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## ABSTRACT

A Critical Evaluation of Teaching Practice in Geography in Egypt

Mansour Ahmed Abdel Monem Abdel Kader

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The central problem of this research is 'How the supervision and assessment process for the geography student-teachers in Egypt can be improved?'.

This problem is of high significance for a number of reasons : First there is a lack of clear criteria for the assessment of the geography students. Secondly, college students themselves have no handbook to guide their performance. Thirdly, the problem becomes more acute when the number of students reaches several thousands, while the number of experienced supervisors does not increase accordingly. The research is sub-divided into several areas :

a) a review of the related literature; b) an assessment of the range of influences which have shaped the development of teacher education in Egypt and the emergence of a system of teaching practice as an integral component of that educational process; c) an evaluation of the de facto status of teaching practice in the El Sharkia Governorate as a case study; d) an assessment of current practices of supervision and assessment of geography students in England and Wales; e) the formulation of a more appropriate framework for supervision and schedule for assessment for use in the Egyptian context and f) an improvement in the entire system by which student-teachers of geography are supervised and assessed in teaching practice and making recommendations for further lines of research.

The results of this research will contribute to the development of the geography teacher preparation and training in particular, and to the education of Egypt in general.

A CRITICAL EVALUATION OF TEACHING PRACTICE  
IN GEOGRAPHY IN EGYPT

Mansour Ahmed Abdel Monem, Abdel Kader  
B.A., M.Ed.

(Graduate Society)

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A Thesis Presented to the School of Education  
of the University of Durham  
for the Degree of Doctor of Philosophy

November 1984



11.11.1985

Dedication

To my Mother and Father,  
who taught me the value of  
labour and education.

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CHAPTER I

Introduction :  
Purpose and Approach



The motivation for this study arose from two considerations : one essentially subjective and personal, the other objective and of great concern. Having worked with student-teachers of geography in Egypt since 1976, my interest in the problems that arose during the period that student-teachers are in the Geography Department brought about the realisation that the system for the supervision and evaluation of teaching practice for geography student-teachers in Egypt was in urgent need of revision. This view, in part, was echoed by the institutions responsible for education in Egypt : The National Council for Education, Scientific Research and Technology; The Ministry of Education; and the National Council of Educational Research (1). It was also echoed among the results obtained by Wassef (1976) in his study of 'Evaluation of Teaching Practice in the Education of the Teacher of Science'(2); Al Shirbeny (1974) in her study of 'Evaluation of the supervision of Teaching Practice in Teaching the English Language'(3); and Michael (1976) in his study of the 'Objective Evaluation of Teaching Practice'(4). These studies have all given more attention and greater priority to the area of effective supervision and evaluation than any other area of teacher education.

- 
- (1) Kutb, Y.S., Raising the Level of the Primary School Teachers, Journal of Education (Cairo, 1978), pp.3-6.
  - (2) Wassef, W.A., Evaluation of Teaching Practice in the Education of the Teacher of Science : A Conference Paper (Tanta, 1977), pp.3-19.
  - (3) Al Shirbeny, Z.H., Evaluation of the Supervision of Teaching Practice in Teaching the English Language (Ain Shams Univ. M.Ed. Thesis, 1974).
  - (4) Michael, N.H., The Objective Evaluation of Teaching Practice, Journal of Education (Cairo, 1976), pp.60-65.

Furthermore, there were many factors that were bound to impinge upon any evaluation of the system of teacher training and preparation. One factor in particular is the increase in pupil numbers in preparatory and secondary education which prompted a rise in the need for teachers. Thus students graduating from the Faculty of Education, the Teachers College at Cairo, and Teachers College at Assuit during the period 1956-1968 increased from 487 to 600 a year (1). The number of teachers in preparatory and secondary education during the period 1956/57-1968/69 increased from 23,849 to 41,692. Some of those teachers were graduates from the Faculties of Education and some were graduates from different institutions such as the Faculty of Arts and the Faculty of Sciences. Total enrolment at undergraduate level for teacher training in Universities was approximately 54,000 for the year 1978/79(2). Similarly the total number of teachers in the second level increased from 57,986 to 111,877 during the period 1970-1979 (3). On the other hand, the Ministry of Planning in Egypt reported that the number of teachers in the preparatory and secondary stage had decreased to 52,300 during the period 1978-1982 (4). The reason for this decrease in teacher numbers was due to two important factors. Firstly, the numbers of

- 
- (1) Articles and Statistical Data About the Faculties of Education Until 1968, Journal of Education (Cairo, 1968).
  - (2) Sanyal, B.C. et al., University Education and the Labour Market in the Arab Republic of Egypt. Unesco : International Institute for Educational Planning (Oxford, 1982), p.104.
  - (3) Statistical Year Book. Unesco 1981. (Paris, 1981), p.111, 170.
  - (4) Ministry of Planning, The Egyptian People : Five Year Plan 1978-1982 (Cairo, 1977), pp.2/147, 2/149.

Egyptian school teachers seconded to Arab countries (see table 1).

Secondly, the effect of the migration of males including many teachers in the age groups 20-40 to the oil exporting countries (Figure 1 is an example of the strikingly large deficit of males in the age groups 20-40).

Table 1

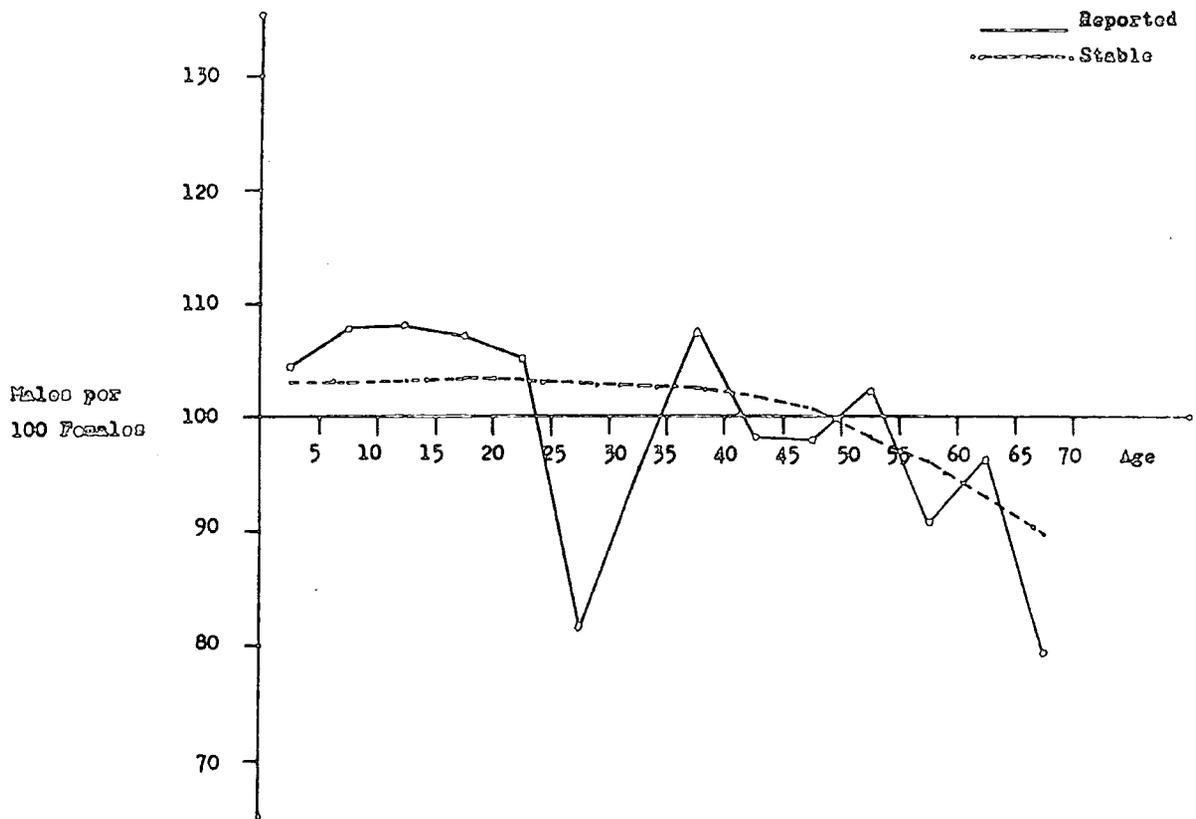
Number of Egyptian School  
Teachers Seconded to Arab  
Countries 1976/77

Country	Teacher Numbers
Libya	6,909
Saudi Arabia	8,250
Kuwait	6,916
Qatar	710
Algeria	1,296
The Government of Sudan	407
Bahrain	244
U.A. Emirates	550
Oman	1,262
Northern Yemen	936
Southern Yemen	181
Somalia	90
Sudan Mission	586
Iraq	15
Lebanon	18
Jordan	8
Mauritania	6
<b>Total</b>	<b>28,375</b>

(1)

(1) Messiha, S.A., Export of Egyptian School Teachers. Paper in Social Sciences (The American University in Cairo, 1980), p.32

REPORTED AND STABLE SEX RATIOS  
BY AGE FOR EGYPT, 1960



REPORTED AND STABLE SEX RATIOS  
BY AGE FOR EGYPT, 1976

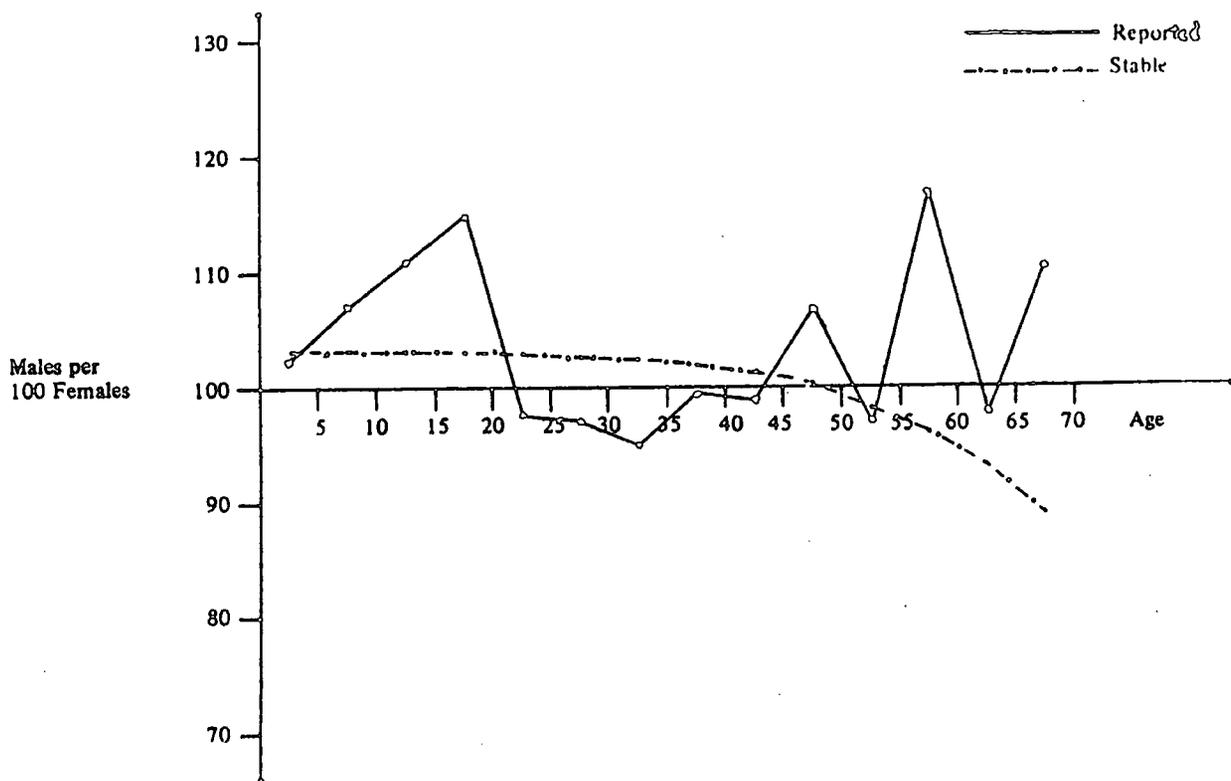


Figure (1) The Population Situation in The FCWA Region : Egypt  
(Beirut, 1980), pp. 4-12, 4-13

External migration from Egypt to other Arab countries has been very considerable since 1973 because of the economic policy, The INFITAH (open door policy). This temporary emigration, either of teachers or other workers, was facilitated by the improvement in the political relations among Arab States during and immediately after the 1973 War. Although there is a limit to government and public sector secondments, the door was opened for other forms of emigration, particularly through personal contacts.

This situation led to the quality of supervision and assessment of student-teachers in teaching practice becoming a focus for investigation because of the rapidly growing numbers of pupils and student-teachers on the one hand, and the lack of criteria for student-teacher evaluation on the other, in association with existing problems in the existing framework for supervision, and the accompanying demand for teacher training policies which had to be designed to meet the needs of the plan for the period 1985-1989.

The specific objectives of the study are as follows :

- 1) to review the literature on teacher education and teaching practice in order to identify important issues. 2) to outline and interpret the development of teacher education in Egypt and the system of teaching practice in relation to it, noting the various influences which have affected this development over time.
- 3) to shed light upon the strengths and weaknesses of the current system of teaching practice in Egypt, using the El Sherkia Governorate as a case study. 4) to examine some current practice in the supervision and assessment of student-teachers of geography in some selected Universities in England and Wales, not with the intention of undertaking a controlled exercise in comparability,

but merely to gather information which will produce a wider perspective against which to formulate a revised framework for the supervision of the student-teachers of geography in Egypt and a more efficient assessment schedule by which to judge their performance. This leads to the penultimate objective : 5) an improvement in the entire system by which student-teachers of geography are supervised and assessed in teaching practice by the formulation of a more appropriate framework for supervision and schedule for assessment, and finally 6) to make recommendations for further lines of research.

This framework for supervision and the assessment schedule will ultimately be embodied within a guidebook for use by all those involved in the process of assessment and supervision on teaching practice. Since no substantive research has been done previously on the evaluation of the supervision and assessment process on teaching practice for geography student-teachers at the secondary school level in Egypt it is hoped this research will make a contribution towards the production of an effective system of evaluation for geography student-teachers and at the same time contribute to the development of the system of supervision in Egypt.

The literature, in brief, in this area of research has indicated various attitudes and differing interests. Paugach and Raths (1983) reported that :

'There is a need to meet the apparent, if not real, concern of the public that the quality of teachers is in decline, and that it is imperative to recognise that most of the rhetoric advancing the cause of teacher testing is far ahead of the technology needed in the fields of measurement and assessment

to deliver it'. (1).

There is a need to alleviate public anxieties over the quality of teacher training and, thus, teacher competence by constructing a more effective framework for supervision and schedule for assessment. This can be achieved by constructing acceptable criteria for assessing teachers and by offering assistance to the supervisors to gain a better understanding of their roles in the supervision and assessment process. The supervision of student-teachers during the period of teaching practice represents an area which has received significantly more attention in the last few years and this has affected the assessment and evaluation of students. This is due primarily to the crucial role of supervision in teacher training and preparation.

The bibliography compiled in 1970 by the Cambridge Institute of Education on British Research on Teaching Practice lists almost two hundred British articles and studies (2), but the field is still comparatively underdeveloped. Existing research has tended to concentrate on certain aspects of teacher education such as selection, (Rahman 1953); (Halliwell 1965) (3); problems of teacher education

- 
- (1) Paugach, M.C., and Raths, J.D., Testing Teachers : Analysis and Recommendations, Journal of Teacher Education (Washington, 1983), p.41.
  - (2) Teaching Practice : A Bibliography (Cambridge, 1970).
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(Stewart 1978); (Moller 1968) (1) and different approaches and styles in the supervision of teaching practice, (Caspari 1965); (Copeland 1982); (Glassberg 1977); (Gitlin 1981) (2). Teaching effectiveness is also an area which has received attention from the existing research, (Schulmeister 1978); (Witters and Sybouts 1972);

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- (1) - Stewart, I., Problems of Teacher Education in Developing Countries with Special Reference to Papua New Guinea : Some Current Strategies, British Journal of Teacher Education (London, 1978), pp.187-201.
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(Moffett 1966) (1).

The evaluation of the supervision and assessment process in teaching practice has received very little attention, partly because the techniques of using questionnaires, interviews and observation in the field are essential and the area is a delicate and complex one.

For this study a combination of the qualitative and quantitative approaches was thought to be appropriate in order to evaluate the present system of teaching practice in terms of some factors that appeared important from past experience and the literature review in influencing the quality of the supervision and assessment process. The historical, descriptive and analytical approaches have been used in the analysis.

As the result of much planning, reading, design and exploratory work, it was decided that the questionnaire and the interview techniques were the most appropriate methods for gathering the data both from the Egyptian and English and Welsh contexts. The accessibility of the required information, the understanding by the respondents of what is required by them and the motivation on the part of the respondents to answer the questions accurately have all been taken into consideration.

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- (1) - Schulmeister, R., Methodological Problems in Measuring Teaching Effectiveness, Research in Education (Manchester, 1978), pp.1-8.
- Witters, L. and Sybouts, W., A Program for Improving Teacher Education, The Journal of Teacher Education (Washington, 1972), pp.301-306.
- Moffett, G.M., Use of Instructional Objectives in the Supervision of Student-Teachers (California Univ., Ph.D Thesis, 1966).

The present researcher had to estimate the time needed for completion of the questionnaires, introducing himself, explaining the objectives of the research, as well as allowing for the distribution and collection of the questionnaires. Time and cost elements for administering and conducting the questionnaires and interviews had to be calculated. Five different groups of people have been included in the Egyptian sample, while only one group of people was selected from the English one.

The criterion used for selecting the El Sharkia Governorate in Egypt was primarily the present researcher's familiarity with the area and also because the system of supervision and assessment used in this Governorate is representative of the system used by the other Universities in Egypt.

The English and Welsh Universities were selected to obtain a representative sample. (A detailed explanation about the methodologies used in the present research will follow in chapters 4 and 5).

Frequencies, Kendall & Spearman correlation coefficient, chi-square cross tabulation, and Kruskal Wallis one way Anova were found to be the appropriate statistical techniques for analysing the empirical data gained from the research. The data obtained from Egypt was analysed using the SPSS programme 'Statistical Package for Social Sciences' available at the Computer Centre at the University of Durham.

Certain secondary problems such as the organisation of the geography method course in the preparation programme, student selection for the Faculty of Education and teaching practice goals have also been investigated in addressing the central question of how the supervision and assessment process for geography student-teachers in Egypt can be improved ?

This study has been developed in six chapters, a selected bibliography and appendices. Chapter one deals with the purposes and approach of the research. Chapter two contains a comprehensive review of the related literature pertaining to three areas of teaching practice. These are 1) the general problems of teacher training 2) the supervision process and 3) teacher evaluation with attention to the criteria used in research. Chapter three covers the development of teacher education and teaching practice in Egypt, noting the range of historical, demographic, social economic and pedagogical influences which have affected that development. It also contains a description of the present system of teaching practice in the El Sharkia Governorate in Egypt. Chapter four is concerned with an evaluation of the system of teaching practice in Egypt, using El Sharkia Governorate as a case study. This chapter focuses on the methods and procedures used in the research and includes the presentation of data and some general conclusions. An assessment of current practice in the system of supervision and assessment in England and Wales is presented in Chapter five. In Chapter six a framework for supervision and a schedule for assessment of the geography student-teachers is formulated. In this chapter, recommendations for teaching practice procedures are put forward together with the structure of the schedule, also a justification for the models chosen and an analysis of the problems of implementation. In the conclusion recommendations, based on theoretical considerations and the empirical evidence gathered in Egypt, England and Wales, are presented.

