, the system should be improved.

9.2.5 The qualities of a Mentor

To achieve the aims of effective mentoring, it is worth thinking about the qualities of the mentors since they are considered as one of the most vital resources of teaching experience of the student teacher. These qualities include personal and professional skills.

Koki (1997:2) on this point stated that:

"To be effective, the mentor must be able to demonstrate a range of cognitive coaching competencies, such as posing carefully constructed questions to stimulate reflection, paraphrasing, probing, using wait- time, and collecting and using data to improve teaching and learning". Besides that they must be selected with care, knowledge and experience because they must be able to supply a nurturing context for their student teachers.

What is more, the mentor must possess the confidence to act as a model of the teacher's role in education, to provide sufficient stimulus and input in the form of realistic examples (Koki, 1997; Jones, 2001).

Wang (2001) has asserted an important point when selecting mentor teachers which is to identify how mentors conceptualize mentoring and their experience in conducting the kind of mentoring practices expected.

The criteria for selecting mentoring teachers vary from culture to another, but here is some general criteria which assist in assigning mentors which has been adopted from Herman and Mandell (2004); Daresh (2002) and Shadiow (1996)

The mentor teacher must have:

- A commitment to education, and to the role of mentoring.

As committed mentors show up for the job, also they understand that persistence is as vital in mentoring as it is in classroom teaching. This commitment should emerge naturally from the resolute belief that mentors are capable of making a positive impact on the life of another. This belief is grounded in the knowledge that mentoring can be a challenging effort requiring significant investments of time and energy.

- Respect and acceptance for the student teachers who enter into its community.

Rowley (1999) pointed out the foundation of any effective helping relationship is empathy, which means respect another's personal beliefs and values. In the case of mentoring, mentor teachers should accept the student teacher without making judgments even if the student teacher has been poorly prepared. So mentors should stretch their capacity to deliver meaningful support.

- A desire to grow professionally through the exchange of ideas with the student teacher.

Mentors who respect and accept the student teacher, should value the exchange of ideas and benefit from mentoring as opportunities for professional growth.

- Good interpersonal and communication skills, and a sensitivity to the needs of the student teachers.

Rowley (1999) confirmed that each mentoring relationship occurs in a unique and interpersonal context. Mentors should adjust their mentoring communications to meet the individual differences of student teacher needs and attitudes. Therefore, mentors should have profound understanding of their own communication styles and be willing to observe the behavior of the student teacher.

We can notice from the above points the importance of equality between the student teachers and their mentor, irrespective of their ranking and level of knowledge. Also they insist on the right of both student teacher and mentor to exchange advice and consultation. This latter insight is not dissimilar to the view cited in our holy Quran *"their matters consultation between them" verse (38) Al-shora*

In addition to all these above qualities, mentors also should have:

- An open mind and flexible attitude;
- Good organizational skills;
- A willingness to meet regularly with the student teacher to plan lessons and to provide useful feedback derived from observed lessons;
- Knowledge and experience of the student teacher's area of work;
- The ability to offer a range of perspectives and teaching and learning techniques;
- The ability to empower the student teachers with knowledge gained from their experience; and
- The ability to help the student teacher to identify practice which meets professional requirements.

Thus, by careful selecting of the monitoring teacher who will have a positive impact on our student teachers' personality and professional life, we can assure that essential skills, strategies and experiences will be conveyed to the student teachers.

As far as the qualities of the mentor teachers is concerned, how can we prepare the mentoring teacher to possess these attributes? The answer to this question is simply by possessing a willingness to engage in professional growth, increase self-esteem and engage in mentor training.

An appropriate mentoring programme design is considered central in guiding student teachers in their teaching practice (Mathias, 2005, Rowley, 1999).

First of all, the specific form or the components of the mentoring programme need to be determined by the local needs level of each country. Therefore, the mentoring training programme must include, but should not be limited to the following features.

A good programme requires formal mentor training as a prerequisite to mentoring. Also the programme has to consist of specific descriptions of the roles and defined responsibilities of mentor teachers (Mathias, 2005). In addition, the mentor teachers need to be given the opportunity to engage in reflection on the qualities of effective helpers by raising levels of consciousness and helping the mentor, specially the prospective one, to understand the problems and concerns of student teachers. A part of this programme is to equip the mentors with knowledge and skills to develop multiple methods of classroom observation, use of research based frameworks as the basis for reflection and refine their conferencing and feedback skills. However, an effective programme is dependent on it being well planned, well organized and well delivered.

To sum up, mentoring remains a complex and very demanding process. It can play a crucial role in teacher preparation, improve quality of teaching and continually develop the professional knowledge and cultivate skills that a teacher needs. Also to attain successful mentorship depends on both the mentor and student teacher being equally cognisant and accepting of their roles and responsibilities. That latter require a mutual commitment to working side by side as equals and retaining an open conversation between parties on matters of mutual concern.

9.3 Partnership

As it goes without saying, "one hand can not clap". In our world nobody is able to live alone or could not have fun alone but he/she can work alone. If he/she wants to be effective and creative they have to work together as partners. So the term partnership is simply considered as 'working together'. Nowadays in the domain of education the need for the school to play an important part in the teacher preparation programme is becoming so essential.

Traditionally it has been the case that while the university provides the theory, the school provides the setting and the student teacher provides the efforts to bring them together. In other words, student teachers need both theory and practice in order to become effective teachers. More recently however it has been recognized that a more integrated relationship is needed to improve the teacher preparation. The university colleges and school- based aspects of teachers' preparation should complement each other. Clear roles of each partner are beneficial to the success of the teacher preparation programme.

The importance of the liaison between the University College and school is highlighted in many studies (Wilkin, 1992; Goodlad, 1994; Beck & Kosnik, 2002; Ginsberg & Rhodes, 2003; and Sands and Goodwin, 2004).

The concept of partnership in the field of education refers to various models of collaboration and co-operation implemented between Higher Education Institutions and schools with the aims of supplying quality initial teacher preparation experiences of student teachers. Brien and MacBeath (1996) mentioned that the development of partnership approaches has attempted to generate high quality teacher training.

Mule (2006:206) asserted that the partnership between the two institutions would serve three main goals:

1. *rethinking the preparation* of *pre-service education student;*
2. *ensuring continuing development of experienced professionals;*
3. *modelling exemplary practices that will lead to school student achievement of a high order, provide sustained, applied inquiry for both student and faculty.*

Establishing a successful partnership between school and University has comprehensive benefits because this relation *"will enhance the educational experience of all children; enhance high quality field experiences for prospective teachers; and engage in furthering the professional growth of school-and university-based teachers and teacher educators"*(Dana, et al, 2001), cited in Mule (2006:206).