For the purpose of the research, the following definitions and abbreviations are offered :

Teaching Practice :

Teaching practice is a part of the professional training of a student-teacher in which he spends a period in a school teaching, but with some guidance and supervision from faculty and/or school staff.

Supervisor(s) :

The supervisor is the person(s) who supervises the student-teachers in their teaching practice in school and is responsible for their assessment.

Student-teacher :

A student-teacher is a person enrolled in a University course involving teaching practice whether alone in a classroom or with his colleagues.

Assessment :

Page and Thomas (1977) suggested that assessment in education is the attempt to measure the quality and quantity of teaching/learning by using various assessment techniques : assignments, projects, continuous assessment, objective-type tests, final examinations and standardised tests (1). Rowntree (1981) has indicated assessment is a process whereby one person attempts to discover the knowledge, attitudes or skills possessed by another (2). The previous two definitions are similar in that they both agree on the necessity of using some techniques either quantitative or qualitative in the assessment process. In the United States of America, the term 'Evaluation' is usually used instead of assessment (3). Assessment in the present research is defined as a process whereby the University tutor, the inspector or both, attempt to judge the student-teacher's performance in a particular teaching situation. It is a part of the training and preparation of the student-teacher and its main purpose is the reinforcement of the teaching/learning situation.

- 
- (1) Page, G.T., and Thomas, J.B., International Dictionary of Education (London, 1975), p.27.
  - (2) Rowntree, D., A Dictionary of Education (London, 1981), p.14
  - (3) Rowntree, D., A Dictionary of Education, pp.14-15.

CHAPTER II

Review of the Literature

The purpose of this chapter is to review the literature relating to the supervision and evaluation of teaching practice in general and teaching practice by pre-service candidates in particular.

The chapter is presented in three main sections. These divisions should help to co-ordinate the research and to explain past assessment.

These sections are as follows :

First section, literature on some problems of teacher training. Second, literature on supervision. Third, literature on evaluation with attention to criteria used in research.

#### Introduction :

Whenever teaching occurs, some type of evaluation exists. Gorbovich (1970) points out that the first thing to note about evaluation is its inevitability among lower forms of animal life as well as man. When two people meet, each is evaluating the other in some way or ways, so we cannot avoid evaluating each other, ourselves, and our own programmes (1).

Research in teaching practice in general and in its evaluation has recently developed after increasing pupil numbers and the establishment of the new video-recorded teachers' colleges in each Governorate in Egypt. The difficulties in this area of research are because the topic has always been investigated in the in-service rather than in the initial education phase (2).

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(1) Gorbovich, R., Some Criteria for Evaluating Teachers' College Programmes. Conference Report on Teacher Education in the Eastern Caribbean (Montserrat, 1970), pp.99-100.

(2) Scotland, J. and Drummond, J., Primary and Secondary School Experience (Aberdeen College of Education, N.D.).

Some of these difficulties have been indicated by Copo (1971), whom she said that,

'Existing research has tended to concentrate on certain aspects of teacher education such as collection, production and student attitudes; the nature of the training process itself and the subtle human relationships situations within the colleges and the schools have received very little attention, partly because, for them, techniques of interview and observation are practical and the area is a delicate and complex one' (1).

In support of the above statements, Taylor (1983) reports that we are not dealing with an activity in which there is one best way (2). This could be one reason for the difficulties mentioned before.

This deficiency has represented the central pattern for previous research. The following literature focuses on some problems which face teacher training and affect the student teacher as well as the qualified teacher. It also focuses on the supervision and evaluation of student-teacher giving special attention to the criteria used in this evaluation. This will be achieved through a survey of the literature in Britain, the United States and Egypt, although there is a dearth of material in the latter.

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- (1) Copo, E., School Experiences in Teacher Education: Report Work (Bristol Univ., 1971), p.3.
  - (2) Taylor, M., The Crisis of Confidence in Teacher Education: An International Perspective, Oxford Review of Education (Oxford, 1983), p.44.

### 1. Literature on Some Problems of Teacher Training

One of the most important problems which affects student teaching is the selection into teacher colleges. The literature reveals many feelings of uneasiness about the process. Rahman (1953) has described student selection as a series of formalities, suggesting that student selection for teacher colleges should depend on scientific grounds. Considerable attention has been paid to standardized intelligence tests, aptitude tests of scholastic ability, interest questionnaires and personality tests which should be discussed as techniques (1).

The selection process is indeed a series of formalities. Moreover, the shortage of specialists in tests as well as the difficulty of testing has increased the size of the problem. Therefore it has been suggested in Egypt that the informal interview be used instead. However, even with a good formal/informal interview, there is the problem of marks in the Certificate of General Education at secondary school. Students' marks in this certificate are the only standard that can give the opportunity to the student to join certain faculties and not others. Despite that, some faculties such as the Faculties of Education need special skills and some particular personal traits. These skills and personal traits could predict the student's future success. Therefore this system requires a careful re-evaluation from education in Egypt.

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(1) Rahman, A., Methods of Selection and Training of Teachers in England and their Applicability in Western Pakistan (Birmingham Univ., M.A. Thesis, 1953)

Another study, by Halliwell (1965), investigated the validity of methods of student selection for teacher training. His study considered one particular training college, Sheffield City. His sample divided into two groups; one of 170 males and the other, 205 females. The following three criteria were examined; the final teaching grade, the course work and the final examination results. A 0.01 level of significance was obtained by the second and third year course groups relating student selection with final teaching grade. It was found that there was a lower significance as regards the principle of education as course work. The same lower significance was also found in the results of the final examinations. College interview rating retained its position as the most efficient indication of success. This suggests that the college interview should be accepted as the most practical means of determining future success (1).

Despite the importance of using standardized tests, there is a tendency towards using interviews because of the above reasons. Therefore it would seem reasonable to assume that if we improved the interview as a technique, it would be even more reliable. Interviews as well as academic criteria, i.e. student's marks, could assess the entrance requirements for the college of education. The importance of interviews would be to protect the prospective applicant from enrolling in an institution for which he is not adequate. The interviewer may ask for information concerning the student's personality, qualities of leadership, initiative, self-reliance, willingness to accept responsibility etc.

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(1) Halliwell, K., An Investigation into the Validity of Methods of Student Selection (Sheffield Univ., Ph.D Thesis).

The college administration offices together with the staff could carry out the interview as is already done.

Problems in teacher education have been indicated by Stewart (1978). He states that there remain a number of inadequacies in the following areas - lack of certain professional skills, lack of consideration for the teacher role in child nurture and lack of innovative, divergent thinking. He lists some common features relating to problems in teacher education. These features are quite identifiable in most developing countries, including the high rate of population growth, serious economic problems and the high rate of urban migration. The seeming irrelevance of teacher colleges' curricula has been observed by many writers who have had experience of teacher education in developing countries. It was mentioned that freedom of expression for the student-teacher can be elicited only slowly, through the gradual development of professional self-esteem and self-confidence (1). A similar study has been carried out by Mellor (1968) concerning the problems of trainee teachers. He found that the most frequently reported problems were as follows :

1. Maintaining pupils' motivation to a satisfactory achievement level.
2. Problems relating to a teacher's shortage of time to perform necessary teaching preparation and tasks.
3. Problems dealing with the need for attempts to meet individual pupil differences.

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(1) Stewart, I., Problems of Teacher Education in Developing Countries, pp.187-201.

4. Problems concerning the inadequate provision of buildings.
5. Problems concerning the correction of pupils' papers, discipline, devising satisfactory tests and the lack of professionalism. It was also noticed that probationary teachers require more supervisory help (1).

The present researcher, during practical work, has found similar problems regarding the period of teaching practice. These problems were indicated by the student-teachers themselves as follows :

1. Problems of the relationship between the student-teacher and his supervisor.
2. Problems with the class teacher and its reflection on the pupils.
3. Problems of the relationship between theory in the Faculty of Education and practice in school.
4. Problems of lack of resources and teaching materials.
5. Problems of inadequate provision of buildings.
6. Problems concerned with the organisation of teaching practice in schools and the time allowed for each student to practice teaching (2).

The above points summarise the problems of teacher education in general and teaching practice in particular, including economic factors and selection to teacher colleges indicated by this study.

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- (1) Mellor, G.E., A Comprehensive Study of the Problems of Beginning Teachers (Nebraska Univ. Ed.D Thesis, 1968).
  - (2) Unpublished practical work has been done by the present researcher concerning problems of the period of teaching practice for the Geography Student-Teachers in the fourth year of the course (Zagazig Univ., 1981).

There are some further aspects in teacher education in general and in student teaching in particular, which may affect teaching performance and the teaching atmosphere which have been indicated by Paugh (1965). He points out that student teaching experience in England usually consists of 13 weeks of block practice divided over the three year teacher education course. He also found, in regard to the process of evaluation, that the better grade of A through to E and a written report are used in student-teacher evaluation, the in-service teachers, the principal and also college supervisor all co-operating in the process, the final decision on student grades often being taken by the college supervisor (1). The last mentioned study did not give conclusive results; for instance, it described the organisation of teaching practice without mentioning its problems and its efficiency. It also described the system of student evaluation in brief and did not reveal the kind of relationship which the college supervisor has with the school supervisor.

In Egypt, students undergo teaching experience for one day per week between November and March, and fifteen days in April, in the third and fourth years of a four year teacher education course. Student evaluation is determined by the college supervisor as well as by the external examiner, usually from the Local Education Authority (2).

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(1) Paugh, A., A Study of Student Teaching Programmes in England (Michigan State Univ., Ed.D Thesis, 1965).

(2) Faculty of Education Statute (Ain Shams Univ., 1973), p.22.

At present in Egypt, school inspectors and school administrators have more than half of the responsibility for supervision and evaluation in teaching practice. This system in Egypt has brought out the following problems : supervision by college staff diminished and the theory was no longer soon to work in practice. The teacher colleges have relinquished the responsibility to some extent to the local education authority. The inspectors were occupied all the time supervising and evaluating in-service teachers and, as a result, they were less able to give importance or interest to teaching practice and to student teaching. These problems indicate the area of supervision and evaluation of teaching practice in Egypt to be in urgent need of research and revision.

In a study of Moroccan Colleges of Education from 1961-1966, it was found that the student-teacher in teaching practice saw the staff more as examiners than counsellors (1). It will be postulated that this relationship between the student-teacher and the supervisor has an important effect on the future teaching efficiency of the student. Peterson (1975) has referred to such a relationship as a triad in the social-psychological structure of student teaching. Firstly, the student-teacher, secondly, the in-service teacher and thirdly, the college supervisor. The differing status and position of those in the student teaching triad led to a number of expectations concerning differences and similarities in beliefs. It was found that in-service teachers and college supervisors differ from each other in their views about authority, the importance which was attached to a teacher's knowledge of subject matter, ability to control the class and the teacher's diverse teaching skills.

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(1) Shipman, M.O., The Assessment of Teaching Practice, Education for Teaching (London, 1966), p.31.

Student-teachers differ most from the experienced teachers with regard to practical and professional issues. Peterson's study also revealed that the student-teacher has a negative attitude towards professional actions, but the in-service teachers revealed positive attitudes (1).

Summary :

Some problems concerning teacher education and teaching practice have been mentioned. In fact we cannot avoid all of those problems. They occur in a looser form in some countries and in a wide range of other countries. It is easy for some countries to have good schools with good and modern buildings, good up-to-date equipment and all the materials a school needs, but it is not easy to have good teachers. The literature reviewed in this section reveals that there is a tendency towards improving the ways of student selection by using the formal interview. It has also been found necessary to improve professional skills regarding student-teachers. The literature reveals as well, a feeling of unease for the teacher colleges' curricula and of increasing the freedom of expression to the student in his teaching. The role of the student teacher and the supervisor expected in teaching practice must be examined.

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- (1) Peterson, G.L., Belief : Judgement and Action in the Student Teaching Triad. Kansas State Univ. Ph.D thesis, 1975  
Dissertation Abstract International (Michigan, 1976), pp.4759-8 - 4760-8.

## 2. Literature on Supervision :

This is an area that has received little attention during the past years in spite of its crucial role; therefore, it would appear to be an area in need of urgent investigation.

This section has many dimensions, because the present researcher was curious to discover the meaning of good supervision, the duties of the supervisor relating to students on teaching practice, the factors affecting student success in teaching, the academic average and student performance, the kind of relationship between the faculty and the school, the use of teaching practice marks as an indication of students' performance, who should be involved in the evaluation of student teaching and the style of supervision as measured against student teaching performance. These dimensions will be looked at as closely as possible in this section of the literature.

In the Encyclopedia of Educational Research Monroe (1950) suggested some of the grounds required for good supervision. Those centered on sound educational theory and practice, democratic and creative approaches and not proscriptive. Good supervision is achieved by an orderly, co-operatively planned and executed series of activities, being revealed by the results it secures, and guided by professional goals and standards. Monroe indicated that those characteristics form the main principles that govern the style of good supervision (1). These principles are more oriented to the theoretical elements that

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(1) Monroe, W.S., Encyclopedia of Educational Research (New York, 1950), pp. 1372-1373.

may affect the supervision and evaluation process. It is apparent that the supervisor should have knowledge and understanding of these principles because not all supervisors appeared to have considered these notions.

Perlberg and Theodor (1975) in a study carried out concerning styles of supervision, found a contradiction in opinions regarding guidance and observation of teaching. In the study, a lesson in a micro teaching laboratory given by teachers focused on a short text. The teachers were observed by the supervisor and were recorded on video and audiotape. In addition, there was a separate meeting for ten minutes between the teachers and supervisors. Following each meeting, a questionnaire was completed by the teachers and supervisors. The results indicated that supervisors almost always interrupted the teachers' comments during the meeting, criticizing without offering solutions. There were two distinct patterns, one apparently giving credit, referring to important matters, explaining clearly, and giving positive and friendly criticism. The other, which was rejected, gave self-opinionated, aggressive and subjective criticism without offering help (1). Another study by Glasberg (1977) evaluated a pre-service education programme based on cognitive developmental constructs. Flanders' Interaction Analysis approach was used in this study. Typical students' comments to the supervisor were "The talks we had when you observed my class were always positive and supportive, even when I was very worried or felt inadequate, I found the courage to keep

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(1) Perlberg, A. and Theodor, E., Patterns and Styles in the Supervision of Teachers, British Journal of Teacher Education (London, 1975), pp.203-211.

trying" (1). This was not surprising as it was mentioned that some supervisors had the idea that it is not acceptable for the supervisor to interrupt the student-teacher in his teaching, even though the lesson may be at fault. These points of difference seem to be a result of the anxiety of the student-teacher concerning the final assessment marks. Wertman (1965) noticed that many student-teachers did not receive varied enough experiences to provide for future needs (2). Cohn (1981) made a comparison between models of supervision, three of them theoretical and one practical. The theoretical models were as follows : 1) Clinical supervision, concerning observation, analysis and treatment of performance. 2) Ego counselling, which concentrates on the personal responses of the student-teacher. 3) Group supervision, concerning case studies and individual performance. However, the practical pattern concerned with taking notes on lessons, promoting discussion from using critical incidents, observing strengths/weaknesses and making strategies for change (3). It is a well known fact that both theoretical and practical models have the same importance for the supervisor as well as for the student-teacher.

In a recent study by Copeland (1982) he suggests eight points for supervision assignments as follows :

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- (1) Glassberg, S., Peer Supervision for Student-teachers (Minnesota Univ , Ph.D Thesis, 1977).
  - (2) Wertman, M.R., A Critical Analysis of the Student Teaching Programme in Music in Selected Midwestern Liberal Arts Colleges with specific Application to the Programme at Sioux Falls College (Colorado State College, Ed.D Thesis, 1965).
  - (3) Cohn, M., A New Supervision Model for Linking Theory to Practice, Journal of Teacher Education (Washington, 1981), pp.26-30.

1. Expertise.
2. Comprehension of problem.
3. Confidentiality.
4. Trustworthiness.
5. Ability to help.
6. Sincerity.
7. Knowledge of training.
8. Utility.

The results of this study indicated that student-teachers favoured the directive over the non-directive supervisory approach. It was also found that teachers require direct and immediate support (1).

Decoteau (1965) in a study determining the duties performed by supervising teachers as perceived by the supervising teachers, found that the duties of the supervisors related to getting the student started are as follows :

1. Prepare the pupils for the student's arrival.
2. Lead the student gradually into teaching.
3. Inform the student of his responsibilities.

It was also found that one of the duties of the supervisor was to prepare the student-teacher in the following areas :

1. Clarify for the student his position regarding pupils and others.
2. Provide opportunities for independent responsibility.
3. Provide the students with books and aids that the supervisor and pupils have.
4. Discuss course objectives and methods of achieving it.
5. Encourage him to use methods other than his own.
6. Accept the student-teacher as a colleague (2). The supervisor's

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(1) Copeland, M.D., Student-teachers Performance for Supervisory Approach, pp.32-36

(2) Decoteau, O.G., Analysis of the Perceptions of Supervising Teachers Regarding the Duties They Perform in Connection with the Student Teaching Programme in Select Colleges and Universities in Louisiana (Mississippi Univ, Ed.D Thesis, 1965).

assignments in Osofsky's study seem to be more practicable than those indicated by Copeland. Yates (1981) has examined the organization of teaching practice supervision and the effectiveness of existing supervision arrangements. A sample of 500 student-teachers, 100 co-operating teachers and 100 college supervisors provided information relating to the effectiveness of teaching practice supervision. It was found that some institutions use a system whereby each student is supervised by two supervisors, other institutions use one supervisor for one student. Sixty four per cent of the institutions adopted a policy of using two college supervisors to visit each student. The institutions were varied in their use of specialisation supervisors. It was indicated that each student was visited by his supervisor more than ten times, the average time allocated for each student being one hour and thirty eight minutes per visit. It appeared that school supervisors were of greater help to the student-teacher than college supervisors (1).

These results revealed that the supervisor can supervise students whose subject differs from his own. However, this idea could now appear unacceptable, as he can offer greater assistance when supervising students of the same specialisation as his own. He can understand the teaching situation better and he can guide his student in a more appropriate way. The result also indicated the importance of the role of the school supervisor. Existing supervision arrangements seem to be insufficient and in need of reorganisation.

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(1) Yates, J.W., Student Teaching : Results of a Recent Survey, Educational Research : The Journal of the NFER (Oxford, 1982), pp.212-215.

Yates, J.W., in Journal of Teacher Education (Washington, 1981), pp.44-46.