A successful University - school partnership will minimize the conflict between the main agents involved in this relationship, the supervisor who is working in the higher education institution, the student teacher and monitoring teachers who are working in the school.

This collaborative partnership between school and university is targeted to confront the potential conflict among the parties and decrease it through simultaneous renewal and shared responsibilities for teacher preparation, continuation of professional development, research and inquiry on education and to upgrade the outcomes for all students as cited by Smith and Lytle (1999); Bromley (1998) and NCATE (2001).

Collaboration in a regular way between the Higher Education institution and schools through partnership is vital to use each others' expertise. The expertise of monitoring teachers and supervisors has to be combined by opening an honest dialogue in which

they have enough trust and respect to speak to each other directly and to listen to one another and to assist in introducing innovation without anyone being minor to the other (Koster and Snoek, 1998).

In fact, school-university partnership has benefits even for experienced teachers as reported by Koster & Snoek (1998) and Sandholtz (2002). These benefits include increased knowledge, greater efficacy, enhanced collegial interaction, and leadership skills.

On the other hand, university supervisors have also very useful opportunities to act as reflective practitioners, constantly evaluating their values and developing and using or exchanging ideas whether with their student teachers or with monitoring teachers. So this relation could be considered as life-long learning which is very important for both supervisors and monitoring teachers for professional development (Sandholtz, 2002).

This kind of partnership is very limited or missing in KSA (Kabli, 1999), hence an overview on school- university partnership in Great Britain will be considered.

In many countries at present, teacher preparation is considered as an essential transition from setting and systems controlled by separate, often higher education institutions, to be situated much more in schools themselves (Tomlinson, 1995 and Furlong, 2000).

In the UK and elsewhere, the training of teachers is increasingly seen as a matter of partnership among schools and institution of higher education.

9.3.1 The Importance of Partnership between Colleges and Schools

Circular no 9/92 25 June 1992 introduced new criteria and procedures in England and Wales for the accreditation of courses of initial teacher training. The main principle expressed in the circular was that the school should play a much larger part in Initial

Teacher Training as full partners of Higher Education Institutions (HEIs). The accreditation criteria for initial teacher training courses needs HEIs, schools and students to focus on the competencies of teaching and institutions rather than individual courses. The government expected that the partner school and HEIs would exercise a joint responsibility for the planning and management of courses and the selection of training and assessment of students. The balance of responsibilities might vary. Schools would have a leading responsibility for training students to teach their subjects of specialisation. This is to assess pupils, to manage classes supervising students and assessing their competence in these respects. HEIs would be responsible for ensuring that courses meet the requirements of academic validation, presenting courses for accreditation, awarding qualifications to successful students and arranging student placement in more than one school.

Wright (1993) described the new changes in teacher preparation as a turning point in the history and development of teacher education in England. The aim of *these changes is to " ensure that teachers are trained and supported to have the skills and knowledge to meet the new demands placed on them"* (DES, 1992 para13). The new model involved a more equal partnership between school teachers and tutors/college advisors in institutions, with the schools playing a much bigger part. Therefore, slowly but surely 'partnership' has become an increasingly central concept. The idea is that higher education institutions should develop and run the professional and educational aspects of courses of initial teacher training in close working partnership with the schools. For both teachers and supervisors, professional development is a crucial necessity, if the new partnership is to succeed for both parties and, most importantly, ultimately for the pupils in the school. The new arrangements may be fraught with "problems" (as Wright points out, college supervisors have most to lose if aspects of their role are transferred

to the school), but these need to be jointly tackled more as opportunities. Supervisors in HEIs seek to take opportunities and gain professional development and access ready areas for research. Teachers also try to gain professional development, new ideas, and skills in mentoring. They may find that through explaining to students what they are doing they become better and more focused at teaching. The success of school based training does not depend only on the amount of time spent in schools but also relies heavily on the quality of the relationships between the training institution and the school. This includes the significant involvement of teachers in the planning, supervision and assessment of students' training and the active support of supervisors for the students' work in schools. Wright (1993) identified four key principles, which are important for the success of the new relationship: (1) academic work should be closely linked to practice, (2) the success of school based training relies heavily in the quality of the relationships between the training institution and the school, (3) the idea of partnership is crucial to the concept of school-based training and (4) the values and cultures of educational institutions, whether schools or universities, must be recognised.

Circular number 14/93 set out the principles of partnership. Successful partnership in primary initial teacher training was to provide an appropriate range of professional expertise and resources, supplementing students' school experience as necessary from further a field. The aim was to establish and maintain coherent links between the elements of the course based in schools and those based in higher education institutions, define the basis on which all elements of the course were to be funded and agree the allocation of resources, foster for students a climate of professionalism in which school-based training is an integral part of 'whole school' policy, and demonstrate clearly to all concerned how the requirements of the circular are met.

Circular 14/93 explained the benefits of partnership to schools and teachers. Although the main function of schools is to teach pupils, it has been shown that schools can derive considerable professional benefit from sharing fully in the training of teachers. Staff learn from the fresh perspective of students in training; in turn, teachers influence directly the training of their future colleagues.

Circular number 10/97 set out the standards of knowledge, understanding and skills that all trainees must demonstrate in order successfully to complete a course of initial teacher training and be eligible for qualified teacher status. The circular also set out a range of new requirements for initial training intended to ensure that all initial training providers match the quality and breadth of the best and to underpin higher standards and effective teaching in schools. These standards are intended to ensure that, before taking responsibility for their own classroom for the first time, every new teacher will have proved his or her ability in a wide range of knowledge, understanding and skills, including effective teaching and assessment methods, classroom management, discipline and subject knowledge. The new requirements suggest that all primary courses must prepare trainees to teach at least one specialist subject, and all trainees must have substantial practical experience if they are to achieve the qualified teacher status standards and qualify as teachers. For primary, non-core, non-specialist subjects, trainees being assessed for qualified teacher status must meet the required standards but with the support, if necessary, of a teacher experienced in the subject concerned. The circular further addressed the issue of partnership among schools and colleges.

9.3.2 Partnership requirements

Department of Education circular number 10/96 applies to training which takes place in partnership between school and HEIs or other providers, and sets out requirements

relating to the involvement of schools, including the amount of time which trainees must spend in schools.

In the case of all courses of initial teacher training, HEIs and other non-school trainers must work in partnership with schools ensuring that:

- Schools are fully and actively involved in the planning and delivery of initial teacher training as well as in the selection and final assessment of trainees. The full partnership should regularly review and evaluate the training provided;
- The division and deployment of available resources has been agreed in a way which reflect training responsibilities undertaken by each partner;
- Effective selection criteria for partnership schools have been developed which are clear and available to all partners and trainees, and which take account of indicators such as Office for Standards in Education reports, test and examination result, exclusion rate, commitment to and previous successful experience of involvement in initial teacher training;
- Where partnership schools fall short of the selection set, providers must demonstrate that extra support will be provided to ensure that the training provided is of a high standard;
- Where schools no longer meet selection criteria, and extra support to ensure the quality of the training process can not be guaranteed, procedures are in place for the de-selection of schools;
- Effective structures and procedures are in place to ensure efficient and effective communication across partnerships.

Thus, as we see, the entire mentoring and partnership issues have been identified in official publications and their success depends on integration, planning, coordination and cooperation.

How relevant is the concept of partnership to other cultures including in Saudi Arabia? In the discussion of Islamic Education in chapter three it was pointed out that Islam inspire us to work as an integral, organized, planned team because these are the characteristics of Islam.

In fact as the wisdom says "the person is little by himself, many by his brothers", the efforts of individuals regardless of the existence of their sincerity, can not reach the impact required to achieve the desired goal, because it is weak, limited, and with only temporary effect. There may be many individuals but because of the differences between them in their orientations and attitudes and lack of coordination this may cause the scattering of the efforts and weaken their impact. Team work, which is one of the principles of the mentoring and partnership, seeks to combine the efforts together. Nevertheless working as a team is not enough to reach the aim of success, because the team work will not generate fruitful work if there is not an organization and planning among the individuals of the team, also if the identification of the responsibilities and duties are not clarified, and the objectives and tools are not explained.

In the case of teacher preparation, the attempts at improvement or development have to be unified and must be implemented in a clear line, in specific stages with explicit goals and known tools.

After all, good monitoring and effective partnership are vital to teacher preparation programme if integration, organization, planning and coordination are really to have full consideration. Finally once we are able to identify the need and the nature of these

two aspects in a more consistent manner, as a result we will be able to engage in the evaluation of the outcome and also execute research regarding these issues.

9.4 Conclusion

This chapter has discussed the value of establishing the role of the mentor and has discussed what the role of mentoring teachers means. They should participate in a partnership between preparing colleges and schools where student teachers practise teaching. Also it has discussed what is involved in building a partnership and relationship between the University and the school regarding the development of teacher practice programme. The end of this chapter has shed light upon the connection between the Islamic Education aspects and the call for good mentoring and integration through partnership.

The next chapter will draw the conclusion, and in the light of it the recommendations will be made. Finally, further research will be suggested.

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Chapter Ten

Conclusions, Recommendations and Further Studies

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10.1 Introduction

This chapter reviews the present study and the findings of its fieldwork with a view to drawing some conclusions. It then puts forward recommendations, and suggestions for further research.

10.2 Conclusion

This study set out to examine some aspects of the female teachers' preparation in College of Education at K.F.U in the kingdom of Saudi Arabia through the viewpoints of student teachers supervisors, and monitoring teachers. In that examination, the focus was on three categories, which are teaching skills, teaching practice, and knowledge and understanding. Two data collection techniques were used:

1. A questionnaire used with a sample of student teachers (n= 117), university supervisors (n=14) and monitoring teachers (n=31).
2. The interviews conducted with 12 student teachers; 6 university supervisors and 8 monitoring teachers.

To address its aims, the study was underpinned by a main research question with sub-questions, which acted as the particular focus for the fieldwork. The research focus was:

An investigative study of the female initial teacher preparation programme in Saudi Arabia in an Islamic context: perceptions of the key participants.

When commencing this study, the researcher took consideration of this main question: how is the teachers' preparation programme perceived by the key participants (student teachers, supervisors and monitoring teachers)?

Also these sub-questions were taken into account:

- How effective is the programe on the student teachers?
- How far are the objectives of teaching practice being applied?
- What are the viewpoints of the individuals who have a direct relationship with teachers' preparation programme?
- Is this programme complying with the development of education?
- How far do the pre-service and in-service teachers believe that preparation developed their skills as teachers?
- What do the teachers feel that they would like to learn more about in order to meet the needs of their pupils?
- What are the present strengths and weaknesses, as perceived by educational supervisors?

Analysis of the perceptions of the three groups of the sample was based on the empirical findings and a review of the related literature in Saudi Arabia and UK.

Ahead of the main study, the questionnaire was tested and piloted. Minor modifications were made to make it clearer and understandable. The researcher also pre-tested the interview schedules and checked the meaning with the supervisors.

It is appropriate here to mention the importance of the present study. Firstly, it was deemed important because it would provide a view on the education system in K.S.A. Secondly, it would shed light on the development of female education. Thirdly, this

study, as far as the researcher could be certain, was the first study to examine female teachers' preparation programme in K.F.U in Saudi Arabia.

At this point, it ought to be helpful to remind the reader of the limitations of the study.

Firstly, the data were gathered from samples in K.F.U in the east territory of Saudi Arabia. In consequence, the findings might be typical for those samples in Education Colleges in that territory. However, the Saudi Arabia education system is a highly centralized one by the Ministry of Higher Education, which supervises the universities and public higher education as all these universities implement the bylaws that are issued by the Ministry, controlling matters such as teacher preparation and curricula closely. It might be reasonably supposed therefore that the views of the three groups in K.F.U might not be substantially different from their counterparts in other areas of the Kingdom of Saudi Arabia.

Secondly, the data were collected from the viewpoints of females, so it has to be questioned whether the findings would be applicable to males. However it could be argued that they are applicable, as both the female and male teacher preparation programme are carried out under the same authority of K.F.U with separation between them.

The following findings are built around the questionnaire completed by student teachers, university supervisors and monitoring teachers, but also using findings from the interviews using the same sources.

So, on the basis of the data produced, the overall impression was that, the teachers' preparation programme did not improve most of the teaching skills studied very well,

and the teaching practices was not seen as very satisfactory. There was no particular agreement on most of the knowledge and understanding items.

It seem that the programme needs more concentration on some aspects, condensation in its period of teaching and increasing teaching hours, and coherence between its subjects and courses. In other words, the curriculum must be covered effectively, adequately and profoundly, and the way in which it is covered and taught are as important as the content itself if the outcome is to produce good future teachers. Also the programme subjects must be designed in a coherent pattern for the skills development of the students. However, the relationship and interdependency between the subjects needs to be born in mind in order to sort the constituent parts in a sequential way to construct coherent subjects, to have a full and clear picture of the nature and objectives of the whole teachers' preparation programme. Not only that but also to benefit the educational process in general.