Problems of training were investigated by Caspari and Eggleston (1965) and determined in the areas of discipline, curriculum, content and lesson preparation. The results indicated that nothing can reduce students' anxiety during teaching practice more than the recognition and clarification of the positive and negative factors that determine teaching, indications of which are so often neglected in training (1). But, in fact, the problems of training, as mentioned in the first section of this discussion of the literature, are more extensive than has been indicated by Caspari and Eggleston. What may reduce students' anxiety during teaching practice is a good relationship with his supervisor and clear criteria for evaluation made known to the student as they should be known to the supervisor himself. The anxiety of the teacher towards the process of supervision arises from the teacher frequently looking upon his supervisor as potentially dangerous. The comments that the supervisor makes concerning the teacher should also be discussed with the teacher as these comments may affect the student-teacher, his studies in the Faculty, and his future career. The supervisor should understand the sources of such fears and take steps to relieve them if he is to establish a good working relationship with the student-teacher as well as with the in-service teacher.

Cogan (1973) has listed the following common sources of anxiety :

1. The supervisor's capricious behaviour.
2. The supervisor's unknown criteria for good teaching.
3. The supervisor's responses to the teacher as person rather than as teacher.

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(1) Caspari, I.E., and Eggleston, J., A New Approach to the Supervision of Teaching Practice, pp.44-45.

4. The supervisor as an alien in the classroom (1).  
Burnside (1974) stated that it is important that the student-teacher should possess a copy of the evaluation form which is used in his evaluation. He added that discussion is one of the most important areas of interaction and the supervisor should not do all of the talking, and should only give constructive criticism (2).

The attitudes outlined above serve to elaborate the problem of students' anxiety in teaching practice. They also indicate the importance of having good supervision and acceptable criteria for evaluation. These two important areas of training should be well defined.

Tibblo (1971) indicated that self evaluation can reduce considerably the conflict of assessment (3). This is, perhaps, because when the student-teacher is involved in the process through self evaluation, this can reduce anxiety during teaching practice. To carry out the system of student self evaluation is not easy, even though it may increase his autonomy as well as his propensity to display initiative.

Gitlin (1981) developed a system of evaluation dependent on stating lesson objectives before starting teaching. He suggested that these objectives should be broken down into short-term aims.

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- (1) Cogan, M.L., Clinical Supervision (London, 1973), pp.81-82
  - (2) Burnside, M.M., Evaluating Student-teacher Objectively, Instruction (British Library Loan, 1974), pp.166, 168-170.
  - (3) Tibblo, J.W., The Organization and Supervision of School Practice in The Future of Teacher Education (London, 1971), pp.100-109.

He adds that the supervisor should take notes about a student's lesson objectives during observation in the classroom (1).

Constructing lesson objectives is not an easy matter, not only for the student-teacher, but also for the in-service teacher. Therefore it requires co-operation between the evaluator and the student.

In a study in Egypt concerning evaluation in teaching practice, Michael (1976) noted that the average mark for one group was 65%, and in another it was 97.3%. It was found that one supervisor frequently had more than one group to supervise, giving similar marks for all the students within groups. No relationship was found between educational studies and academic studies on the one hand, and teaching practice in terms of a student's marks on the other (2). In support of the points outlined above, Boothroyd (1977, 1979) stated that there is a tendency for some supervisors to give generally high, and others generally low, marks. He noticed that there were differences in self evaluation between the students and between the range of evaluation marks given by the class teacher and the supervisor (3). Thus, teaching practice marks seem to have a low level of validity as an indication of teaching competency.

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(1) Gitlin, A., *Horizontal Evaluation*, pp.47-50.

(2) Michael, N.H., *The Objective Evaluation of Teaching Practice*, pp.60-64.

(3) Boothroyd, U., *An Investigation of the Supervision of Teaching Practice of College of Education Students with Special Reference to the Aims and Method of Supervision and Assessment of Students* (Lough Univ, M.Ed Thesis, 1977).

Boothroyd, U., in *British Journal of Teacher Education* (London, 1979), pp.243-250.

Popploton (1968) mentioned that the predictive value of the assessment over five years of teaching is limited, that different categories of persons emphasize different qualities, that supervisors in any one training establishment differ among themselves, and that schools also differ widely (1). These views do not mean that the period of teaching practice is not an indication of future teaching success because of the factors indicated in the above mentioned literature; in the previous section also, it was noted that it is extremely important for teaching as a career. Cope (1969) reflected on the importance and the utility of teaching practice in her study where she found, through a questionnaire response for a sample of 320 student-teachers, that 71% of the respondents claimed to have enjoyed their last school practice and 95% felt they had learned a great deal (2). Contrary to Cope's findings, Crocker (1973), in his study of the predictability of teaching practice in three colleges, found that there was no significant difference between the two sets of marks of the experimental and control groups awarded at interview, or for their academic qualifications. Despite the overwhelming evidence which casts doubt on the validity of the teaching practice marks, it appears that there is a significant relationship between the marks awarded at college for student classroom teaching and

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- (1) Popploton, P.K., The Assessment of Teaching Practice: What Criteria Do We Use?, Education for Teaching (London, 1968), pp.60-64
  - (2) Cope, E., Summary of the Talk on School Practice Today in Innovations in Teaching Practice (Exeter Univ , 1969), pp.9-10.

subsequent assessments (1).

These results differ from those obtained by Michael, this is perhaps due to the different culture, different supervision and possibly because of the methods used in these studies.

In a recent study by Johnston and Yeakey (1979) similar findings were obtained as those mentioned in the study of Caspari and Eggleston. In a review of 39 evaluation guides it was discovered that classroom discipline, daily preparation of lesson plans and knowledge of subject matter were the most important factors in the evaluation programme (2). It was, therefore, suggested by Henry and Beasley (1979) that evaluation should be viewed as containing three main elements, the teacher, the pupils and the structure of the lesson (3).

It would appear from these studies that the teacher, the pupils and the structure of the lesson are considered as the main elements determining classroom performance. But Henry and Beasley made no mention of the process by which the triad interacted. Robertson (1957) pointed out that research had had little success in a number of important areas: First, a standardised objective means of assessment had not been established. Secondly, although supervisors' ratings appeared to be the most reliable form of assessment, there had been evidence of a lack of agreement among them.

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- (1) Crocker, A.C., An Enquiry into the Predictability of Teaching Practice Marks with Special Reference to those Awarded to Students Attending a College of Education (Durham Univ., Ph.D. Thesis, 1973).
  - (2) Johnston, C.S. and Yeakey, C.C., The Supervision of Teacher Evaluation: A Brief Overview, Journal of Teacher Education (Washington, 1979), pp. 17-22.
  - (3) Henry, M.A. and Beasley, W.W., Supervising Student-teachers: The Professional Way: A Guide for Co-operating Teachers (Indiana, 1979), pp. 82-83.

Thirdly, many more difficulties remained uncolved and other studies in the field were handicapped by giving practical means (1).

Dugasault and Lindooy (1970), in a study of supervision, disagreed with Monroe's views outlined in the beginning of this section. They indicated some areas which may affect supervisory meetings. These areas were as follows :

1. Adjusting to the teaching role.
2. Planning of the teaching act.
3. Characteristics of children.
4. Content of the lesson.
5. Evaluating procedures.
6. Self evaluation, frankness and honesty in evaluation.
7. Student-teachers' autonomy and freedom in planning.
8. The supervisor's understanding of student-teacher anxieties and tension and acceptance of his ideas (2).

These areas appear more practicable than those mentioned by Monroe.

The importance of supervisor/student-teacher meetings have been observed by many educators interested in teacher education.

Stratenseyer and Lindooy (1958) stated the importance of supervision meetings, or as it is called in some studies, supervision conferences, with student-teachers 'It is the most frequently employed.'

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- (1) Robertson, J.D.C., An Analysis of the views of Supervisors on the Attributes of Successful Graduate Student-teachers, The British Journal of Educational Psychology (London, 1957), pp.115-117.
  - (2) Dugasault, G. and Lindooy, M., A Theory of Supervision in Teacher Education (Columbia University, New York, 1970), pp.58-95.

Hsuoka considered it to be perhaps the most valuable of all and defined it as a teaching-learning situation (1). Thus, it would seem important that the supervisor should have a plan for supervision with the discussion meeting comprising a major part of his plan. By using the discussion meeting, the supervisor can determine the strengths and weaknesses of his student. Students' anxiety can be lessened through establishing a good relationship between the supervisor and the student-teacher.

Fletcher (1958) found that students are always afraid that they are not going to be able to maintain discipline. Another anxiety is that of the supervisor's presence. The relationship can only be truly established if the student can accept his supervisor in the role of guide and helper rather than that of an observer, and if the student shares his own evaluation with the supervisor. It would appear that evaluation, in this case, and guidance belong together (2). These results are similar, to a degree, to those indicated by Cogon.

The supervisor's opinion must not be seen to differ from that which has been taught in the faculty regarding the link between theory and practice. If this occurs the situation may be further exacerbated. Fletcher points out that this can occur if the relationship between the faculty and the school has broken down. However, things are not

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(1) Stratonmeyer F.B., and Lindsey, H., Working with Student-teachers (Columbia Univ, New York, 1958), p.396.

(2) Fletcher, C., Supervision and Assessment of Practical Teaching, Education for Teaching (London, 1958), pp.22-23.

usually as bad as this (1).

Certainly the relationship between the supervisor and the student-teacher is very complicated if the two parties have no pre-conceived ideas concerning their respective roles. This situation needs to be one in which they can share experiences together and allowance is made for the development of a relationship between evaluator and student. This all seems to indicate that the student-teacher is a very vulnerable participant in the situation of supervision or evaluation (2).

Summary :

The literature in this section has indicated that there appears to be a lack of research in the area of supervision. Good supervision must have specific characteristics, such as co-operation, guided by professional goals, well known criteria and ability to help. In fact, there would appear to be a need for a practical pattern of supervision. The supervisor needs to have a clear idea of his duties and the students' duties in teaching practice. It has been found that the school supervisor can offer more help than those of the faculty. Therefore it is necessary to provide the supervisor with some guide before starting supervision in teaching practice. In a person who deals with teachers and pupils every day from 8 a.m. to 3 p.m. or maybe longer, all feelings, thoughts, affections and personality will gradually become a mechanical process.

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(1) Fletcher, C., Supervision and Assessment, p.20

(2) School Experience : Patterns and Responses, Initial B.Ed courses for the Early and Middle Years, Paper 13 (N.O.).

This could appear to be the case of many school supervisors i.e. the inspectors in Egypt. It should be necessary, therefore, that he is given some guidelines to help him and to remind him of his role in supervision as well as in evaluation. By these means, it is hoped to reduce the anxiety experienced by the student-teacher in teaching practice.

The literature has demonstrated that the school supervisor and the college supervisor must share the responsibility for supervision and evaluation whereby the close relationship between theory and practice can be maintained. It has also been noticed that research on supervision in geography has been negligible and has not received the attention it is due.

3. Literature on Evaluation with Attention to Criteria and in Research

Gerberich (1970) pointed out that evaluation can appear in several forms. It occurs at its highest level when some quantitative and highly reliable findings are compared with specific, precisely-stated standards or goals or recommendations. It occurs in less precise and less meaningful terms when some quantitative and objectively determined findings are compared with more or less reliable indices of what was found in parallel situations. It also occurs in a less objective form when qualitative judgments concerning the adequacy or authenticity of some evidence are handed down by persons qualified to judge (1). In the opinion of Gerberich, the qualitative judgments concerning certain phenomena are subject to far less precision. It would appear that criteria for evaluation can depend on recommendations obtained from the literature. The objectiveness of evaluation is always determined from the data collected, combined with the manipulation of the data. The process of evaluation also raises some highly important questions: what are the common methodological problems in evaluation? when should evaluation occur? how can we choose the adequate tools for evaluation? how can we evaluate? and how can evaluation be used effectively? All these questions will be reviewed in this section of the literature.

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(1) Gerberich, R., Some Criteria for Evaluating Teachers College Programs, Conference Report on Teacher Education, p.100.

There are two forms of evaluation most frequently mentioned by experienced people in the field; the first being formative Evaluation, the second Summative Evaluation. The fundamental concern of Formative Evaluation is to assess programme development by using experimental research as the main methodological tool. This form of evaluation is quite simple and need not involve a complex statistical analysis. It can be expected to arise with each new programme or product under development, and therefore, it is considered as a part of the development process (1). This tends to indicate that Formative Evaluation is essentially, if not invariably, concerned with new programmes and their development. The second form is Summative Evaluation, which is concerned with evaluating the effectiveness of an already developed programme (2).

The most obvious point regarding these forms of evaluation is that Formative Evaluation often comes first, Summative Evaluation starting only at the end of Formative Evaluation; they also frequently overlap, Formative Evaluation not actually having ceased before Summative Evaluation begins. Previous sections indicate vital areas for understanding the evaluation process. Thus the essential point is not only the establishment of a good relationship between the supervisor and the student-teacher as mentioned in section two, but also the establishment of satisfactory criteria

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(1) Anderson, S.B., et al., Encyclopedia of Educational Evaluation, pp.175-177.

(2) Anderson, S.B., et al., pp.405-406.

for assessing teaching (1).

It would appear, then, necessary to decide which criteria should be used in evaluating student teaching and perhaps the in-service teacher in this area. Lomax (1969) indicated that 'The period of student teaching may be of great importance both to the individual and to his future employer' (2).

Cohen and Manion (1977) pointing out the importance of evaluation and what should be taken into consideration, indicated that, 'Evaluation serves an anchorage as a component of instruction.' They indicated further that the primary purpose evaluation serves is in forming decisions concerning feedback. It would appear, therefore, necessary that decisions be made concerning exactly what should be assessed and how the assessment should be determined (3).

Evaluation not only serves as feedback or instruction, it also assists in developing a programme, system or any allied phenomenon. Evaluation can also assist individuals doing research or studying to train themselves in the collection and handling of data.

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- (1) Shipman, M.D., The Assessment of Teaching Practice, Education for Teaching (London, 1966), pp.28-30.
  - (2) Lomax, D.E., The Characteristics of Successful Student-teachers (Manchester Univ , Ph.D Thesis, 1969).
  - (3) Cohen, L. and Manion, L., A Guide to Teaching Practice (London, 1977), pp.198-199

Cohen and Garner (1968) have indicated that the essential question is what criteria are relevant (1). This indicates that certain criteria can be relevant in one situation and not in another. This is a problem not only in the case of the criteria necessary for evaluation. Chapman (1981) puts the problem in this way : 'The activities of teaching and classroom management most directly under the teacher's control differ markedly between cultures'(2). For example, criteria developed according to the systems of education and instruction in England or America may be inappropriate in Egypt.

Making a case for proceeding an effective programme of evaluation is an easy matter, but the crux of the matter lies in the development of techniques that will be satisfactory and acceptable wherever the impressionistic method forms the common criterion for evaluation.

Webster (1976) in his analysis of eight published schoolbooks found that the criteria fall into six main clusters as follows :

1. Personal and professional qualities	25.4%
2. Lesson preparation	17.7%
3. Statements of aims	6.5%
4. Evaluation and assessment	8.6%
5. Classroom performance	34.9%
6. Children's performance	6.9%

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(1) Cohen, L. and Garner, N., A Student's Guide to Teaching Practice (London, 1968), p.97.

(2) Chapman, D.W. and Kolly, E.F., A Comparison of the Dimensions used by Iranian and American Students in Rating Instruction, International Review of Education (London, 1981), pp.41-58.

The most striking feature of all these schedules is the emphasis placed on classroom performance rather than the amount children have learnt (1). The three main priorities in descending order being : classroom performance, personal and professional qualities, and lesson preparation.

Hodley and Sear (1975) revealed similar results to Webator. They identified four levels referring to different aspects of evaluation :

- 1) The assessment of the training experience that the teacher has had;
- 2) The assessment of the teacher's behaviour whilst he is attempting to fulfil his role as teacher;
- 3) The assessment of the behaviour of pupils under the guidance of the teacher;
- 4) The assessment of the outcome of instruction.

This study revealed that evaluation by testing pupils seems unsatisfactory and possibly damaging (2). These levels would seem to offer broader based criteria than those mentioned by Webator. However, both studies reveal a negative attitude towards assessment by testing pupils. This might be due to effects from many factors inside and outside the school. Environmental conditions may tend to make an assessment of these results untrustworthy. Rodford (1980) suggested five stages for constructing criteria which may be used in evaluation. These stages are as follows :

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- (1) Webator, R., The Assessment of PGCE Courses, British Journal of Teacher Education (London, 1976), p.80.
  - (2) Hodley, S. and Sear, R., Assessment and Research in Teacher Education Focus on PBTE (Washington, 1975), pp.2-9.

1. Identify needs.
2. Set objectives and action plan.
3. Carry out action plan.
4. Assess results.
5. Discuss results.

His results indicated that pupils' judgement may influence teacher evaluation (1). Similar results were among the implications obtained by Wragg (1984) during the Teacher Education Project conducted at the University of Nottingham, the University of Leicester and the University of Exeter. He found how well pupils understood the classroom process, and how skilfully they could predict the behaviour of their teachers (2).

These stages suggested by Rodfern may be used prior to the evaluation process, in order to choose the proper criteria to be used for the purposes of evaluation. As previously mentioned, certain criteria can be defective in one situation and not in another due to differing requirements between environments and cultures; these may lead to different attitudes and ideals and, of course, different results.

Schulmeister (1978) in his presentation of some of the methodological problems in assessing teaching effectiveness, mentioned that it is important to specify the nature of the relationship postulated between variables and to specify conditions which allow interaction between the different variables to be observed at all levels.

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- (1) Rodfern, G.B., Evaluating Teachers and Administrators: A Performance Objective Approach (Colorado, 1960), pp.14-23.
  - (2) Wragg, E.C., Classroom Teaching Skills: The Research Findings of the Teacher Education Project (London, 1984), p.193.

He criticized the fact that most traditional methods of evaluation assess the individual, not the system. These methodological problems may become apparent in the following areas : in student socialization; motivational structure; and previous learning experiences. They may also become apparent in the system itself, its content, objectives, social climate and paradigms of learning, on the basis of which teaching methods are designed (1).

Teaching effectiveness must be determined as accurately as possible in order to decrease the problems indicated above. If all these dimensions were taken into consideration, a more effective form of the learning/teaching situation could be achieved.

It is methodologically problematic to measure changes in behaviour, attitudes and ideals. It is not easy to distinguish the extent to which changes in this context are due to the influence of the teacher or the academic content itself.

Barr in his early study (1941) says :

'Although the general principles of learning are presumably applicable to teachers, there is need for more research on how teachers learn to teach'(2).

Agreeing with the above statement, the evaluation of teacher teaching and giving help and guidance are highly problematic areas. With the principles of learning presumably applicable, the problem roots on what the supervisors believe concerning good teachers and good teaching. However, it is also arguable that supervisors differ among themselves as to what teachers are expected to do in a teaching situation.

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(1) Schulmeister, R., Methodological Problems, pp.1-3.

(2) Barr, A.S., Supervision and In-service Training, in the Encyclopedia of Educational Research (New York, 1941), p.1372.

There is a definite relationship between teaching effectiveness and teaching which can affect the assessment process. This could appear to indicate that the question 'what is the meaning of teaching?' is in urgent need of an answer.