From the responses it can be concluded that the university programme needs to be developed more in the teaching practice area followed by knowledge and understanding and then teaching skills. The following points emerged which need to be considered:

- The gap between the educational theory courses and teaching practice course lead to a separate existence. This gap results in a structural weakness in the programme which needs remedying, as the issue of how theory and practice are related to each other was seen as problematic.
- Ambiguity is involved regarding unclear content, objectives, roles and nature of the teachers preparation for all participants;
- Close, frequent contacts and collaborative working between the university and schools is needed;

- Clear and defining roles for all participants are required;
- A supportive system for the student teachers is needed; for example, full awareness is required to consider the student teachers as qualified teachers so that will eventually lead to development of student teachers' skills overall;
- There is more to be done in the areas of evaluation and assessment of pupils' understanding, performance and achievement, general teaching skills specific to the dealing with individual differences, classroom management, non teaching activities such as parent and staff meeting. The relationship between supervisors and their student teachers need to be improved.

So in order to provide better teachers' preparation and support for student teachers, more coordination, consistency and the establishment of a partnership programme would seem to be needed across university and schools, to face and solve the difficulties or weakness that face the teachers' preparation programme and prevent its progress.

10.3 Recommendations

The following recommendations are put forward in the light of the findings of the present study.

1. A partnership scheme should be established between the University college and the schools. This kind of scheme would serve to overcome some of the current problems and conflicts among the university advisors and the school teaching staff and the lack of communication between the school and university college. The benefit will be correlation between the school and the educational college. In other words, it will keep the school participants up to date with theoretical developments in education, while ensuring educational colleges are aware of the

practical situation in the schools. The partnership scheme could embrace many forms such as seminars, conferences, and discussions for the development of the teacher preparation programme.

2. University colleges should choose schools which are co-operative and have professional experience in the student teacher preparation. In order to build a firm ground of basic experience for effective practice, student teachers should gain a school experience in which they observe and participate through out the central professional activities for which they are being prepared.
3. Provide all parties of teacher preparation with a handbook which is prepared by educational college containing specific statements of the teaching practice regulations and the roles of anybody who has a key role in this matter and setting out what is expected of the student teachers during their practice.
4. Supply the student teachers with a booklet which is prepared by the school containing all the information that the student teachers need to make their views of the school more clear so they know what to do. The school should provide the university college with the school information booklet prior to the student teachers starting of their teaching practice, to permit enough time for the student teachers to read and assimilate it.
5. In –service training programme should be provided for both the supervisors and the teachers to raise their capabilities to perform their role successfully.
6. The supervision should consist of experienced supervisors; also the case is the same with the monitoring teachers who should be chosen according to their experience and a number of in-service training courses. Therefore, what is also needed and should be considered is the provision of mentor training courses as

the mentoring role is crucial and the teachers should be properly trained for this role

7. Clearly defined assessment criteria should be available for reference or guidance among all elements of teaching practice that are responsible for preparing the teachers. Also supply copies to the student teachers as well to make their assessment more clear and objective for them.
8. Evaluation procedures should annually take place to ensure that teacher preparation programme has met it aims and ensure that student teachers are given adequate needs in developing their competences. Nevertheless, to update the programme with the educational revolution the evaluation should take place at least each five years.
9. New procedures should be considered according to the enrolment conditions of teaching practice, which is to prevent the students from registering for teaching practice unless they have finished all the theory courses in the university to reduce the stresses and the burden on them.
10. Establish microteaching in theory courses in the university as a prior preparation for school experiences of the student teachers.
11. Some review and revision of the theory courses in the university is needed with more appropriate time devoted to, for example, a teaching methods module to ensure that student teachers are well prepared for the school practice.
12. Students who do not have the desire to be teachers in their future should be eliminated from the programme so that we can save and reduce the burden of both supervisors and schools.

10.4 Suggestions for further research

The following topics are suggested for further study:

1. There is a need for further research regarding the role of the supervisors through the partnership scheme which is suggested by the study.
2. Further study is needed to profoundly activate the role of monitoring teachers.
3. Further study is needed to address the role of head teacher in teacher preparation programme.
4. There is a need for further research regarding integration of technology in the teacher preparation programme.
5. It is worth undertaking a study examining the challenges facing the student teachers in the field of teaching practice.
6. Further study is needed to study the extent of the benefit of elimination of the students who do not have a desire to be a teacher.

Last word, as we are facing an era whose rhythm and pace are quick and ever changing, we can not underestimate its signs and indication. The whole world is governed by the economics of knowledge and the power of ever renewing sciences.

Furthermore, the effect of globalization can not be ignored since we face a world with complex relationships and interactions. As a result, we have to prepare future generations in a way that will enable them to face these challenges and deal intellectually with the massive demands of future progress, and the only way to prepare this generation is by high quality preparation of their teachers.

The Kingdom of Saudi Arabia nowadays enters a new era which will witness a cultural jump forward that will lead it to the ranks of developed nations. So it is obligatory that this and future generations should be equipped to achieve a safe and successful transformation to the future that awaits us. Thus the changes and development in the education system with its methodologies and approaches are urgent and a vital requirement. At the same time we have to maintain our social values and constants.

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Appendixes

الشرق الأوسط
جريدة العرب الدولية
10050 الاحد 08 جمادى الاولى 1427 هـ 4 يونيو 2006 العدد

وزير الخدمة المدنية: مخرجات التعليم الجامعي لا تتناسب مع احتياجات التنمية في البلاد

الرياض: تركي الصهيل

فتح محمد الفايز وزير الخدمة المدنية السعودي أمس، النار على مخرجات التعليم الجامعي في بلاده، والتي قال عنها «انها لا تتناسب مع احتياجات المرحلة الحالية للبلاد».

وبرر الوزير الفايز، الذي كان يتحدث ظهر أمس لممثلي وسائل الإعلام على هامش رعايته للاجتماع السنوي الثامن لمديري وقيادات معاهد ومدارس الإدارة العربية، في رده على سؤال حول امتناع وزارته عن توظيف خريجي الجامعات السعودية في بعض التخصصات، لعدم مواكبة مخرجات التعليم الجامعي لاحتياجات التنمية في البلاد، لافتا إلى أن وزارة التخطيط تعبت وهي تنادي شقيقتها وزارة التعليم العالي، بضرورة توافق مخرجات بناتها الجامعات مع مستجدات المرحلة.