Barr indicated that teaching forms a group of school activities which stimulate pupils' growth and that this process cannot exist without the teacher (1). At the same time, 'Good Teaching' can only be assessed in context and a large element of subjectivity must enter into any assessment of teaching. Further to this, Bailley (1974) indicated that teaching and learning are closely related and it is a great pedagogical error to separate them (2). These points made by Barr and Bailley clearly emphasise the need for a full understanding of the teaching and learning process. They indicate that we must not only look at the teaching/learning process inside the classroom but also give special consideration to the activities going on in the school, which may compromise the professional attitudes of the teacher. This teaching/learning process occurs in and out of school; however research into education always concentrates on the school because the teaching/learning process has a more significant role inside the classroom.

Okunrotifa (1976) in his study of teacher style, found a significant difference between the classroom behaviour of experienced and less experienced Geography teachers. It also indicated a significant treatment difference (0.1 level of significance) in favour

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(1) Barr, A.S., Supervision and In-service Training, pp.1372-1373.

(2) Bailley, P., Teaching Geography (London, 1974), p.24.

of the experienced teachers (1).

Despite the importance of experience in teaching itself, it is also apparent that the teacher training period, i.e. teaching practice, has also been given attention with relation to its influence on future teacher quality.

The concept of what makes a good teacher is another important issue in teacher evaluation as well as training. Barr (1947) in his article on teaching effectiveness indicated some roles for the teacher as follows :

1. The teacher as a director of learning.
2. The teacher as a friend and counsellor of school pupils.
3. The teacher as a member of school staff.
4. The teacher as a member of a group of professional workers.
5. The teacher as a member of a community : local state, national and international (2).

The teacher has to act upon these roles with a clear understanding of the teaching/learning process. If the teacher is confused about his roles, the teaching/learning process will probably be a waste of time. In practical terms, the quality of teaching/learning depends to a great extent on the quality of the teacher and his degree of competence in expressing his knowledge and skills. It seems apparent that he will not attain a high standard without a clear understanding of the roles that he should assume.

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- (1) Okunrotifa, P.O., Student Perception of Teacher Style in Geography : Nigeria, International Research in Geographical Education (Michigan Univ , 1976), pp.183-192.
  - (2) Barr, A.S., Evaluation and Prediction of Teaching Efficiency, Journal of Educational Research (British Library Loan, 1947), p.717.

The desirable teacher traits which have been found in the review of the literature, have been used as criteria in teacher evaluation. Evans (1954) presented a list of desirable teacher traits which represented the opinions of the Administrators, the Faculty staff, the parents, the teachers themselves, and the pupils. This list included :

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|------------------------|---------------------|
| 1. adaptability        | 14. industry        |
| 2. attractiveness      | 15. leadership      |
| 3. breadth of interest | 16. magnation       |
| 4. carefulness         | 17. neatness        |
| 5. considerateness     | 18. open mindedness |
| 6. co-operation        | 19. originality     |
| 7. dependability       | 20. progressiveness |
| 8. enthusiasm          | 21. promptness      |
| 9. fluency             | 22. refinement      |
| 10. forcefulness       | 23. scholarship     |
| 11. good judgement     | 24. self control    |
| 12. health             | 25. thrift          |
| 13. honesty            |                     |

This study indicated that the qualities expected for training teachers differed from those for the mature teacher. The following desirable qualities which seem to be important for young teachers were indicated :

1. perseverance
2. enthusiasm
3. alertness of mind
4. social fitness
5. physical health
6. presence

The study also indicated a list of personality qualities that were emphasized during the period of 1937-1943 :

1. scholarship
2. health
3. personality
4. intelligence
5. character
6. interests (1).

Looking more closely at the desirable teacher traits, six main traits were mentioned for trainee teachers. However, there are further traits which perhaps are also important and desirable for trainee teachers such as co-operation, dependability, and emotional stability. Looking at this discrepancy between desirable teacher traits for both trainee and mature teachers, it is not surprising that people interested in teacher evaluation look for different desirable traits. For a very high number, however, it does not necessarily mean a very high standard of evaluation, as it is apparent that some desirable teacher traits may be easier to examine than others.

A further aspect of evaluation is its utilization of approaches to improve teaching and its use in evaluating the pre-service teacher in the teaching situation. Allon (1966) outlined some approaches to training teachers as a preparation for a successful career and for adopting leadership roles in education. One of these approaches is micro-teaching. This depends on a class size of 1-5 students and the appropriate time of 5-20 minute periods.

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(1) Evans, K.M., The Qualities of a Good Teacher, Education for Teaching (London, 1954), p.51.

The Stanford teacher competence appraisal guide is another approach. It focuses on a teacher's behaviour more than a teacher's characteristics and introduces 35 time lapse photography as a useful tool in teacher training (1). However this study did not present details of those approaches or even discuss any of the possible difficulties.

From the above mentioned study, regarding the Micro-teaching approach, it would seem that several factors usually confronting the teacher are reduced in size. The number of pupils, for example, can be cut down from thirty or more to as few as five, and the unit of time reduced from a whole lesson to perhaps as little as 5, 10 or 20 minutes. Micro-teaching often requires extremely expensive television equipment and a lot of the supervisor's time.

For these reasons Micro-teaching is uncommon in Egypt, due to student numbers as well as the high cost. 35 mm time lapse photography suffers from some of the same constraints. However, the Stanford teacher competence appraisal guide is used, in a limited range, in research on teacher evaluation in Egypt.

Bjorsetadt (1967) in his study of the interaction-oriented approach, found that it is necessary to identify goals for the students and particular roles for the teacher. Basic difficulties in prediction research such as the complexity of the interaction process, the multi-determination of the interaction product and the flexibility of behaviour repertoires are also discussed (2).

The interaction between the teacher and pupils is no doubt important, although research indicates that there are many variables in operation in interaction which may influence its effectiveness.

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- (1) Allen, D.W., A New Design for Teacher Education : The Teacher Intern Programme at Stanford University, The Journal of Teacher Education (Washington, 1966), pp.296-300.
  - (2) Bjorsetadt, A., Interaction Oriented Approaches to the Assessment of Student-teachers, The Journal of Teacher Education (Washington, 1967), pp.339-356.

The study by Broekover (1945) indicated that pupil gains were used as the criterion of the effectiveness of teaching history. It was found that although teachers who have a good relationship and rapport with their pupils were considered both by their pupils and their employers to be better teachers, they were, in fact, less effective teachers of history (1). This result differs from the view stated by Marland (1975), :

'Good relations are to be an ingredient of successful classroom management' (2).

This difference may be significant if it was postulated that successful classroom management and the well-organised teacher particularly influence teacher effectiveness.

The interaction analysis approach usefully indicates which type of teaching behaviour the teacher acts upon. However, problems with using such an approach are the large number of pupils in the classroom and fixing the time for a specific aspect of interaction. The problems of using this approach also occur, especially with some subjects which require skills such as drawing maps, deducing information from a map, absolute concepts or even technical knowledge. Wittors and Sybouts (1972) indicated that interaction analysis revealed the common behaviour of teacher-centred teaching, but with little pupil participation. Teachers functioned largely as information-givers, with little regard to pupils' feedback activities (3). This study also revealed that interaction analysis concentrated upon information only.

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- (1) Broekover, W.B., The Relation of Social Factors to Teaching Ability, Journal of Experimental Education (Wisconsin, 1945), pp.191-205.
  - (2) Marland, M., The Craft of the Classroom : A Survival Guide (London, 1975), p.5.
  - (3) Wittors, L. and Sybouts, W., A Programme for Improving Teacher Education, The Journal of Teacher Education (Washington, 1972), pp.301-306.

In the practical school situation the evaluation of a teacher's performance cannot be conducted as rigorously and properly as in the formal studies reported in the literature.

Another study, at the Institute of Technology, Haifa, Ehd (1974) concentrated on the cognitive domain of the classroom behaviour for student-teacher. There were one hundred and twenty eight subjects in his sample, divided into four groups. An observation system was used in this study by the supervisors and consisted of two facets : Facet A; teacher lectures verbally; teacher lectures non-verbally; teacher gives directions; teacher asks; teacher reacts to pupil response; pupil answers; teacher reacts to pupil initiative; and pupil initiates. Facet B; knowledge; analytical; and creative. The results indicated that the observation system effectively measured the cognitive behaviour of the student-teacher in his teaching (1). Ehd's study did not reveal the differences obtained between groups of student-teacher. Further to this, the relationship between student-teacher behaviour and the pupil's behaviour were also at variance.

Steinbrink (1976) in his study of instructional styles, indicated conclusively that verbal interaction can be used widely in comparing teaching styles and determining whether teachers are directive or non-directive (2).

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(1) Ehd Bar O.N. et al., The Use of Computers in Evaluating Teacher Competency, Annual Meeting Paper, on Micro Film (Chicago, Illinois, 1974).

(2) Steinbrink, J., Researching Instructional Styles and Classroom Environment : A Survey of Techniques, International Research in Geographical Education, Research Reports, (Michigan Univ, 1976), pp.91-100.

El Lakany (1978) in his Egyptian study of the effect of using verbal interaction analysis in the area of teaching social studies, indicated, as had Stolbrink, that the Flanders system of verbal interaction can be used in teaching social studies and indicate whether the post graduate student-teachers are directive or non-directive (1).

Hardon and Cairncross (1980) pointed out that methods of assessing a student's ability in the subject act also as an enquiry in education in this area. They indicated that particular attention has been paid to the cognitive domain and, although practical skills form an important part of many courses in higher education, their assessment has been relatively ignored(2).

This appears to indicate the need for research into the role of practical skills in education, especially in the area of evaluation.

Jones (1972) in his study of teacher assessment used a schedule developed in the University of Dundee. The schedule was a complicated one. It identifies sixty eight categories of assessment behaviour. Thirty one of these categories are placed under a major class called 'Solicitations'. This major class includes : questions; commands; and requests. The major class 'Solicitations' in this study were all the teacher's solicitations of the pupil. It is usually a verbal form of behaviour, but it could be non-verbal. For example, for the non-verbal behaviour of solicitations, if the teacher says, 'Holl?' and then waits, one assumes her to be soliciting.

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- (1) El Lakany, A.H., Analysis of Verbal Interaction in Teaching Social Studies (Cairo, 1978).
  - (2) Hardon, R.H. and Cairncross, R.G., Assessment of Practical Skills : The Objective Structured Practical Examination (OSPE), Studies in Higher Education (Oxford, 1980), p.187.

The second major class was called 'Reactions'. The reactions mentioned were concerned with discipline rather than lesson content. This second major class consisted of either a teacher's or a pupil's reactions (1). These two major classes, mentioned in Jenon's study, were focusing largely on 'Gallack's' work of the verbal interaction analysis i.e. the second category of his system. Great attention in Jenon's study was given to the cognitive behaviour rather than the affective.

Knight (1976) in a study of the pupil's own perception of the behavioural style of the geography teachers, tried to discover if there were any significant differences between the behaviour of science and geography teachers. There were ten schools in his sample selected from a total of eighty five. Three areas constituted the major factors of criteria used in this study. These three areas are as follows : cognitive aspect; interaction behaviour; and classroom control. Correlation coefficient and analysis of variance were used as statistical techniques in this study. Results indicated that teachers were non-directive and pupils felt free to ask their teachers questions. With regard to the interaction behaviour, it was found that teachers act the role of the teacher rather than a friend, and that most of their interest was concerning the subject matter. Little time was spent on independent work or small group work and the pupils recorded that : 'The teacher spends lots of time telling them about tests and marks'. Laboratory work was an integral part of science lessons, but does not appear to be an important part of Geography lessons.

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(1) Jones, M.C., Teachers Assessment in the Classroom, Research Forum on Teacher Education. National Foundation for Educational Research in England and Wales (Windsor, 1972), pp.56-62.

Results indicated that there was no significant difference (p<.05) observed between geography and Science teachers regarding classroom control (1).

It appears from these studies that during the last ten years there has been considerable attention paid to cognitive behaviour in teacher evaluation. It also appears that the research in that period displayed a concentration upon a variety of procedures and areas of evaluation which may be a reflection of divergent attitudes possibly related to differing aims and/or policies.

Hausego and Boldt (1978) investigated the potential of both school personnel and University personnel and how they could provide a practical, realistic, and meaningful preparation for the neophyte teachers. There were thirty nine subjects in his sample, divided into two groups, one of twenty and one of nineteen. This study used the already existing teacher training programme known as COVET (Co-operative Venture in the Education of Teachers). This programme was based on certain assumptions, some of which were : The likelihood of a more successful marriage between theory and practice will be increased when the components of the school programme are monitored by University personnel, and when the components of the University programme are monitored by the school personnel. A 60 item questionnaire was used to measure priorities among teacher behaviour as perceived by the teachers themselves. This 60 item questionnaire was constructed via the investigation of different categories of people, i.e. Faculty members, principals, teachers, and student-teachers.

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(1) Knight, C., Pupil Perception of Pedagogical Processes: New Zealand, International Research in Geographical Education, Research Reports, (Michigan University, 1976), pp.129-141.

The stability of the questionnaire was assessed for using a group of ten student-teacher. Correlation coefficient and frequency were used in the statistical analysis. The results indicated that there was no distinction between the responses of the two groups of student-teacher with regard to the priorities in teacher behaviour. But the results highlighted a considerable difference between the two groups regarding behaviour relating to direct and positive interaction with students. The lowest priorities were given to organizational and administrative behaviours (1).

Ghunym (1980) in a study which took place in Egypt, concerned the relationship between teacher proficiency and pupil's academic achievement, found a positive relationship between the educational proficiency of the teacher and the academic achievement of pupils. Teaching proficiency was assessed under the following criteria :

- 1) Teacher proficiency in terms of stating lesson objectives;
- 2) Teacher proficiency in terms of performance of the lesson;
- 3) Teacher proficiency in terms of evaluating pupils; and 4)

reliability of the teaching profession (2). The evidence from this study bears out the contention that pupil change, used as the criterion of teacher efficiency, is not sufficient as a measure, and only indicates academic achievement. Behaviour, attitudes and ideas must all be taken into account and this tends to make the area of evaluation highly problematic.

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- (1) Housego B.E.J. and Boldt, W.B., Priorities of Teacher Behaviours as perceived by Student-teacher in a school based programme : An Exploratory Study, The Alberta Journal of Educational Research (Alberta, Canada, 1978), pp.53-63.
  - (2) Ghunym, A.E., The Relationship between Educational Proficiency of the Teacher and Academic Achievement of Pupils in Primary Stage (Zagazig Univ , M.Ed. Thesis, Egypt, 1980).

Pugach and Ratho (1983) have indicated the importance of teacher testing:-

'In a draft policy statement presented to the American Association of Colleges for Teacher Education at the annual meeting in Houston in 1982, an AACTE Task Force argued that 'competency assessment is a vital and essential part of any effort to strengthen teacher education programs' (1).

With regard to teacher efficiency there is one question that has occupied researchers continuously. This is, 'what criteria do we use in teacher evaluation?'

A further important area of evaluation is the judgment by pupils of teacher efficiency. Evans (1954) in her study of the qualities of a good teacher, indicated that judgment by pupils of teacher efficiency as an approach dates from at least as early as 1896, and then appears to have died out rather than have been developed with the passage of time (2).

The utility and validity of pupils' perceptions of teaching techniques as a form of feedback for teachers in training was investigated by Moighan (1977). His sample consisted of twenty one Post Graduate Certificate of Education students. Each student-teacher during the practice period asked the pupils to write down their perceptions of his classroom techniques on plain sheets of paper, using a set of sixteen cue questions written on a blackboard. These sixteen cue questions were under four main headings or areas as follows :

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(1) Pugach, H. and Ratho, J., Testing Teachers, p.37.

(2) Evans, K.M., The Qualities of a Good Teacher, p.50.

- A. Preparation
- B. Presentation
- C. Attitudes
- D. Classroom Management

The results of this study indicated that pupils may have the ability to agree in their judgments of student-teachers in most areas, the only notable variation being in the area of classroom discipline. It was also found that although pupils are untrained observers, their perceptions show enough consensus and agreement with other observers to be used as feedback on teaching performance for student-teachers and a useful source of information, along with other types of feedback such as student-teachers' comments and supervisors' comments. The student-teachers themselves found the utilisation of pupils' perceptions both convenient and effective (1). This study reveals some indications that pupil judgment of teacher efficiency can play a vital role, along with other forms of judgment, in teacher evaluation.

A questionnaire for pupils in the sixth grade or higher has been developed in the University of Georgia. The questionnaire includes thirty items with a three rating scale : 1) Never; 2) Sometimes; and 3) Often. It is felt worthwhile mentioning the structure of the questionnaire, since there was agreement with the importance of considering pupil judgment, together with other forms of evaluation as follows :

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(1) Moighan, R., Pupils Perceptions of the Classroom Techniques of Post-Graduate Student-teachers, British Journal of Teacher Education (London, 1977), pp.139-146.

1. my teacher enjoys teaching.
2. my teacher keeps me interested in my school work.
3. my teacher knows what to do and how we are going to do it.
4. my teacher is friendly.
5. my teacher cares about my feelings.
6. my teacher is patient and understands me.
7. my teacher lets me know if I am behaving right or wrong.
8. my teacher is polite and courteous.
9. my teacher does things to keep students well behaved.
10. my teacher is fair when students misbehave.
11. my teacher teaches in ways that help me learn.
12. my teacher uses things like charts, movies, filmstrips, records etc.
13. my teacher chooses things such as texts, equipment, supplies and work sheets that help me learn.
14. my teacher gives clear directions and explanations about my class work.
15. my teacher explains things again if I do not understand.
16. my teacher listens to me and uses my ideas.
17. my teacher tells me when my answers are right or wrong.
18. my teacher talks and writes so that I can understand.
19. my teacher teaches things in an order that makes sense.
20. my teacher uses more than one way to teach.
21. my teacher works with large groups, small groups, and individual pupils.
22. my teacher gets me interested in new lessons.
23. my teacher gives me a chance to do things in this classroom.
24. I work or pay attention during a whole lesson.
25. my teacher does things to keep me working or paying attention during a lesson.

26. my teacher tells me why the things we learn in school are important.
27. my teacher knows a lot about what is taught in school.
28. my teacher does things like taking up lunch money and handing out papers quickly.
29. my teacher uses the whole class period for teaching and learning activities.
30. my teacher makes my classroom look like a nice place to be (1).

It may be concluded, therefore, that evaluation should be a shared process taking pupils' judgments inclusively with the judgments of the supervisors, school administrator and teacher self-evaluation.

Another approach used in teacher evaluation, and therefore possibly applicable to student-teachers' evaluation, is the objectives approach. Redfern (1980) indicated that, 'Evaluation by objectives is best achieved when evaluator and evaluatee jointly establish work objectives, agree upon well-established action plans, and measure accomplishment in terms of outcomes and results attained' (2).

It would appear from the above that evaluation by objectives requires a close relationship between the evaluator(s) and the evaluatee. The problem, however, seems to be how specific objectives can be agreed on. Additionally, the supervisor has little time to set up such objectives, and the student-teachers and the novice teachers do not have full experience of constructing objectives for lessons. Moffett (1966) used the objectives approach as a basis for student-teacher evaluation and his study concentrated on geography as a subject.

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(1) Teacher Performance Assessment Instruments (Georgia Univ, Georgia, 1979), pp.57-58

(2) Redfern, G.B., Evaluating Teachers and Administrators, p.8.