وفيما اعتبره عاطلون لا يزالون على قوائم توظيف وزارة الخدمة المدنية «خيبة أمل»، أعلن الفايز، شهر شعبان المقبل، موعدا أخيرا لشغل الوظائف الشاغرة، التي سبق أن أعلنتها وزارته، لافتا إلى أن الوزارة ستصدر بعد ذلك الموعد، قائمة جديدة للوظائف الإدارية، حيث سيتم إلغاء كافة الأسماء الموجودة في قائمة الانتظار القديمة، «ليعود الموال من أول جديد»، على حد تعبير الفايز.

وكشف الوزير السعودي، عن صدور موافقة تتعلق بإحلال السعوديين بدلا من الأجانب في وظائف وزارة التربية والتعليم، حيث ستتم عملية الإحلال هذه قبيل نهاية العام المالي الحالي.

وبقاءً في موضوع وزارة التربية والتعليم وعلاقتها مع وزارة الخدمة المدنية، والجدل الحاصل حول عملية تثبيت الوظائف، أوضح الفايز أن علاقة وزارته بوزارة التربية والتي قال عنها انها «الوزارة الأم»، «سمن على عسل»، لافتا إلى صعوبة تثبيت كافة الموظفين في وزارة يعمل بها قرابة الـ 30 ألف شخص، متعهدا بأن تتم عملية تثبيت الموظفين بطريقة تدريجية، مشددا على ضرورة استحداث وظائف لما أسماه «النمو والتطور» اللذين تمر بهما المؤسسات التعليمية في البلاد.

Appendix 1

Kingdom of Saudi Arabia
Ministry of Higher Education
KING FAISAL UNIVERSITY
College of Education

Student name: **Department: Islamic Education**

YEAR ONE:

FIRST TERM 1421 H

	HOURS
ISLAMIC CULTURE	2
ARABIC WRITING AND COMPOSITION	2
BASIC OF PSYCHOLOGY	2
PRINCIPLES OF SOCIOLOGY	2
PRINCIPLES OF EDUCATION RESEARCH	2
INTRODUCTION TO EDUCATION	2

SECON TERM 1421 H

	HOURS
HISTORY OF ISLAMIC FIQH	2
WORSHIP JURISPRUDENCE (1)	2
RECITE AND READ HOLLY QURAN (1)	2
ARABIC GRAMMER (1)	2
RHETORIC	2
HEALTH EDUCATION	1

YEAR TWO:

FIRST TERM 1422 H

	HOURS
SCINCE OF HOLY QURAN (2)	2
RECITE AND READ HOLLY QURAN (2)	1
WORSHIP JURISPRUDENCE (2)	2
THE FUNDAMENTALS OF JURISPRUDENCE (1)	1
ARABIC GRAMMER (2)	2
ARABIC LITERACY TASTE	2
PRINCIPLES OF MANAGEMENT	2
FOUNDATION OF CURRICULUM	2

SECOND TERM 1422H

	HOURS
SELECTION FROM HADEETH (1)	1
INTERPRETATION OF STATES QURAN VERSES	2
WORSHIP JURISPRUDENCE (3)	2
INFINITE ONENESS OF ALLAH (1)	2
ORIENTALISM AND ORIENTALISTS	1
PSYCHOLOGY OF GROWTH	2
PRODUCE AND USE OF EDUCATIONAL TOOLS	2

SUMMER TERM 1422 H

	HOURS
FAITH AND MORALITY	2

YEAR THREE: FIRST TERM 1423H

	HOURS
SELECTION FROM HADEETH (2)	2
INFINITE ONENESS OF ALLAH (2)	2
SCIENCE OF ARABIC MEANING	2
EDUCATION EVOLUTION OF THOUGHT	2
EDUCATION DESCRIPTION OF STATISTICS	2
EDUCATIONAL PSYCHOLOGY	2

SECOND TERM 1423 H

	HOURS
SCINCE OF HOLY QURAN (1)	1
FUNDAMENTALS OF JURISPRUDENCE (2)	2
RECITE AND READ HOLLY QURAN (3)	1
AN OBJECTIVE INTERPRETATION QURAN	2
ANALYTICAL OF HADITH	2
JURISPRUDENCE OF MARRIAGE	2
ARABIC GRAMMER (3)	2

SUMMER TERM 1423H

	HOURS
ARABIC GRAMMER (3)	2
GENERAL ENGLISH	3

Appendix 2

YEAR FOUR:

FIRST TERM 1424H

	HOURS
RECITE AND READ HOLLY QURAN (2)	1
FUNDAMENTALS OF JURISPRUDENCE (3)	2
JURISPRUDENCE OF ISLAMIC TRANSACTIONS (1)	2
AN OBJECTIVE INTERPRETATION OF HADITH	2
ISLAMIC JURISPRUDENCE OF CRIMINAL	2
ARABIC GRAMMER (2)	2
GENERAL METHODS OF TEACHING	2
MEASUREMENT AND EDUCATIONAL REFORM	2

SECOND TERM 1424H

	HOURS
ROULS FROM HADITH	2
INHERITANCE SCIENCE	2
INFINITE ONENESS OF ALLAH (3)	2
JURISPRUDENCE OF DAAWUAH	2
THE ECONOMIC SYSTEM IN ISLAM	2
RESEARCH CIRCULE	2
ARABIC GRAMMER (3)	2
SCHOOL ADMINISTRATION	2

SUMMER TERM 1424H

	HOURS
THE POLITICAL AND SOCIAL SYSTEM IN ISLAM	2
SPECIAL TEACHING METHODS	2

YEAR FIVE (extended year)

FIRST TERM 1415 H

	HOURS
THE DOCTRINES	2
THE ANALYTICAL INTERPRETATION OF QURAN	2
THE JURISPRUDENCE BIOGRAPHY	2
THE USE OF COMPUTER IN EDUCATION	2
DESIGN AND DEVELOPMENT OF LESSONS	2
	2

SECOND TERM 1425

	HOURS
JURISPRUDENCE OF ISLAMIC TRANSACTIONS (2)	2
Teaching practice	8

Royal Embassy of Saudi Arabia
Cultural Bureau
London

المملكة العربية السعودية
وزارة التعليم العالي
المكتب الثقافي في بريطانيا

إفـــــادة

يفيد المكتب الثقافي السعودي في بريطانيا بأن المبعدة / ليلى بنت ناصر حمد الزرعه المبتعثـة من قبل جامعة الملك فيصل للحصول على درجة الدكتوراه من جامعة " درم " بالمملكة المتحـدة في تخصص " مناهج وطرق تدريس " وهي الآن تقوم برحلة علمية للمملكـة لجمـع معلومـات تتعلق ببعثتها ودراستها للدكتوراه نأمل تسهيل مهمتها.

وقد صدرت هذه الافادة بناء على طلبها لتقديمها الى من يهمه الامر.

والله ولي التوفيق ....

المكتب الثقافي في بريطانيا

عبد الله بن محمد الناصر

NO DATE LN
29 BELGRAVE SQUARE LONDON SW1X 8QB TEL: 020 7235 0831 FAX: 020 7245 9565 E MAIL: ss.bpk@virgin.net

Appendix 3

Kingdom of Saudi Arabia
Ministry of Higher Education
KING FAISAL UNIVERSITY
AL-AIISA
College of Education

The card for follow up of trainee student (supervisor form)

First: general information

Name of the student…… University ID number …
The major…….. Practicing school……. Name of the head teacher…… school address…….. Telephone number……
Name of the educational supervisor……. Date……/……/……..

Day	First period	Second period	Third period	Fourth period	Fifth period	Sixth period	Seventh period	Eighth period
Saturday								
Sunday								
Monday								
Tuesday								
Wednesday								

Second: the follow up criteria

The follow up	Estimation				Remarks
1. the personality of the teacher	**1**	**2**	**3**	**4**	
• the good looking					
• Modesty, patience and loyalty					
• self confidence					
• care for preparation notebook					
• acquanticy with pupil's names					
• the general culture					
2. The teaching					
• prepare the lesson plan in advance					
• explain the psychological objectives for the pupils					
• skilled in the subjects he teaches					
• she excites the attention of the pupils to the topic of the period					
• she links the new lesson with the previous one					
• she presents the lesson using (a) delivery (b) discussion (c) other methods (explain)					

Appendix 4

• the use of educational resources equipments					
• she looks into individual differences between the pupils					
• she makes sure of the pupils understanding of the topic of the lesson					
• she gives special attention to the home work					
• she refers to the topic of the next lesson and asks the pupils to prepare themselves for it by reading it					
• she praises the good performance of the pupils					
3.Class room management					
• realisation of discipline and order					
• clearness and precision in giving the instructions					
• she behaves well whenever that is necessary					

Additional remarks.....
.

Example (c) to be used during following up and observations

Kingdom of Saudi Arabia
Ministry of Higher Education
KING FAISAL UNIVERSITY
AL-AHSA
College of Education

The card for evaluation of trainee student (supervisor form)

Name of the student..... ID number .....The major.....
Practicing school.....Class..... subjects he/she teaches.....

M	The criteria Evaluation	Estimations				marks
First: personal characteristics		**satisfactory**	**good**	**very good**	**excellent**	
1	The good looking and clearness of voice					
2	Self confidence and the ability to perform					
3	class room control					
4	Carrying out the instructions of the educational supervisor					
Secondly: lessons planning skills (according to the planning file)						
5	distribution of lesson time between the syllabus and activities					
6	diversity of objectives (psychological objectives)					
7	Selection of suitable of educational equipments					
8	Diversity of collection tests and school assignments					
Thirdly: the practice (observing the trainee in the class room)						
9	Management of time between syllabus and activities					
10	Excitatory potential of the pupils with the lesson					
11	The use of appropriate educational equipments					
12	the use of appropriate of teaching methodology					
13	the realization of the lesson to the psychological objectives					
14	To make use of different evaluation methods					
	The total marks the trainee scored					

Additional remarks.....
Name of the educational supervisor..... Signature.....
Date...../...../.....
Example (D) for supervisor

Appendix 5

Kingdom of Saudi Arabia
Ministry of Higher Education
KING FAISAL UNIVERSITY
AL-AHSA
College of Education

The card for the evaluation of the trainee student (cooperating teacher)

Name of the trainee student…… academic number……
The major…… The subjects he /she teach……
Practicing school…….. Class……..
Name of the educational supervisor……..

In part one put the sign (x) in the appropriate place

The evaluation criteria	estimation				marks
	Weak 1	Average 2	Above average 3	Excellent 4	
management and control of the class					
ability and capacity for performance					
the use of educational resources equipments					
acceptance of criticism and making use of instructions					
diversity of the evaluation opportunities					
total marks					

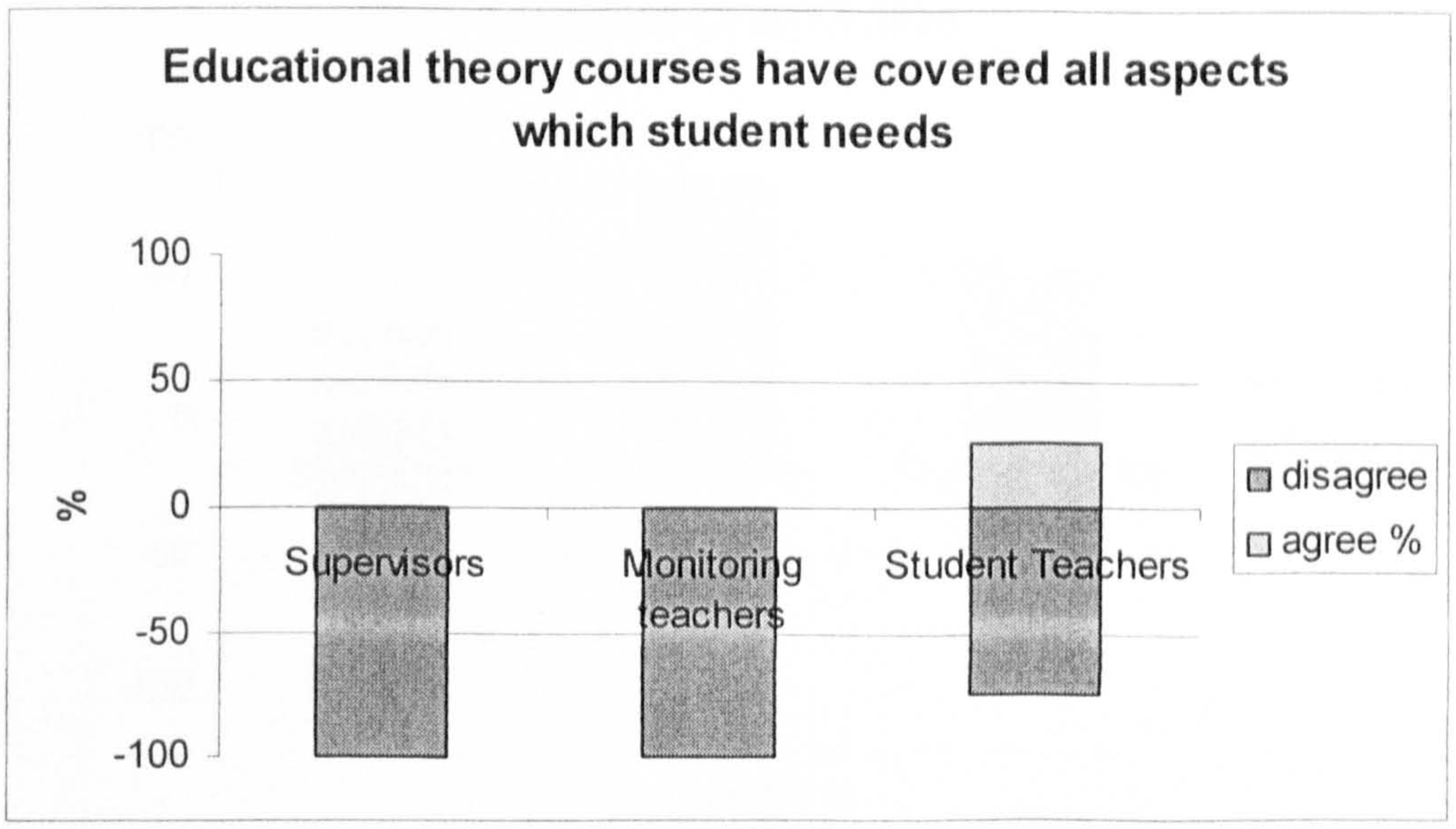
Part two: kindly provide us with the following information