The total population was thirty six student-teachers, divided into one experimental group of eighteen and one control group of eighteen. Geography skills of the pupils were tested before the experiment began, and an agreement concerning objectives made between the evaluator and the evaluatee. In the second term, all pupils were tested and the results were made known to the student-teachers. The supervisor held individual meetings with each student-teacher. The tools used in this study were questionnaire, standard deviation, analysis of covariance, T-test, and chi square test. The results indicated that the average gain in pupil performance as shown in the post test of geography skills over the pre-test period for the control group was 64.5% and 208.3% for the experimental group. The pre score was significantly related to post score ( $T = 831$ ) ( $P < .001$ ). Pupils of student-teachers in the experimental group performed significantly better on a post-test of geography skills than the control group. There was no significant difference between the control group and the experimental group with reference to the expression of performance for being evaluated in terms of pupil performance (1).

The results of Moffett reveal that the objectives approach can have a significant effect on pupils performance. However, it does not reflect on some important areas such as teacher questioning, teachers use of different methods of teaching, classroom control and discipline, using teaching aids, pacing of the lesson and professional attitudes of the teacher working in school. The objectives approach seems to depend on content rather than other activities. However, the instructional objectives approach appears to be useful in improving the relationship between the supervisor and the student-teacher.

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(1) Moffett, G.M., Use of Instructional Objectives in the Supervision of Student-teachers.

A similar study was made by Nwana (1968) in West Cameroon. The study was set up with certain presumptions such as: An objective grading would be more acceptable to the student-teacher; help and advice from the supervisor or examiner would be better based on long term goals evaluated in terms of some acceptable evidence; the feeling between the evaluator and the evaluatee would be more positive; pupils would react better to certain subject matter. The whole sample was thirty student-teachers. Forty test items were formulated dependent on the objectives deduced from the syllabus of mathematics "percentage unit lesson". For the validation of test items, content analysis and evidence from an outside authority were used. The results indicated that pupils who were taught by student-teachers in the experimental group performed better than those in the control group. The mean scores of the experimental group (27.3) were higher than those of the control group (19.9). Pupils of the student-teacher in the experimental group expressed a greater feeling of competency in solving percentage problems than those in the control group. More than 80% of the student-teachers in both treatment groups: 1) spent more time, more than half an hour a day learning how to teach percentage skills; 2) expressed satisfaction at being objectively graded; 3) and expressed satisfaction at the grades they received in their practical teaching (1).

From an examination of the results obtained by Nwana and Hoffert, it seems that the objective approach "is very beneficial for the student-teacher with regard to the content of the subject. It can be useful as a method of showing the student-teacher how he can construct a lesson objectives adequately".

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(1) Nwana, E.M., An Investigation into an Objective Way of Examining Student-teachers in Practical Teaching in West Cameroon Teacher Training Institutions (California Univ, Ed.D Thesis, Michigan, 1968).

In a study made by Barnes (1978) on competency training of student-teachers, it was found that the only result not favouring the competency-based group concerned the quality of the lesson evaluation devices. The results indicate that there is no significant difference in the quality of lesson plans and units between students who needed remedial instruction to master the skills and those who did not need the remedial instruction. Experience affecting students' performance appears to have been a factor in those results (1).

Those studies concerning instructional objectives bear out the effectiveness of the objectives approach. It appears to increase pupil performance and achievement. However, it may be difficult or even impossible to use this approach with a large number of student-teachers and high pupil/teacher ratio in the classroom. Thus, this approach can be used only with other techniques more effective in those areas.

The literature, so far examined, has been oriented towards assessing individuals and not the system. Griffiths (1967) in a study of schools and teaching practice found that sixteen schools out of twenty claimed to have a policy concerning teaching practice. The schools had always held a staff meeting to discuss teaching practice. However, none of them could produce a written statement concerning teaching practice policy. The results revealed ambiguities regarding the school's role in supervision and evaluation of student-teachers. There was no agreement regarding the amount of observation that a student-teacher must receive. But sixteen heads out of twenty noticed

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(1) Barnes, J.C., An Evaluation of the Competency Training of Student-teachers (The Pennsylvania State Univ., Ph.D Thesis, the Graduate School, Michigan, 1978).

that student-teachers always improve in the last 3-4 weeks of practice. The heads decided that student-teachers in general do improve, but they were unable to be very specific about how much they improved.

The schedule used in the study included the following aspects :

1. Reception of students.
2. Personal relationship.
3. Gradual inception into teaching.
4. Study of children and of practising.
5. Teaching learning skills.
6. Evaluation of teaching.
7. Test of theory.
8. Suitability for the profession.
9. Exchange of ideas (1).

It appears from the result of Griffiths' study that teaching practice does improve student teaching. However, there were differing opinions about the details of such improvement and students' duties during the period of teaching practice. A further difficulty was that the supervisors differed on what counted as student-teacher efficiency.

Similar results were obtained by Dumas (1965-66) in his study on the relative strengths and weaknesses of University of Arkansas student-teachers. He found agreement among assessors as to the traits in which the student was relatively strong or weak. The highest agreement of weaknesses found related to students' voice quality and knowledge. Agreement among assessors as to the critical and non-critical traits in teaching was limited (2).

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- (1) Griffiths, A., Schools and Teaching Practice, Education for Teaching (London, 1967), pp.33-39.
  - (2) Dumas, W.W., An Analysis of Evaluative Ratings of University of Arkansas Student-teachers in English (Arkansas Univ, Ed.D. Thesis) Dissertation Abstract 26, 1965-66, p.3695.

The disagreement between assessors sometimes occurred because there were no detailed definitions of terms laid down to assist in such cases.

In Egypt, Waseef (1977) made an analytical survey of the Faculties of Education. His sample was one hundred and eighty student-teachers in two groups of ninety each, selected from the fourth year of the course. The results indicated that almost all students (95%) felt a change in performance during the previous year's teaching practice. 72.2% of the students agreed that teaching was a matter of talent and 24.4% denied it. 67.7% of the students indicated that they used the teaching methods they studied in the faculty, 25.6% of the students indicated that they did not. 70% of the students found that the period of teaching practice is insufficient. 70% found the guidance of the supervisor essential. 25% of the students accepted self-evaluation. The results revealed no apparent differences due to sex or specialisation, (Chemistry or Biology). It was also indicated that the faculty had no guide book for work in teaching practice (1).

These studies have revealed that there is no proper policy of teaching practice either in the school or in the University and that the teaching practice period was highly valued by the student-teachers as well as by the supervisors. Research into the supervision system still needs to be taken seriously as so little research has been done concerning evaluation of the system itself.

The purpose of this section of the literature is to reveal the wide variation in the criteria used currently in the evaluation process. Although there are similarities, the differences between the major studies bring out the confusion prevalent in this area of evaluation.

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(1) Waseef, A.W., 'Evaluation of Teaching Practice in the Education of the Teacher of Science', pp.3-20.

The following criteria developed at Chelsea College included :

1. Achievement of teaching objectives. This included to what extent were the aims of the lesson achieved?; if relevant, did the lesson provide opportunities to make observations and organise data; to make inferences from data/evidence and form hypotheses; to devise experiments and test hypotheses; to manipulate apparatus.
2. Technique. This included the following : lesson plan; teaching aids; speech; movement and deportment; accuracy and relevance of subject material; pace of whole lesson; clarity of presentation; organisation of the pupils.
3. Teacher/pupil relationship. This included the following: attitudes towards pupil; attitude of pupils; effectiveness of discipline; amount of active participation by class; teachers' adaptation to fit response of class.
4. Practical work. This included the following:
  - (a) demonstration which includes : visible; relevant; effective; well executed.
  - (b) pupil practical which includes : clear instruction; effective; relevant; well prepared and organised (1).

In a recent book by Hoywood (1982) a form for student-teacher evaluation originally developed by Murphy at the Dublin School of Education, was presented. The evaluation form comprised the following nine areas :

1. Information gathering, concerned with the student's willingness; ability and skill in gathering information.
2. Problem solving, concerned with the student's ability and skill in using information available about the pupils.
3. Judgement, concerned with the student's ability to use sound judgement in planning for and conducting classroom activities.

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(1) Chelsea College, University of London, Centre for Science Education, Lesson Evaluation (N.D.), pp.1-3.

4. Relationship with pupils, concerned with the student's general influence on his pupils.
5. Continuing responsibility, concerned with the student's willingness to accept and fulfil responsibility for the growth of the pupils.
6. Ability to cope with crises. This is concerned with the ability to cope in situations which require quick thinking and discrimination.
7. Relationship with teacher colleagues. This is concerned with the student's effectiveness in working with other teachers.
8. Relationship with authority, which was concerned with the ability to work efficiently with the school administrator.
9. Professional values which concerned attitudes towards the teaching profession (1).

These two sets of criteria reveal some similarities and many differences. There is a similarity in the area of 'relationship between the teacher and his pupil', but they both differ from each other in all other areas.

The criteria which were developed at Chelsea College included some important aspects such as teaching objectives, lesson plans, teaching aids, the clarity of presentation, the pace of the whole lesson, the teacher/pupil relationship and practical work. But it appears to neglect the importance of a professional attitude as well as classroom control and discipline and teacher questioning skills. However, the Murphy criteria comprehensively concentrated on the relationship the teacher has with pupils, colleagues and school administration staff.

A similar study was made by Ralston (1957). Teachers and Administrators were interviewed to discover the major criteria which they used in teacher evaluation. The following were common criteria :

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(1) Heywood, J., Pitfalls and Planning in Student Teaching. (London, 1982), pp.188-192.

1. Knowledge of subject matter.
2. Achievement of pupils.
3. Co-operation.
4. Personality and character.
5. Instructional methods.
6. Students discipline.
7. Calibre of the daily preparation.
8. Reaction of pupils.
9. Relationship with parents and staff (1).

These criteria seem to concentrate on the same areas mentioned in Hoywood's book and the Cholesea criteria but they neglect teacher questioning skills and lesson objectives, the same as the other study. On the other hand, Ralston's criteria could be considered if it were expanded or had a clearer explanation.

The evidence from these studies and criteria revealed only a little agreement between them. The problem appears to be that each study gave different names to what are essentially the same criteria. This can lead to confusion.

In Egypt, Daoud (1965) conducted a study which was concerned with the personality traits required for success by student-teachers in a teacher's colloquy. The aims of the study were to determine the personality traits which characterise efficient teachers and the components of successful teaching. Personality traits were defined as a concept which describes some obvious and distinguishable patterns of behaviour which occur in certain social situations and which are expected in similar situations. The study depended on the following assumptions :

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(1) Ralston, M.A., Classroom Teachers and Merit Rating, National Association of Secondary School Principals (Reston, Virginia, 1957), pp.78-79.

1). Teacher behaviour is a function of situational factors and the personality traits of the teacher as follows : teacher behaviour is characterised by some degree of consistency; teacher behaviour is characterised by a limited number of responses; teacher behaviour is probable; teacher behaviour is a function of general features of the situation in which it takes place; teacher behaviour is a function of the specific situation in which it takes place.

2). Teacher behaviour is observable as follows : teacher behaviour patterns are distinguishable; teacher behaviour patterns are classifiable qualitatively and quantitatively; teachers behaviour patterns are revealed through overt behaviour and also by symptoms.

Lists of personality traits were obtained from scrutiny of the literature and the opinions of one hundred secondary school students and a group of judges. These lists were as follows :

personality traits :	coefficient of reliability	coefficient of validity
1. open minded (Broad)	,83	,91
2. democracy	,77	,87
3. originality	,88	,94
4. emotional stability	,88	,94
5. objectivity	,84	,92
6. co-operation	,91	,95
7. optimism	,77	,87
8. sympathy	,81	,90
9. stimulation	,85	,92
10. good appearance (attractive)	,67	,82
11. morality	,85	,88
12. leadership	,80	,89
13. sociability	,93	,96

The researcher found that the criteria of success should measure all the aspects of the teaching process; it must be reliable; it must be valid; it must be objective and unbiased; and it must be practical and administrable.

According to the job analysis of teaching by the "Behavioural description method", the following dimensions were determined as criteria for success in teaching :

1. The teacher as a guide to learning.
2. The teacher as a guide to his students from the psychological point of view.
3. The teacher as a member of school life.
4. The teacher as a conveyor of culture.
5. The teacher as a citizen in the community.
6. The teacher as a member in a profession to which he belongs (1).

These results reveal that there are some similarities in the criteria used by Daoud and those of Evono in drawing up lists of desirable traits. The similarities were in the following desirable traits : originality; open minded; co-operation; leadership; and social fitness. But they differ from each other in all other traits and despite the importance of teacher enthusiasm indicated in the above literature, Daoud makes no mention of it. It seems possible that these traits appeared in Daoud's study due to cultural influences.

The Stanford Teacher Competence Appraisal Guide represents one of the most inclusive sets of criteria available in the area of teacher evaluation. It concentrates on five main areas which are sub-divided as follows :

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(1) Daoud, A.H., Personality Traits Needed for Success to Prospective Teachers in Teachers Colleges, (Ain shams Univ. Ph.D Thesis, Egypt, 1965).

1. Aims, including :-
  - (a) clarity of aims
  - (b) appropriateness of aims
2. Planning, including :-
  - (a) organisation of the lesson
  - (b) selection of content
  - (c) selection of materials
3. Performance, including :-
  - (a) stating the lesson
  - (b) clarity of presentation
  - (c) pacing of the lesson
  - (d) pupil participation and attention
  - (e) finishing the lesson
  - (f) teacher/pupil rapport
4. Evaluation, including :-
  - (a) variety of evaluation procedures
  - (b) use of evaluation to improve teaching and learning
5. Community and professional, including :-
  - (a) concern for professional standards and growth
  - (b) effectiveness in school staff relationship
  - (c) concern for the total school programme
  - (d) constructive participation in community affairs (1).

Lancaster (1974) differs in his approach from the Stanford guide in that he concentrated more on content rather than on teaching performance. His criteria included some major areas of evaluation :

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(1) Stones, E. and Morris, S., Teaching Practice : Problems and Perspectives (London, 1972), pp.254-255.

the characteristics of the subject; the characteristics of the teacher and teaching; laboratory work; and questions concerning suggestions for improving the subject (1). These criteria appear to be formulated in general terms and mainly assess the effectiveness of certain subjects.

A further important point is that most of the mentioned criteria, in some way, used a rating scale which can give rise to certain difficulties especially when those assessing the students are themselves unqualified. In this area, qualifications are required as there is no guarantee that all the judges will interpret the items of the scale in the same manner. This difficulty can be overcome partly if detailed definitions of the terms used in the scale are given, and by increasing the number of judges who have a close relationship with the classroom, the student-teacher, and the pupils. This rating scale technique was given the name 'impressionistic' at the beginning of this chapter 'Review of Literature'.

Crocker (1974) found that the focus of teacher evaluation and teaching success lies in the following areas : teaching skills; teacher personal qualities; and the management of the classroom. His criteria included the following main areas and sub divisions :

1. Management of children. This area included : relations with the class; discipline; enthusiasm with class; and giving praise.
2. Teaching skills. This area included : questioning; initiative and imagination; material of lesson; exposition; use of teaching aids; organisation of practical work.

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(1) Lancaster, O.E., Effective Teaching and Learning (New York, 1974), pp.255-261.

3. Personal qualities. This area included : reliability and conscientiousness; sincerity; keenness and co-operation in school activities; acceptability to the school staff; voice and appearance (1).

Although Crocker's criteria would appear to be comprehensive, the problem of giving different names to what are essentially the same criteria still exists. Therefore it is difficult to choose the areas to be assessed.

Similar criteria have been suggested by Collier (1959) including the same main areas and some of the sub divisions as follows :

1. Management of children. This included : good discipline; class control; good rapport with children; enthusiasm; a habit of appreciation of what children offer in their oral/written or practical work.
2. Teaching skills. This included : skill in questioning; imagination in choice of material; preparation; clarity of exposition; skilful use of pictures; school broadcast; demonstration; efficient organisation of practical work; skill in eliciting initiative and imagination in children.
3. Personal qualities. This included : reliability; sincerity; keen co-operation in school activities; acceptability to staff; and good appearance (2).

Comparing Collier's criteria with Crocker's, the following points of variance and similarity were noticed :

1. The two sets of criteria agree that under the heading 'management of children', discipline, enthusiasm, praise and good rapport should be found as variables. Class control was excluded as a variable in Crocker's set of criteria.

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(1) Crocker, A.C., Predicting Teaching Success (NER, Windsor, 1974), pp.173-178.

(2) Collier, K.G., The Criteria of Assessment, Education for Teaching (London, 1959), pp.38-40.

2. The two sets of criteria agreed that under the heading 'Teaching skills', questioning, imagination, exposition and practical work should be found as variables. Demonstration and exposition as variables were used in both criteria and indicated the same meaning.
3. The importance attached to personal qualities is typical of both sets of criteria.

Personal and professional qualities, lesson preparation, statement of aims, evaluation and assessment, classroom performance, and children's performance, have been indicated by Norris (1975) as criteria for teacher evaluation. The magnitude of these criteria were seen in a number of ways: First, in a situation where assessment is involved. Second, the criteria facilitate feedback between the observer and observed about the strengths and weaknesses of performance in a specific lesson. Third, it provides a means through which notions of what constitutes teaching competence can be codified and made available for debate and modification (1). Moreover, Yockney (1975), in his study examining the procedures developed at Cardiff, found that the criteria detailed below were unreliable and of limited predictive value. The criteria included the following :

1. statement of aims
2. preparation of lesson
3. presentation of lesson
4. speech
5. relationship with pupils (2).

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- (1) Norris, A., An Examination of Schedules of Criteria related to Teacher Competence, British Journal of Teacher Education (London, 1975), pp.87-95.
  - (2) Yockney, J., The Organisation, Supervision and Examination of Teaching Practice : A Critical Examination of the Procedures Developed at the Education Department, University College, Cardiff (Univ. of Wales, M.Ed Thesis, 1975).

The comprehensive lists of criteria used in teacher evaluation and assessment demonstrate various areas of desirable variables. But some studies (Chelsea College, Ralston, Stanford Guido, Crocker, Collier, and Norris criteria) laid great emphasis on the importance of the major areas of the personal and professional qualities, classroom performance and lesson preparation or lesson plans.

### Conclusion

The above review has covered different aspects of teaching practice and teacher evaluation in order to place the present research in the correct context. Differing studies have yielded differing results, apparently in accordance with the conditions under which they were carried out, and very few studies appear to have yielded similar results. It was found that the pattern of emphasis has changed from one facet of research work to another in this field.

It is depressing to note how theory and practice appear divorced from each other, and how ineffective the supervision of teaching practice seems to be. The University and school appear to be unclear concerning the role of the supervisor which, in turn, affects the performance of the student-teacher in teaching practice.

The available evidence concerning the criteria used in teacher evaluation show little agreement on which areas ought to be examined. In a situation like this what would appear to be needed is a radical re-think of teaching practice, its supervision and evaluation. Modifications and the practical application of existing worthwhile research findings would appear to be required in this field. But the decision, about the acceptable criteria, should be made by the community according to its needs, values and beliefs. This might sound complicated, but it need not be, if the right schedule of criteria have been developed and used.

CHAPTER III

The Development of  
Teacher Education in Egypt

The purposes of this chapter are as follows : 1) To trace the development of teacher education in Egypt in broad terms and the emergence of a system of teaching practice as an integral component of that educational process. 2) To assess the range of historical, demographic and pedagogical influences which have shaped this development. 3) To describe the present assessment and supervising procedures in the system of teaching practice in Egypt using the El Sharkia Governorate as a case study exemplifying the general procedures in operation.

### The Development of Teacher Education in Egypt

#### I. Teacher Education in Egypt in the Period 1872-1982 : Historical Background

Until 1872 the system of education in Egypt was dependent for its supply of teachers on graduates from the AL-AZHAR, AL-ALSUN and AL-MOHENDSKHANA schools. At these institutions students were merely supplied with theoretical and practical information with regard only to their subject specialization without providing any tuition in teaching their subjects or professional teacher training. Before this period, the majority of teachers were foreigners. To redress this imbalance and to improve on the poor quality of teachers produced by the institutions mentioned above, a course of academic teaching preparation was inaugurated at the DAR AL-ULUM school in 1872. (1) However, due to the increasing school population, the Government found it necessary to continue to use students from the purely academic institutions as teachers.

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(1) Abdul Kariem, A.E., The History of Education during the Period of Muhammed Ali (Cairo, 1938), Introduction.

This development of teacher education in Egypt has been influenced by the French occupation. Galt (1936) reported that perhaps 'a complete system of French schools from the kindergarten to a university law school, teaching over 32,000 students, was scattered over the country' (1). This foreign civilization was adopted particularly by Muhammed Ali and Khodive Ismail. During the period 1872-1887 further interest was shown in providing professional teacher training. This perhaps was due to the French and also the British occupation which affected the Egyptian University as well as teacher education in a number of ways. It was also due to Teachers Training College being opened in 1886. Galt has indicated that the plans for the creation of the Egyptian University was the mark of a commission, the majority of members of which were English. The schools of Medicine, of Engineering, and the Faculty of Science of the University have been captured by English influence, but nothing has been reported regarding the Teacher Training Colleges which may reveal such influence (2). During the whole period of the British occupation, there was evidence of a shortage of teachers in Egypt (3). Centralization in Egypt had originally been imported from France and combined in Egypt with an ancient and venerable form of oriental education. The result has been an emphasis on the acquisition of irrelevant knowledge and the acceptance of authority. Under this system the Egyptian teacher has little professional freedom, tends to be a cog in the machine, takes orders from above, and blindly carries on a mechanical system.

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(1) Galt, R., The Effects of Centralization on Education in Modern Egypt (Cairo, 1936), p.38 .

(2) Galt, R., The Effects of Centralization on Education in Modern Egypt p.45.

(3) Fafunwa, A.B., New Perspectives in African Education (Lagos, 1967), p.84.

In 1887 courses in Teaching Methods and Educational Preparation were begun. In 1889 this split caused considerable confusion as each establishment was successively closed, re-opened or re-named because of the centralised system of education which had retarded progress. This confusion was resolved in 1895 with the opening of the Khedive School for Teacher Training. In 1891, teaching practice was added to the five year course of teacher preparation at the DAR AL-ULUM school (1). At the Khedive School in 1899, the period of teacher preparation was two years. This was increased to three years in 1915. In 1923, a high school for teacher training and preparation throughout Egypt after the British occupation which, with the French one, affected all African educational systems (see map of Africa) replaced all former establishments (2). It maintained this role until 1931, in which year the Institute for Teacher Training and Preparation replaced the High School. In 1946 the former High School was re-opened under the name of the High Institute for Teacher Training and Preparation in AL-URMAN. In 1952 (the year of the Egyptian Revolution) the High Institute for Teacher Training became part of the Faculties of Arts and Sciences at the University of Ain shams. In 1956 the Institute for Teacher Training and Preparation became the Faculty of Education at Ain shams University, in accordance with new regulations for the organisation of Universities.

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(1) Ministry of Education, A Report of the Development of DAR AL-ULUM School (Cairo, 1936).

(2) Soloman, A.A., Teacher and Education : An Analytical Study of the Nature of the Profession (Cairo, 1977), pp.130-132 .



In 1966, in accordance with a new policy for the establishment of regional Universities, the Faculty of Education was established at the University of Alexandria. In 1969, the Faculties of Education at Tanta and El Mansoura Universities were established. In 1970, the Faculty of Education and the Teacher Training College were inaugurated to form the Faculty of Education at Ain Shams University in accordance with Government Order No. 1803. In the same year, the Faculty of Education at Kenna was established. Between 1971 and 1980 the following Faculties of Education were established : 1971, Zagazig, Shybyn Al Koom and Suhaj; 1973, Aouan; 1975, Domiat; 1978, Al Esmalia; 1979, Damanhour; 1980, Banah (1). In the period 1980 to 1982, Faculties of Education at Suez and at AL-Aryiah have also been established. The Egyptian Government is at present continuing its policy of establishing Faculties of Education in every regional Governorate.

The foreign influences on education in Egypt prevalent since 1645, have also been observed in recent years. Hansen and Radwan (1982) reported that development in Egypt, including the area of education and training, has to a considerable degree been financed from abroad, through aid and loans or foreign exchange (2). This is, in part, due to the unique geographical location which Egypt has.

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- (1) El-Sayed, A.M., The Philosophy of Teacher Preparation Between Theory and Practice (Tanta Univ., M.Ed Thesis, 1981).
  - (2) Hansen, B. and Radwan, S., Employment Opportunities and Equity in Egypt (Geneva, 1982), p.33.

The importance of this location increased once the Suez Canal was opened for international navigation. The Minister of Higher Education is responsible for signing cultural accords with foreign countries, France and Britain were among them, to explore possible areas of co-operation in the fields of education and training. These accords, perhaps, had a significant increase in 1971, after the coming to power of Anwar El-Sadat, and in 1974, after the success in the October War. One example in the area of teacher education is the following : in 1974, the United Kingdom signed a new accord which would formalise the advisory and consultative services already operating. These include the Moharrom Boy Technical Training School in Alexandria where British experts are co-operating with Egyptian to raise the standard of technical education (1).

The educational background of the students admitted to each of the various types of teacher training institutions, the various types and categories of these institutions and the age groups within which each category falls are revealed in Figure (3). Since 1961 the courses of study in all categories have been four years in duration. The lowest step of the ladder is represented by five types of general and rural teacher training schools for primary school teachers, both men and women. There is the two-year special education schools for teachers of the blind and deaf. Graduates of preparatory schools are admitted to the 1st year classes of general and rural schools.

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(1) Hyde, G.D.M., Education in Modern Egypt : Ideals and Realities (London, 1978), pp.141-142.

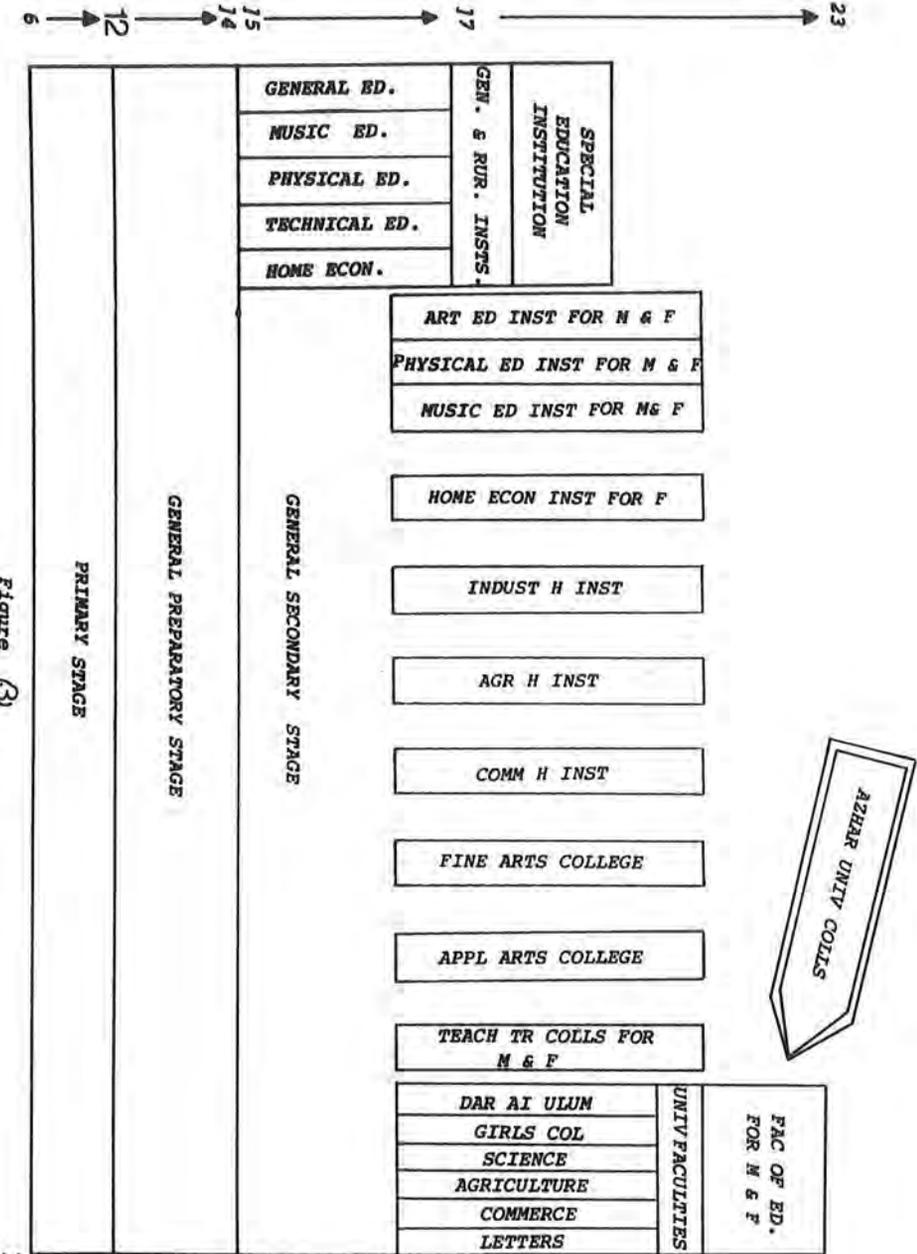


Figure 3  
Teacher Training Institutions  
for men and women.

(1) BOKTOR AMIR., *The development and expansion of education in the United Arab Republic.* p84.

The graduates of general and rural teachers' training schools are eligible to teach the first four years of study in primary schools. The fifth and sixth grades are taught by graduates of the teacher training schools of Music, Physical Education, Technical Education and Home Economics. However, graduates of the above schools may specialize in teaching in the schools of Light (blind), of Hapa (deaf), of Thought (mentally handicapped). This category comes under the name 'Special Education Institutes'.

After graduation, outstanding students of the general institutes for teachers are allowed to follow the studies offered in one of the higher institutions, represented on the chart, provided they have at least a 70% average in their final marks. The figure also shows there are six types of university faculties. The first represents the Girls' College of Ain shams University. The next represents Dar Al-Ulum, which is one of the Faculties of Cairo University with the function of preparing teachers of Arabic. Its students follow cultural courses with intensified concentration on the Arabic language. The Faculty of Education of Ain shams University in the 1960s was the only institution in the country which offered courses leading to an M.A. and a Ph.d in education. However, at the present time more than five Faculties of Education offer courses leading to an M.A. and a Ph.d., including Ain shams Faculty of Education; Alexandria Faculty of Education; Tanta Faculty of Education; Zagazig Faculty of Education; El Mansoura Faculty of Education; Suhaj Faculty of Education and Assuit Faculty of Education.

The large majority of teachers of preparatory schools are, at present, graduates of intermediate institutions. The teachers in the secondary schools should be highly qualified, both in a university or a higher institution of learning and in a teachers' college.

Moreover, the higher technical institutes are responsible for preparing teachers for technical schools, industrial, commercial and agricultural, at the preparatory and secondary level.

II. Influences on Development :

(a) Demographic

Adam Smith believed that the growth of population was the surest sign of prosperity, and the theory is partly confirmed by the increase of population in Egypt (1). The concomitant increase in pupils' numbers and the consequent need for more teachers has been highly influential in the development of teacher training and preparation. Therefore it was found necessary to improve the quality and the quantity of teachers in Egypt because of the population explosion which it has experienced.

Table 2

Population and Rate of Increase per Thousand from 1800-1957

Year	Population	Period		Rate of Increase per Thousand
		From	To	
1800	2,460,200	1800	1821	1.55
1821	2,536,400	1821	1846	22.98
1846	6,831,131	1882	1897	23.89

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(1) Bakor, A., School and Society in the Valley of the Nile (Cairo, 1936), p.39.

Table 2 continued

Year	Population	Period		Rate of Increase per Thousand
		From	To	
1897	9,734,405	1897	1907	14.90
1907	11,287,359	1907	1917	12.26
1917	12,750,918	1917	1927	11.11
1927	14,213,364	....	....	.....
1957	18,000,000	....	....	.....

(1)

Between 1800 and 1957 the population increased from approximately 2.4 million to 18 million (Table 2). In the early years of this period the population increase was slight as a consequence of colonialism and because of the Mameluke rule. It then rose during the period of Muhammad Ali (1805-1849) who tried to modernise the country. The Europeanisation which has come to Egypt is due in large measure to French civilisation, adopted particularly by Muhammed Ali and Khedive Ismail.

The military and naval forces of Napoleon were accompanied by a commission of eminent scholars and scientists, which body formed the Institute d'Egypt. An exhaustive survey of Egypt was undertaken by them concerning all fields, including medical services (2). Perhaps these social changes brought about by such factors as colonialism and medical advances have resulted in an increase of population. See also figure (3) concerning the increase of population in Egypt from 1800-1957, which

(1) Boktor, A., School and Society in the Valley of the Nile, p.40.

(2) Egyptian-British Trade, The Journal of the Egyptian-British Chamber of Commerce (London, 1983), p.38.

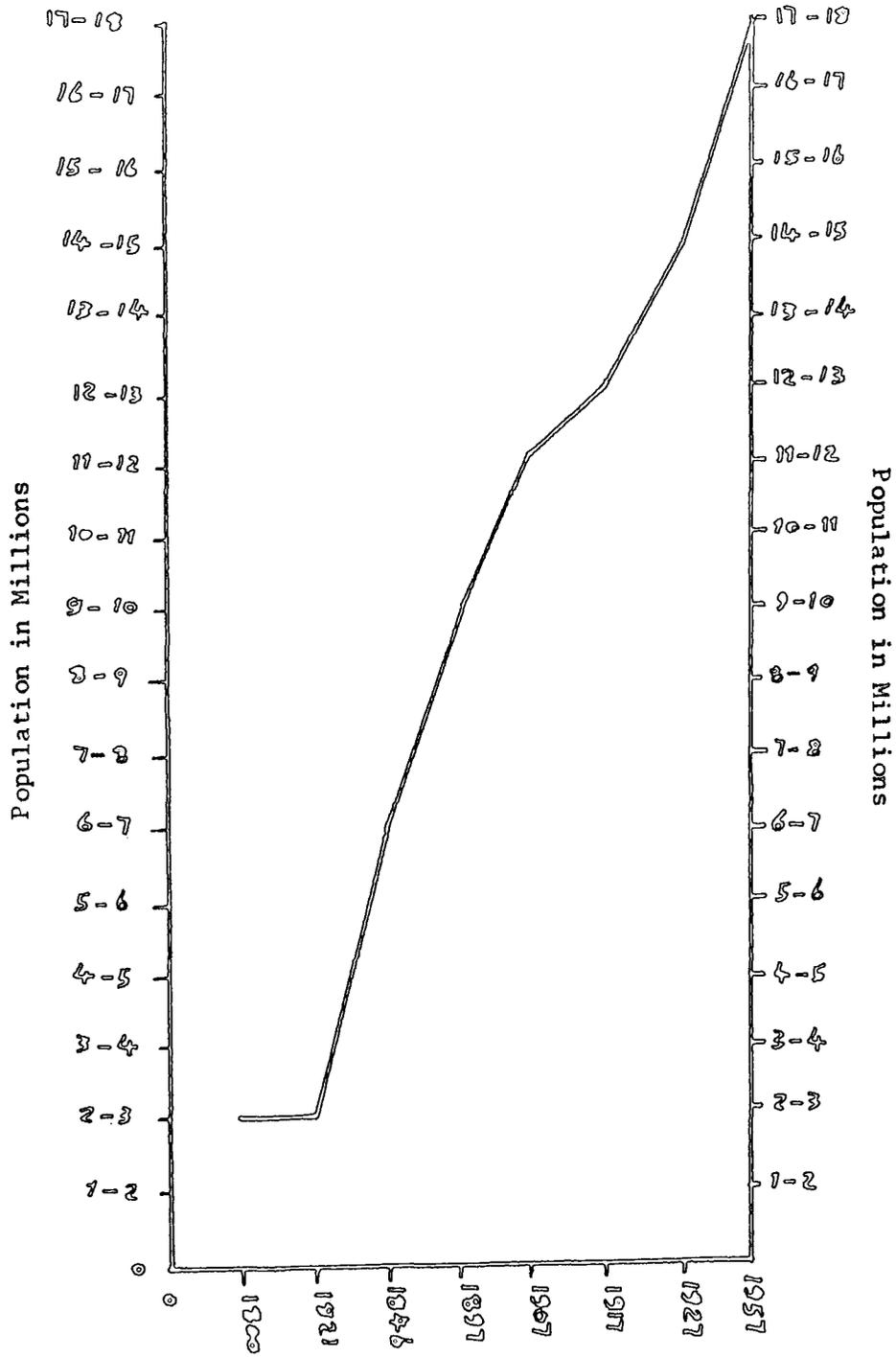


Figure 4: Population Growth in Egypt 1800-1957

presents the data of table 2 graphically. The important thing to note here is that the first national population census in Egypt was taken in 1882, subsequent ones following every ten years up to 1947 (1).

Table 3

Population Estimates (in Millions)  
and the Crude Birth Rate from 1960-1981

Year	Population	Crude Birth Rate per 1,000	Year	Population
1960	25,98	44	1976	37,87
1966	30,14	42	1977	38,79
1967	30,91	—	1978	39,82
1968	31,69	—	1979	40,98
1969	32,50	—	1980	42,20
1970	33,33	—	1981	43,47
1971	34,08	—	—	—
1972	34,84	—	—	—
1973	35,62	—	—	—
1974	36,42	—	—	—
1975	37,01	35	—	—

(2)

(1) The population situation in the ECWA Region : Egypt, p.4-4.

(2) - United Nations : Demographic Year Book, 1975, 1979, 1983 .  
- Jones, H.R., A Population Geography (London, 1981), p.130 .

Since 1960 the population has continued to increase dramatically (Table 3). The total population in Egypt has increased from 25.98 million in 1960, to 30.14 million in 1966 and from 37.87 million in 1976 to an estimated 40.98 millions in 1979, all of whom are concentrated in an area of about 3.5 per cent of the total area; the regions inhabited being the Nile Valley and Delta and some coastal cities. The crude birth rate per 1,000 was 44 in 1960, 42 in 1966, decreasing to 35 in 1975. During the ten year period between 1966 and 1976, the crude death rate decreased from about 16 per 1,000 to about 11 per 1,000 (1).