1- Number of observation lessons……..
2- Number of lessons he/she practices training……
3- Number of lessons he did not attend……
4- Number of days he was absent……..
Additional remarks……

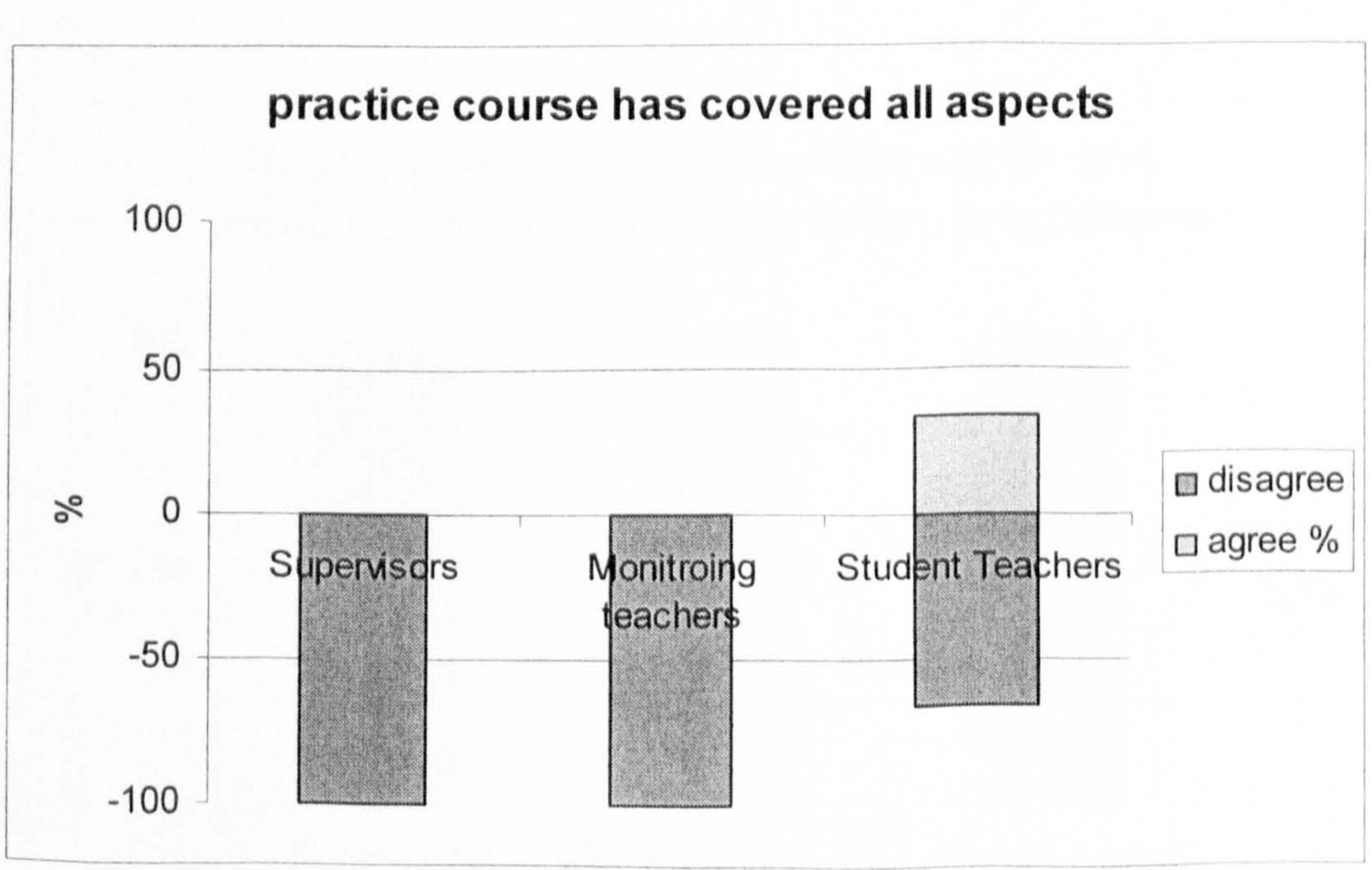
Name of the cooperating teacher……..
Date……/……../…… signature……..