According to the data mentioned in table 3 and those mentioned above, it seems that there has been some decline in the death rate. The fall in the mortality rate is believed to be due to the increased medical care, preventive hygiene, and improved nutrition for both mother and child. In its Ten-Year Action Programme for 1973-1982, the government has attempted to further improve and extend its health care and public and preventive health services throughout the country, with particular attention to the lower socio-economic strata (For more details of the improvement of medical services in Egypt see Table 4).

Several major points may also be drawn from the 1960 and the 1976 population pyramids shown in figure 4. Firstly, the Egyptian population is a relatively young population. For example, 9.9 per cent in 1976 were under 15 years old.

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(1) The Population Situation in the ECWA Region : Egypt, p.4-15.

Table 4

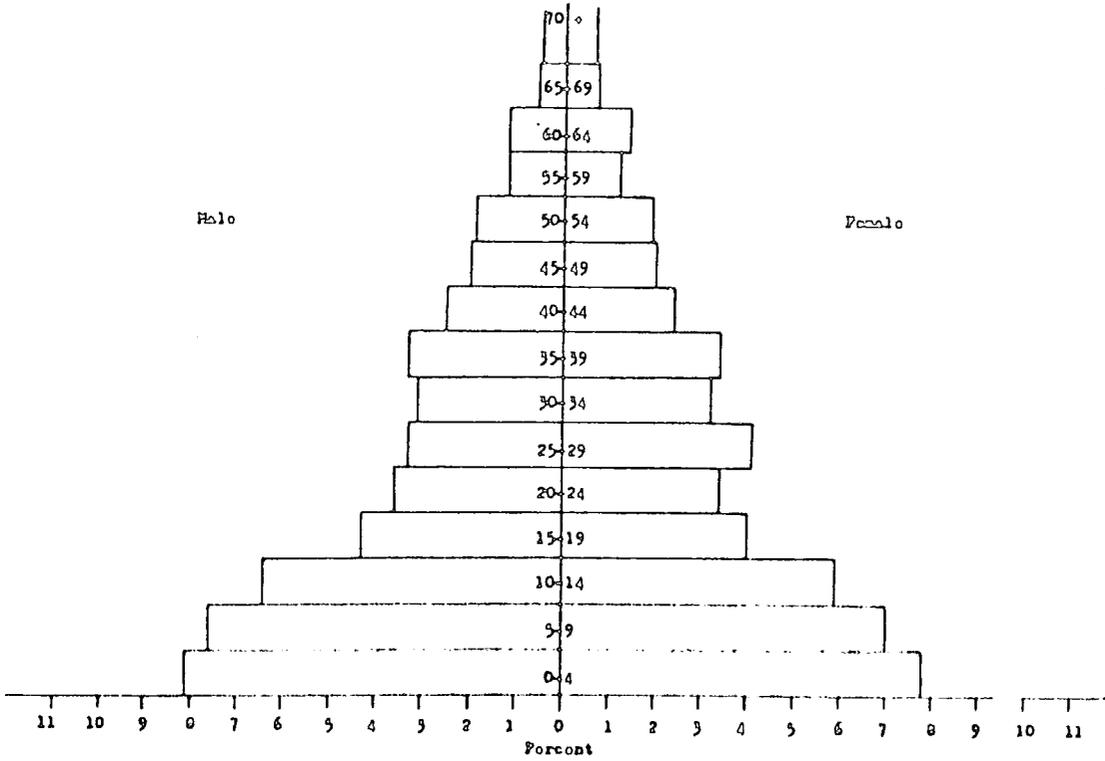
The Geographical Distribution  
of Medical Services in Egypt  
in 1970, 1972, 1978

Governorates	1970	1972	1978
Cairo	4062	5066	5639
Alexandria	3074	3180	3100
Damietta	801	774	130
Dakahlia	2370	2848	2564
El Sharkia	2656	2947	3070
Kaliobiah	1621	1652	1913
Kafr El Sheikh	1538	1462	1887
Gharbia	2248	2380	2656
Menoufia	1753	1980	1838
Behira	2860	2627	2702
Giza	2568	2456	2701
Beni-Suef	2148	2102	2187
El Fayyoun	1593	2002	2053
Minia	2071	2329	2528
Assiout	1803	2089	2319
Sohag	1689	1958	1762
Kena	1550	1744	1651
Asswan	996	1030	1060
Red Sea	121	136	115
The New Valley	271	318	329
Matrouh	190	223	120
Port Said	—	—	261
Ismailia	—	—	451
Suez	—	—	175
<b>Total</b>	<b>37,983</b>	<b>40,708</b>	<b>44,011</b>

(1)

(1) Statistics of Medical Services : Central Agency for Public Mobilisation and Statistics (Cairo, 1974, 1975, 1976, 1982)

### AGE-SEX PYRAMID OF THE POPULATION OF EGYPT, 1960



### AGE-SEX PYRAMID OF THE POPULATION OF EGYPT, 1976

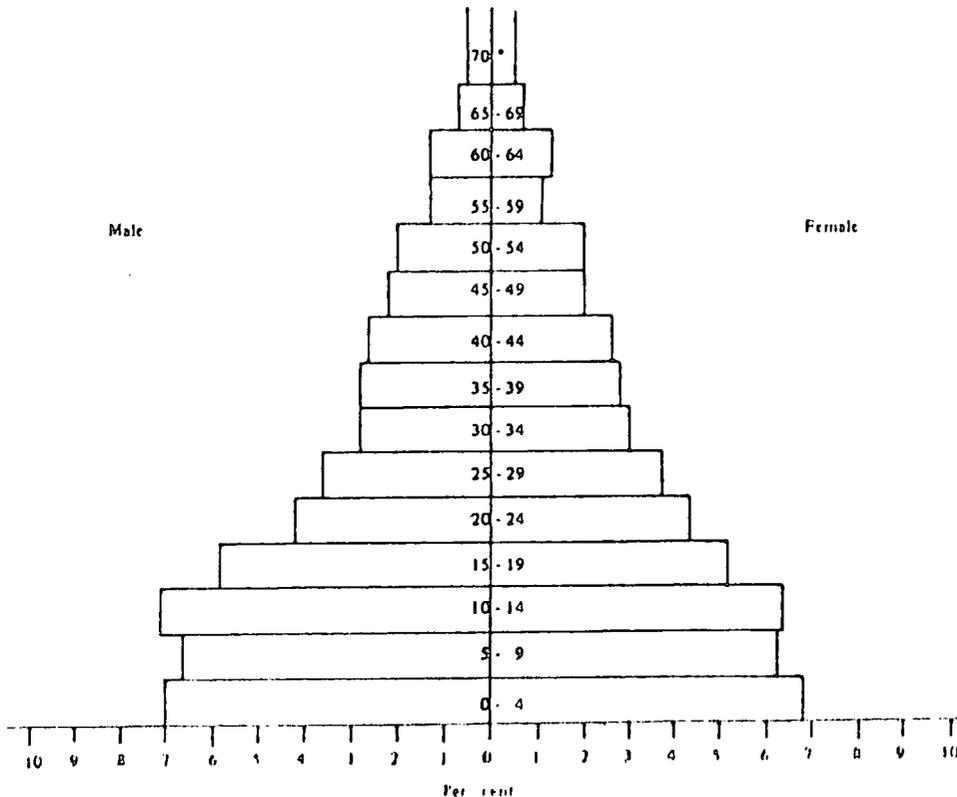


figure 5

(1)

Secondly, the pattern of the data indicates many mis-statements of age as well as under-enumeration. For example, in 1960 the age groups 20-24 for females and 30-34 for males and females were clearly under-enumerated as was the age group 55-59. In 1976, some cases of misreporting of age were also evident. For example, when the population in the age group 5-9 are compared to those 10-14 years old, it was found that there were about 5 per cent more persons in the older age group.

To conclude, population in Egypt appears to increase by some one million people every year. This situation tends to affect the quality of teachers as well as the quality of learners in consequence. This is because the teacher/pupil ratio will increase and the responsibility of the teacher facing large numbers of pupils in the classrooms would be an over-burden. The role of population change in Egypt in recent years obviously has a profound impact on the education system and in particular, on the increase in pupil numbers entering the school system.

Table 5

A Comparison of the Number of Boys  
and Girls in Government Schools  
between 1864 and 1931

Year	Boys	Girls	Year	Boys	Girls
1864	2,760	21	1914	13,423	786
1874	3,851	234	1922	21,882	2,657
1884	8,560	255	1931	52,297	8,125
1894	9,271	164	—	—	—

(1)

(1) Bakor, A., School and Society, p.134.

It was only after the world war that female education began to make progress (Table 5). The French succeeded in promoting their ideas and system of education in Egypt. The Frères and the Jesuit Orders, the Lycées, the French convents and institutions have touched the aristocracy as well as the bourgeoisie of Egypt, both men and women. During the British occupation there was some evidence that some attention had been paid to female education.

The following table, however, confirms the idea that the French expanded their schools in Egypt with a large number of pupils as a way of promoting their ideas.

Table 6  
Numbers of Foreign Schools  
and their Pupils in 1913

Foreign Schools		Enrolment
6	German	1,128
12	Austrian	1,844
32	American	5,304
37	English	2,636
42	Greek	7,142
47	Italian	6,888
145	French	22,175
7	Others	1,187
	<b>Total</b> <b>328</b>	<b>48,304</b>

(1)

There was an extent of foreign education in Egypt in 1913, (Table 6). These foreign schools were principally for nationals of the countries mentioned and very few Egyptian nationals were enrolled.

(1) Boktor, A., School and Society, p.117 .

Table 7  
 Education at the Second Level :  
 Total Number of Teachers and Pupils  
 1953-1978

Year	Teaching Staff (Total)	Pupils Enrolled (Total)
1953	22,005	486,159
1955	29,714	494,568
1960	33,738	546,241
1965	50,917	1,020,723
1970	57,944	1,446,918
1971	58,556	1,554,809
1972	61,997	1,665,641
1974	69,470	1,982,752
1975	78,789	2,107,891
1976	80,745	2,282,454
1977	91,083	2,408,247
1978	100,288	2,523,642

(1)

The rise in pupil and teacher numbers during the twenty five years period 1953-1978 is revealed in table 7. In 1955 to 1965 the numbers of teaching staff increased from 29,714 to 50,917. In the period 1965 to 1975 this number increased to 78,787. To conclude, it appears that teacher numbers increase by twenty five thousand every ten years. It was

(1) - Unesco Statistical Year Book, 1969, pp.172,212 .  
 - Unesco Statistical Year Book, 1980, p.312 .

only after 1974 that the pupil-teacher ratio increased more than the expected rate, this being due to the new policy of the Ministry of Education for establishing new Faculties of Education in each region throughout the country.

Table 8

Enrolments, Numbers of Schools,  
Classrooms and Teachers in Primary  
Schools

Item	School Year		Yearly Rate of Increase	Numbers in 1977-78
	1966-67	1976-77		
Total Enrolment	3,471,610	4,151,956	1.8	4,211,345
Intake	639,236	766,008	1.8	786,005
Graduates	220,615	476,708	8.0	n.a
Teachers (Males)	48,928	67,246	3.2	n.a
Teachers (Female)	39,019	59,151	4.2	n.a
Schools	8,714	10,569	1.4	10,818
Classrooms	81,164	101,635	2.3	104,180

(1)

The primary school is the same for boys and girls and is universal all over the country and is, in principle, co-educational. From the period 1967 to 1976, and in particular, the year 1973/74 it was noticed that there was a drop in enrolment in the first grade, which is most probably due to the war at that time. For the period 1966/67 to 1976/77 (Table 8), the pupil-teacher ratio was 39.5 : 1 in 1966/67 and 32.8 : 1 in 1976/77, whereas the average number of pupils per classroom was respectively 42.8 and 40.9.

(1) Sanyal, B.C. et al., Universality Education & the Labour Market in the Arab Republic of Egypt, p.90 .

Table 9

The Increase in Numbers of Students, Teachers, Schools and Classrooms between 1966/67 and 1976/77 and the Absolute Numbers of 1977/78 in Preparatory Schools

Item	School Year		Average Rate of Increase Per Year %	School Year 1977/78
	1966-67	1976-77		
Total Enrolment	665,321	1,435,529	8.8	1,518,880
Intake	223,100	444,683	7.2	426,289
Graduates	157,119	342,876	8.1	n.a
Teachers (Males)	20,168	22,317	0.6	n.a
Teachers (Females)	5,885	12,597	7.9	n.a
Schools	1,985	3,119	4.7	3,261
Classrooms	19,025	35,888	4.3	38,538

Education at the preparatory level is provided free of charge for the age group 12-15. The study of the intake (Table 9) to preparatory schools shows that the ratio of pupils accepted at the first year preparatory to those who pass the primary certificate examination is increasing, thus approaching nearly 100 per cent. At the end of the preparatory school the students sit for an examination unified for each governorate.

The average rate of increase amongst women teachers was 8 per cent, whereas for men, it was only 6 per cent per year. This is due to the increase in co-educational schools at this level.

(1) Sanyal, B.C. et al., pp.90-94 .

Table 10

The Number of Students, Teachers, Schools and Classrooms for a ten-year period and the Average Rate of Increase in the General Secondary Schools

Item	School Year		Average Rate of Increase Per Year	School Year 1977/78
	1966/67	1976/77		
Total Enrolment	234,619	392,861	5.3	416,208
Intake	86,260	119,353	3.3	128,059
Graduates	69,246	121,149	5.7	-
Teachers (Males)	9,422	12,850	3.1	-
Teachers (Females)	3,171	4,936	4.5	-
Schools	526	691	2.8	733
Classrooms	6,597	9,857	4.1	10,412

(1)

The development of secondary schools was not qualitatively congruent with the enrolment increase (Table 10). The pupil-teacher ratio was 18.6 : 1 in 1966/67 and 22 : 1 in 1976/77. The average number of pupils per classroom increased from 35.56 in 1966/67 to 39.86 in 1976/77, and to 39.97 in 1977/78. At the same time the pupil-teacher ratio had increased in the period 1978/79 to 40 : 1.

Table 11

Increase in Enrolment of Undergraduates in Egyptian Universities from 1971/72 to 1976/77

	1971/72	1976/77
Boys	146,124	318,673
Girls	52,950	135,023
Total	199,074	453,696

(2)

(1) Sanyal, B.C. et al., p.95 .

(2) Sanyal, B.C. et al., p.108 .

(b) Pedagogical

The teacher can be seen as the basic axis around which the process of teaching development, necessary to face the rapid changes taking place in Arab Society revolves. Thus the level of teaching/learning depends on how teacher competence can be improved (1).

Egypt is now undergoing an unprecedented increase of population which has resulted in increasing pupil numbers joining all the different educational levels. Moreover, the increasing numbers of students joining teacher colleges and institutions would appear to make it essential to improve the quality of the preparation of these students. Education no longer aims to produce graduates who have little knowledge or ability to interact with society, but is now aiming at preparing not only good graduates, but also good citizens able to harmonise with the community and the society as a whole.

The old outlook of the educational process was one which regarded special skills as unnecessary and that anyone with academic knowledge and skills obviously required also for education, could convey them to others. What exacerbates the contemporary problem is that this attitude is still influential amongst educated people (2). The attitude being that, its main concern is merely to convey information and thereby impart knowledge.

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- (1) Kuth, Y.S. The Role of the Faculties of Education in Developing the Education Pre the Higher Education, Journal of Education (Cairo, 1978), p.6.
  - (2) Kuth, Y.S. Teaching Profession and Teacher Role, Journal of Education (Cairo, 1977), p.10.

The teachers' role is difficult, being a process requiring experience, efficiency and practice dependent upon special skills which cannot be inculcated without preparation and practice.

The practice of teaching is an activity which needs preparation like any other profession, a period of both academic and professional training being required. Among the conclusions of a report concerning education in Egypt until the year 2000, the importance of the following factors was stressed :

First : quantitative aims :

a) Availability of the required number of qualified teachers considering the following :

1. The expected increase in population, schools and pupils.
2. The planned schemes to make preparatory education compulsory.
3. The expected changes in the proportion of pupils joining secondary school sections.
4. The need to achieve a balance in the numbers of teachers.
5. The requirements of the various regions.
6. The need to meet the demands of Arab countries for Egyptian teachers.

Second : qualitative aims :

a) The establishment of co-operative networks among the colleges involved in the education of teachers on a regional basis.  
- The achievement of good relationships between preparing teachers' colleges and the local region (1).

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(1) Teacher of the Second Stage : The Final Research Report Made By the Faculty of Education, Ain shams University (Cairo, 1979), pp.226-232.

The present system practised in teacher preparation colleges has certain negative aspects, some of which relate to the selection of students to these colleges, the supervision system and the evaluation procedure utilised in the programmes of preparation and practice. It has been observed that there are no acceptable criteria which lessen the subjective factors involved here, therefore, large numbers of students unqualified for the teaching profession are permitted, and this leads to the squandering of educational resources, which in turn leads to a decrease in the level of teacher efficiency.

The conclusion of the report made by the Faculty of Education at Ain Shams University, indicated that there exists a high ratio of non-educationally qualified teachers in schools. It is also discovered that nearly all the preparation programmes within the Faculties of Education are similar. This similarity might run counter to the needs of the local region. The need to evaluate the system of training the teachers is considered to be worthwhile (1).

Teacher preparation is a process dependent and based on scientific principles and on specialised skills. Moreover, the process of teacher preparation as an indication of an intelligent local leadership, is one of the most important areas in the creation of an educated population in the Arab world.

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(1) Teacher of the Second Stage, pp.236,239.

These teachers who are supposed to be future leaders will play a vital role in identifying the problems of the local region, linking them with the problems existent in the Arab world at large. Consequently, teacher preparation should be considered one of the most important factors for creating an educated population in the Arab world in general, and in Egypt in particular. To clarify these issues, the report of the Committee of Arab Education Strategy also supported the above points, indicating that the strategy of developing the Arab educational system requires an assimilation of current trends. This is to be achieved by an increase in the ability and efficiency of teachers which needs the development of methods of preparation and training (1).

It would appear, therefore, to be the responsibility of the teacher to acquaint himself with the aims of education and the learning process. Moreover, he must be made aware of the characteristics of the pupils' growth and needs. In addition, he has the responsibility for inculcating in his pupils sound and desirable attitudes of loyalty to the country. This might be achieved by the teacher, for example, giving the pupils the chance to assert their personalities by active participation in classroom discussion. Egypt has become increasingly

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(1) El Giar, S.I., The Nationality Aspect of the Arab Teacher Preparation, Journal of Education (Cairo, 1977-78), pp.17-18.

more interested in preparing and training the student-teacher and the in-service teacher than in previous times, out of a conviction that the preparation of good teachers serves to promote an increase in human ability which can only be for the benefit of society (1).

It is for all these reasons that it has been necessary to review the methods of teaching practice and to develop them so as to improve efficiency. Teaching practice forms the backbone of programmes for teacher preparation between institutions. Research in Egypt has indicated that the performance of students in teaching practice, more than in any other area of teacher preparation, correlates with a high level of teacher efficiency in the future (2).