Example (E) for cooperating teacher

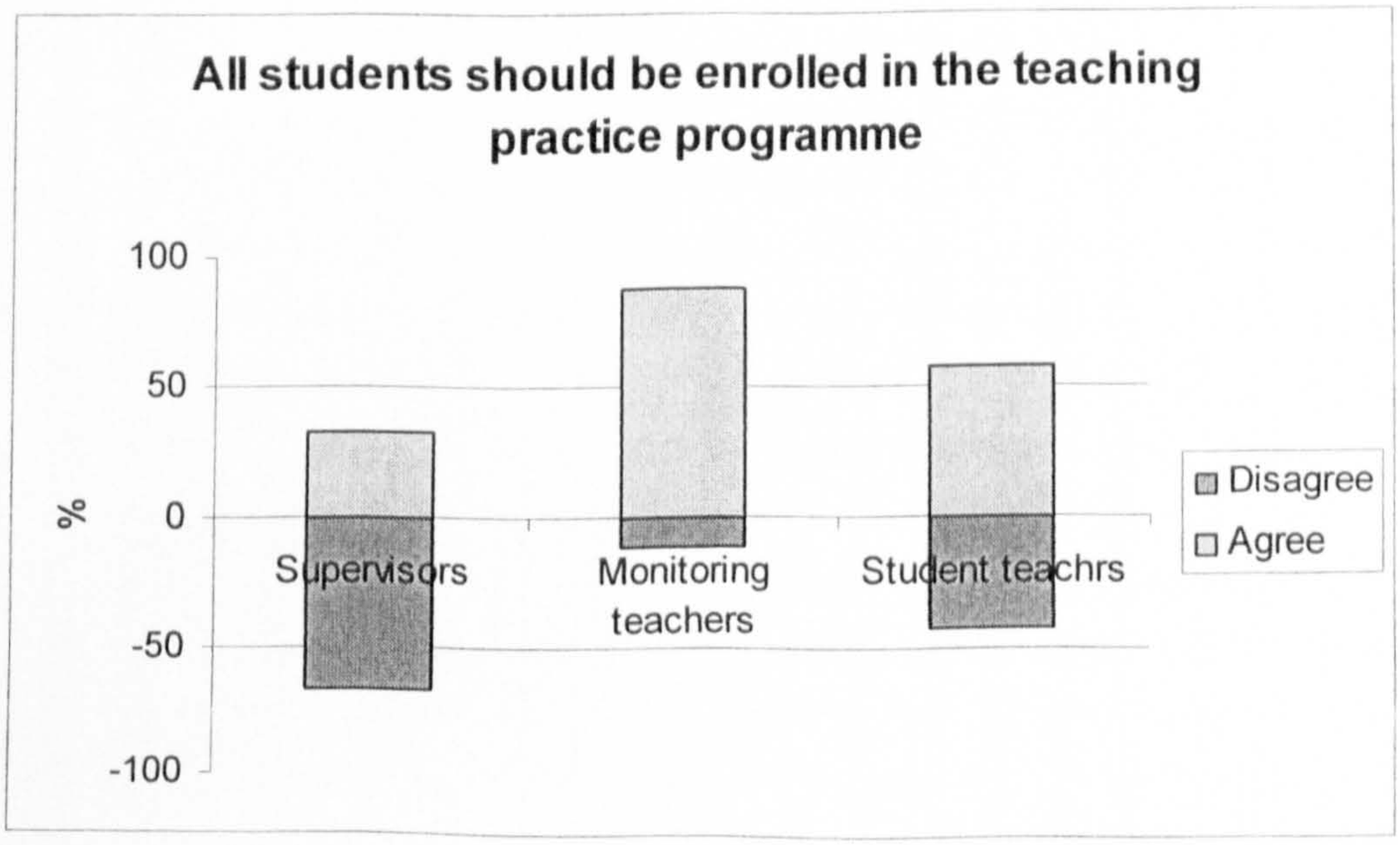
Appendix 6



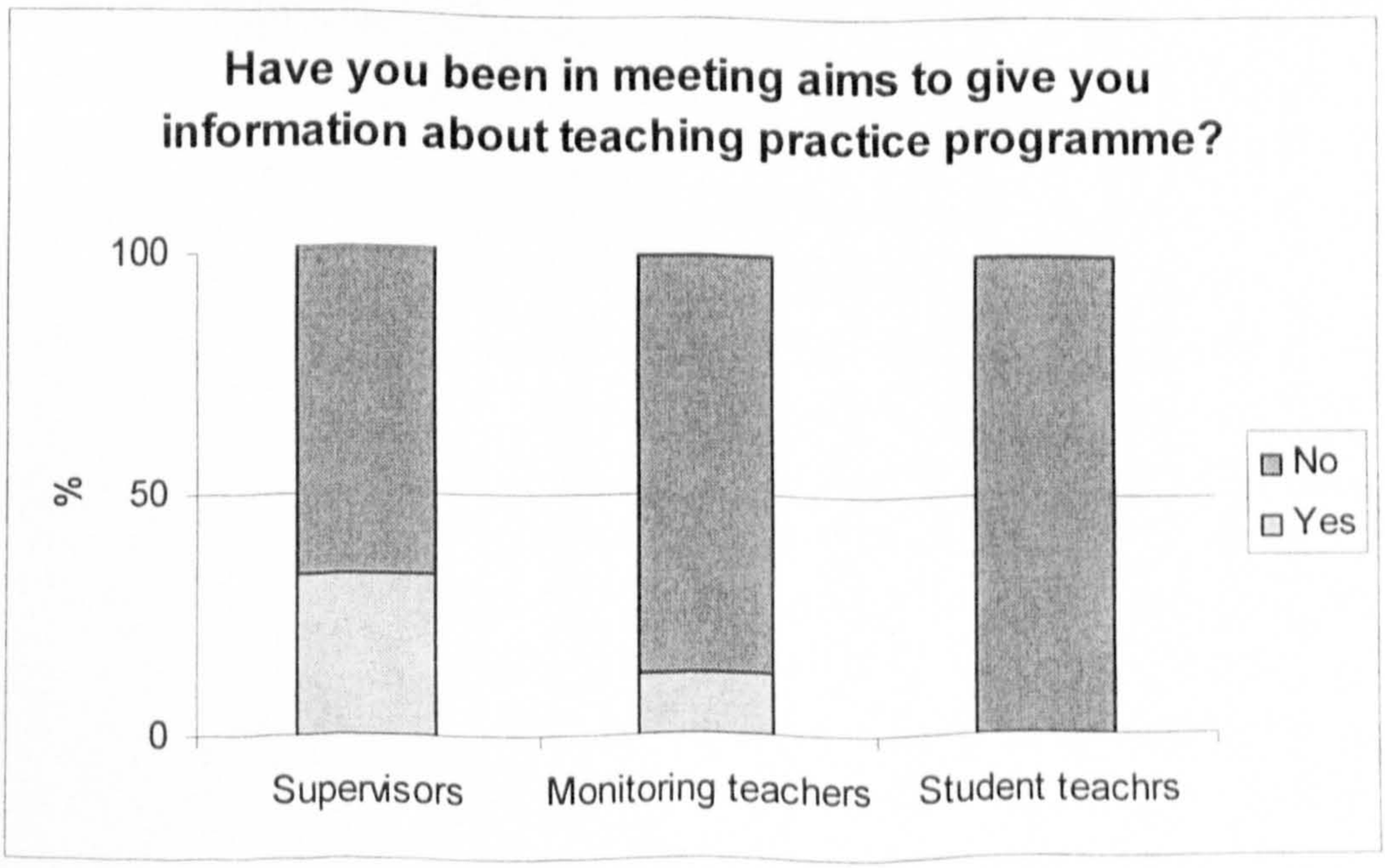
Appendix 7



Appendix 8



Appendix 9



Appendix 10