Academic and educational studies undertaken by the student in the Faculty of Education form merely an introduction to the practice of teaching. Therefore, teaching practice is considered the actual experience by which the student-teacher discovers the level of his or her ability for coping with the demands of the teaching profession.

In her study of both English and French department students, Faraj (1979) pointed out the lack of seriousness displayed in the evaluation of the performance of student-teacher in teaching practice. She mentioned that the marks obtained by the student-teacher in teaching practice were higher than those obtained in the academic subjects.

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- (1) Al Shaal, M.N., The Professional and the Function of Teacher Responsibilities, Journal of Education (Cairo, 1977-78), pp.9-10.
  - (2) Faraj, A.A., Teaching Practice and the Academic Achievement of Students of Teacher Colleges, Journal of Education (Cairo, 1979), p.90.



Moreover, this study indicated that the lack of a serious attitude taken by the supervisors was essentially due to the lack of any acceptable criteria which could lessen their subjective approach (1).

Because of the great importance of teaching practice, the Statute of the Faculty of Education at Ain Shams University, which is mirrored by most faculties of education in Egypt, states that 'The students who fail in educational performance during teaching practice have no right to be admitted to the final examination' (2).

Failure in teaching practice means the student-teacher cannot achieve the responsibility and duties of the teaching profession. As a result, the supervisors compassionately evaluate the student-teacher so as to ensure the improbability of the student failing. What makes the problem of supervision and evaluation worse is the small number of specialists in Methodology and Curricula in the faculties of education in Egypt. Therefore, help has to be sought from external specialists who might be few in number.

In Egypt there is now a consensus that the functions of teaching practice experience are these : 1) Teaching practice provides the student-teacher with the chance to improve his or her methods and adapt his subject to the pupils whom he or she is going to deal with.

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(1) Faraj, A.A., Teaching Practice and the Academic Achievement, p.94 .

(2) Statute of the Faculty of Education, Ain Shams University, (Cairo, 1970) pp.22,207.

- 2) It is the practical study whereby the student-teacher can understand pupils' behaviour and come to understand the means whereby the teaching/learning process progresses adequately.
- 3) Prepares the student-teacher for professional life in a comprehensive way.
- 4) Develops the ability for criticism by self evaluation.
- 5) Provides the student-teacher with the model of desirable behaviour in working with other teachers and colleagues in school.
- 6) Provides the student-teacher with the chance to be independent in lesson preparation, presentation and evaluation.
- 7) Trains the student-teacher to give his lesson in an acceptable way.
- 8) Prepares the student-teacher for a leadership role.
- 9) Improves the teaching/learning situation for the pupils and society (1).

But, generally speaking, the functions mentioned above seem unable to provide us with a comprehensive and clear definition which might be applicable in the reality of the school. It can be recognised from these functions that there is an indivisible relationship between professional and personal growth. It is therefore necessary to know about the ability of the student-teacher to use self evaluation and self esteem because this might help him or her to take decisions in educational situations similar to those encountered before.

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(1) Khiralla, S., et al., Teaching Practice and the Secondary School in Teaching Practice : the Theoretical Base and Practices (Cairo, 1982), pp.15, 16.

### 3. El Sharkia Governorate : The Teaching Practice System

#### Organisation :

Teaching practice assumes a specific role in El Sharkia in particular and Egypt in general; one day per week is set aside for training the student-teacher in teaching and practicing different professional activities in preparatory and secondary schools. This practice is performed during the third and fourth years of the programme according to the following regulation :

First : a) In the third year a day per week in the first half of the academic year is devoted to teaching practice.

- The student-teachers work in groups in preparatory school.
- One of the students prepares the lesson and teaches it.
- The other students of the same group record their observations regarding the teaching.

- A dialogue is often held between the supervisor and the group of student-teachers before presenting the lesson. This dialogue is necessarily brief because of the lack of provision of places, buildings, and the time of the supervisor.

b) In the second half of the academic year, the student-teachers continue working in the same schools for one day per week.

- The student-teacher presents one lesson or more whilst the supervisor observes his or her teaching to assess where guidance and supervision will be appropriate.

Second : a) The fourth year is similar to the third year, but the student-teachers work in secondary schools for one day a week.

b) In the second half of the academic year the student-teachers work a day per week in the same schools, but before the end of the period of teaching practice they teach for a continuous period of fourteen days.

- During this period of continuous teaching practice they do not go to the faculty.

- During this period the supervisor closely guides the student and the number of his visits increases (1).

The supervisor is responsible for determining the numerical grades, of which the students are not informed, and for sending them to the teaching practice office on the Faculty of Education. There is no report of the students' performance to the Faculty of Education.

#### Supervision System :

The student-teachers are supervised, during teaching practice - (with the help of the school Administrator who is responsible for twenty per cent of the marks awarded for teaching practice) - by one supervisor drawn from the following classes :

1. The faculty staff of the department of curricula and teaching methods.
2. The subject inspectors from the Local Educational Authority.
3. Retired personnel from the education service, former faculty members.

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(1) Teacher of the Second Stage, pp.136-139.

Teaching practice forms a specific course within the whole programme of preparation (four hours a week) as already stated. One day per week is allotted for both training the student-teachers in the third and in the fourth years.

The student-teachers work during the teaching practice in groups, each of which has six to twelve members. During the period 1980-1983, the number of student-teachers in one group had decreased to between five and ten so as to improve the quality of supervision and assessment of teaching practice.

Everything the student-teacher does in the teaching practice school is subject to evaluation.

The evaluation procedure requires the efforts of the inspector and the school Administrator, working together to improve the performance.

The system of evaluation for student-teachers in teaching practice depends on marks awarded by both the inspector and the Administrator.

The Faculty staff do not share in the responsibility for student evaluation in teaching practice, their only duties being to lecture in the Faculty.

The concept of evaluation of teaching practice is introduced to the students by the staff at the Faculty and also indirectly by others e.g. parents and peer groups. The inspector, who will be in charge of the whole supervisory programme in a certain school in the district, is often appointed either by the Faculty of Education or by the Local Education Authority. The supervisor is chosen on the basis of several factors, including the Job Scale, seniority in teaching and school administration.

The school Administrator acts as the assistant in the evaluation process. He is charged with the following duties :

1) to provide the inspector and the Faculty of Education with evidence of a student's behaviour and his professional growth. At the end of the term he is charged with assessing the student's performance, allocating marks on a twenty point scale out of the final total of one hundred. 2) to observe the students in the classrooms and assess their classroom management and control.

The inspector is charged with the following duties :

1) to observe a student's performance during the period of teaching practice and to take note of his strengths and weaknesses, 2) to help the student achieve the highest possible level of competence, 3) to submit to the Faculty of Education a report including the marks he gave to the student (a possible eighty marks out of a maximum one hundred), and the ratio of student's attendance during the period of teaching practice.

It has been indicated that the supervisor is selected from in-service inspectors who have the necessary qualifications in teaching and supervision. He should have at least fifteen years of successful teaching experience in preparatory or secondary schools.

The supervisor is concerned only with the instructional affairs in school practice. His fundamental task is to go beyond inspecting the work of the student-teacher by constructively criticising his teaching, consolidating his strengths and pointing out his weaknesses.

Neither the student-teacher nor the pupils in the classroom are involved in the evaluation process. In the Faculty of Education all the activities of the teaching practice course are conducted by the office of teaching practice. Two experts in education are in charge in this office with the assistance of some administrative staff, and all of them are responsible to the Dean of the Faculty. With regard to the allocation of the student-teachers, the following procedures are presently utilised :

The Faculty of Education prepares a list of students who are in the third or fourth year of the programme and send it to the Local Educational Authority. The Local Educational Authority choose the supervisors for the student's groups, most of the supervisors having more than one group to supervise.

The present system of teaching practice as described above seems to have some strengths and weaknesses as any other system does. The continuous period of teaching practice in the fourth year appears to be very beneficial and therefore it may be worthwhile to increase this period. The student-teachers are working in groups during the period of teaching practice, so that self evaluation and self criticism can be introduced and tried.

On the other side, the system of teaching practice described above seems to have some weaknesses, some of which are : lack of clear framework for supervision, lack of clear criteria for assessment, the shortage of a teaching practice period during the whole term, the importance of having a school experience period before the actual start of teaching practice, an undefined role for the student-teacher either in the supervision or assessment procedures, and the use of the same school for teaching practice every year.

The next chapter will examine the views of various groups involved in the process of supervision and evaluation of teaching practice, with the intention of identifying its qualities and defects.

CHAPTER IV

An Evaluation of the Present  
System of Teaching Practice in  
the El Sharkia Governorate:  
A Case Study

FIRST : METHODS AND PROCEDURES

Aims of the Survey :

This survey was an exploratory exercise in which the opinions of various parties involved in the supervision and assessment process of student-teachers of geography in Egypt were reviewed with respect to a number of factors felt to be fundamental to the process. It does not attempt to formulate precise hypotheses with a view to their rigorous testing. The aims of the survey were :

- 1) to identify some factors felt to be of fundamental importance in the supervision and assessment of student-teachers of geography on teaching practice;
- 2) using these factors to evaluate the present system of teaching practice in the El Sharkia Governorate in Egypt;
- 3) to use this survey as a basis for improving the present system by ultimately devising a framework for supervision and a schedule for the assessment of teaching performance.

Survey Instruments :

As far as the type of instruments which could be used to collect the data are concerned, the researcher endeavoured to take a balanced view on the basis of his knowledge of previous studies reviewed in Chapter Two and the aims of the research. There are a variety of techniques available for the survey including structured or semi-structured interviews, self completion or postal questionnaires, standardised tests of attainment or performance, and attitude scales (1).

Sometimes the researcher, in accordance with the aims of his research and the nature of certain educational phenomena has had to use a combination of these. In the present survey the questionnaire and the interview technique have been used. It was found that although alternatives meet the general criteria of acceptability as research instruments, none could serve the specific needs and scope of the present research.

It has been argued that questionnaires are both the most used and

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(1) Cohen, L. and Manion, L., Research Methods in Education (London, 1980), p.71.

misused technique in educational research. Jones (1982) has indicated that the questionnaire is often the only feasible method of collecting factual information that is dispersed among members of a population (1). Moser and Kalton (1971) point out that nine out of ten social surveys use a questionnaire of some kind. They also indicate the question design remains a matter of common sense and experience (2).

The successful application of the questionnaire has been revealed in many research studies related to the present survey. Yaczola (1965) used the questionnaire method to obtain data which could be used in proposing professional laboratory experience in the preparation of the prospective teacher of nursing for associate degree programmes.

Responses from 191 teachers of nursing employed in associate degree programmes revealed that they saw their primary responsibility as engaging in those activities related to the act of teaching. Most of the instructors performed all of the activities in the area of teaching and viewed them as being important (3). Engel (1965-66) in his evaluation of the teacher education programme at Huron College in the U.S.A., used the questionnaire method to discern, among other things, that the majority of the graduates believed that they were adequately prepared to teach and to face classroom problems (4).

However, Stones and Morris (1972) used a questionnaire method

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- (1) Christopher, J.J., Design Methods: Seeds of Human Futures (New York, 1982), p.234.
  - (2) Moser, C.A. and Kalton, G., Survey Methods in Social Investigation (London, 1971), pp.45, 348.
  - (3) Yaczola, S., Professional Laboratory Experience for Teachers of Nursing in Associate Degree Nursing Programmes (Columbia Univ, Ed.D. Thesis, Dissertation Abstract, 1965-66) p.217.
  - (4) Engel, A., An Evaluation of the Teacher Education Programme at Huron College (Colorado State College, Ed.D Thesis, Dissertation Abstract, 1965-66), pp.52-62.

for collecting information regarding the methods of assessment used by English Universities for evaluating student-teachers on teaching practice. Their survey revealed that sixty-nine per cent used impressionistic methods of assessment. The results also indicated the following criteria as the most commonly used in the assessment process in English Universities :

- 1) teaching performance ;
- 2) planning and preparation of lesson ;
- 3) desirable traits in the student-teacher ;
- 4) professional characteristics (1).

With regard to the supervision system it was found in the results of a questionnaire developed at Leeds University that there was considerable support for the use of a system whereby students are supervised, helped and advised by both the College and the school. The questionnaire results also indicated that the College supervisors' visits were too infrequent to make adequate supervision possible (2).

In a study made by Dixit (1976) concerning the problems of student-teachers of geography, the process of the mixed-interaction situation was used in administering the questionnaire. For questionnaire, the purpose of which was to assess change in attitudes towards teaching geography as a result of teaching practice experience, was self-administered. She discovered evidence of insufficient guidance to students regarding curriculum development or of methods for planning their own courses of study (3). In investigating the role and the functioning of ideology in the training of

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- (1) Stones, E., and Morris, S., Teaching Practice: Problems and Perspectives, pp.150-158.
  - (2) Teacher Education: The Teacher Point of View, Leeds Univ., Institute of Education, NFER (Windsor, 1974), p.20.
  - (3) Dixit, J.L., An Investigation Into Some Of The Problems Perceived By Teacher-Trainees Regarding The Teaching Of Geography In Colleges Of Education In the Greater London Area (London Univ, M.Phil.Thesis, 1976).

student-teachers, Peterson (1976) used the questionnaire method. His study revealed that differences in beliefs and judgments were important factors which distinguished student-teachers from the experienced teachers, with regard to practical and professional issues. The responses to the questionnaire indicated that student-teachers share with the more experienced teachers general beliefs about education, students and teaching. They also share with them general beliefs about authority, the importance attached to a teacher's knowledge of the subject matter, the ability to control the class, and the teacher's diverse teaching skills (1).

Ali, in his study (1979) evaluating secondary school teachers' performance also used the questionnaire. An important conclusion of the questionnaire was that the majority of the respondents indicated that the school principal and the educational advisor must share the responsibility for teacher evaluation. The majority of respondents indicated the need to supply some criteria for the evaluation of teacher performance (2).

These studies mentioned above, demonstrate the value of the questionnaire method as an instrument in educational research. They all have used some form of questionnaire, but none of them used an interview in conjunction with the questionnaire. Carter (1980) used both the questionnaire and the interview in her research of the geographical education elements in post graduate certificate in education courses. She used the questionnaire as a basis for conducting the interview. The questionnaire was used for collecting factual information about the geography method course. She said of the interview that,

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- (1) Peterson, G.L., Beliefs: Judgment and Action in the Student Teaching Triad.
  - (2) Ali, M.J.J., A Proposed Model For Evaluating Secondary School Teachers' Performance in Saudi Arabia (Ball State Univ, Ed.D.Thesis, 1979).

'It was valuable because the opportunity of speaking, face to face, with people enabled me to be aware of nuances and attitudes which could only be captured this way' (1).

Yates (1981) examined the organization of teaching practice supervision and evaluated the effectiveness of the existing supervision arrangement. In this study a questionnaire was used to provide information related to the effectiveness of teaching practice supervision. Individual interviews were also conducted. The sample for the interview was selected from those persons who completed the questionnaire. The data received suggested that the contribution of school-based personnel in the supervision process is of greater value than that of college based personnel (2).

The questionnaire and interview techniques can, therefore, be used to discover much information relevant to the problems of teaching practice supervision and evaluation.

#### Questionnaire Design :

Christopher suggests the following outline for questionnaire design :

1. Identify the design decisions that are to be influenced by replies to the questionnaire.
2. Identify the kind of information that is critical to the taking of these decisions.
3. Identify the kind of people who have rapid access to the kind of information needed.

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(1) Carter, P., A Critical Study Of The Geographical Education Elements In Post Graduate Certificate In Education Courses In Selected British Universities And A Brief Comparison With Similar Australian Courses (London Univ, M.A. Thesis, 1980).

(2) -Yates, J.W., Student Teaching In England: Results Of A Recent Survey, Journal of Teacher Education (Washington, 1981), pp. 44-46.

-Yates, J.W., Student Teaching In England in Education Research, pp. 212-215.

4. Carry out a pre-pilot investigation to gain insight into the knowledge of potential respondents.
5. Write a pilot questionnaire that fits both the known principles of questionnaire design and the particular situation.
6. Circulate a pilot questionnaire to test the questions, the variability of the answers and the methods of analysis.
7. Select an appropriate sample of the kind of people having rapid access to the information that is sought.
8. Collect replies to the questionnaire by interview or by post.
9. Extract from the replies the data that is most helpful to the designers (1).

This outline, mentioned by Christopher, seems to be appropriate to follow in the present research.

As soon as the questionnaire technique is chosen in association with the interview, the problem of design appears. For the purpose of the present research, the questionnaire, as well as the interview had to be designed to reveal the important factors which influence the evaluation and supervision process.

In terms of the supervision and evaluation of student-teachers of geography, the following factors appear to be important in influencing the quality of the supervision and evaluation process :-

1. The quality of preparation for the teaching practice period in terms of the nature of the educational studies programme and the geography method programme within the University.
2. The organization of the teaching practice system in terms of the

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(1) Christopher, J.J., Design Methods, p.221

following :

- the frequency and duration of the teaching practice period.
  - the effectiveness of the teaching practice period in promoting certain learning and classroom management skills.
  - the number of the student-teachers being supervised.
  - the number, timing and duration of visits made to the student-teachers by the supervisor.
3. The professional expertise of the supervisor in terms of qualifications and experience.
  4. The extent of the agreement among supervisors about the goals of teaching practice.
  5. The supervisors' perception of his role on teaching practice.
  6. The existence of clear criteria for the evaluation of performance recognized both by the student-teacher of geography and the supervisor.
  7. The process by which a supervisor communicates his views to the student-teacher.
  8. The relationship which a supervisor has with the student-teacher.
  9. The extent to which pupils' performance is related to the student-teachers' performance.
  10. The degree of consultation by the supervisor with other interested parties: the school administrator and faculty staffs.
  11. The role of self-evaluation by the student-teacher in the evaluation process.
  12. The degree to which a student can translate the school geography syllabus into effective lesson plans.
  13. The professional attitudes shown by the student-teachers in teaching practice school.
  14. The existence of written goals for teaching practice in the faculty of education.

15. The effect of the practical aspects of the geography method programme in the faculty of education.

These factors listed have been identified both from previous studies and the experience of the author of this study working with the student-teachers since 1976. It was thought essential to reduce those fifteen factors into several major themes or facets as follows :

1. The effectiveness of the geography method programme in preparing students for teaching practice.
2. The quality of the assessment process.
3. The efficiency of the supervision process.
4. The degree to which a teaching practice period promotes classroom control and management skills.
5. The quality of the relationship between the teaching practice school and the faculty of education.
6. The effectiveness of the organization of teaching practice.
7. The efficiency with which students are selected for the course.
8. The effectiveness of the goals of teaching practice programme.

The next step was to know which type of question should be asked and how can these questions be designed in an acceptable way. During this stage of planning the present researcher used a flow chart technique to identify the most appropriate sequence of questions. Cohen and Manion have used this method of question planning and commented :

'It brings home to the researcher the paramount importance of the question in any form of survey work' (1).

This example of the flow chart technique has been followed (see figure 6). An effort was made to avoid any irrelevant information and to structure the questionnaires as simply as possible, taking into consideration the comment of Moser and Kalton on questionnaire design :

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(1) Cohen, L. and Manion, L., Research Methods in Education, p.80

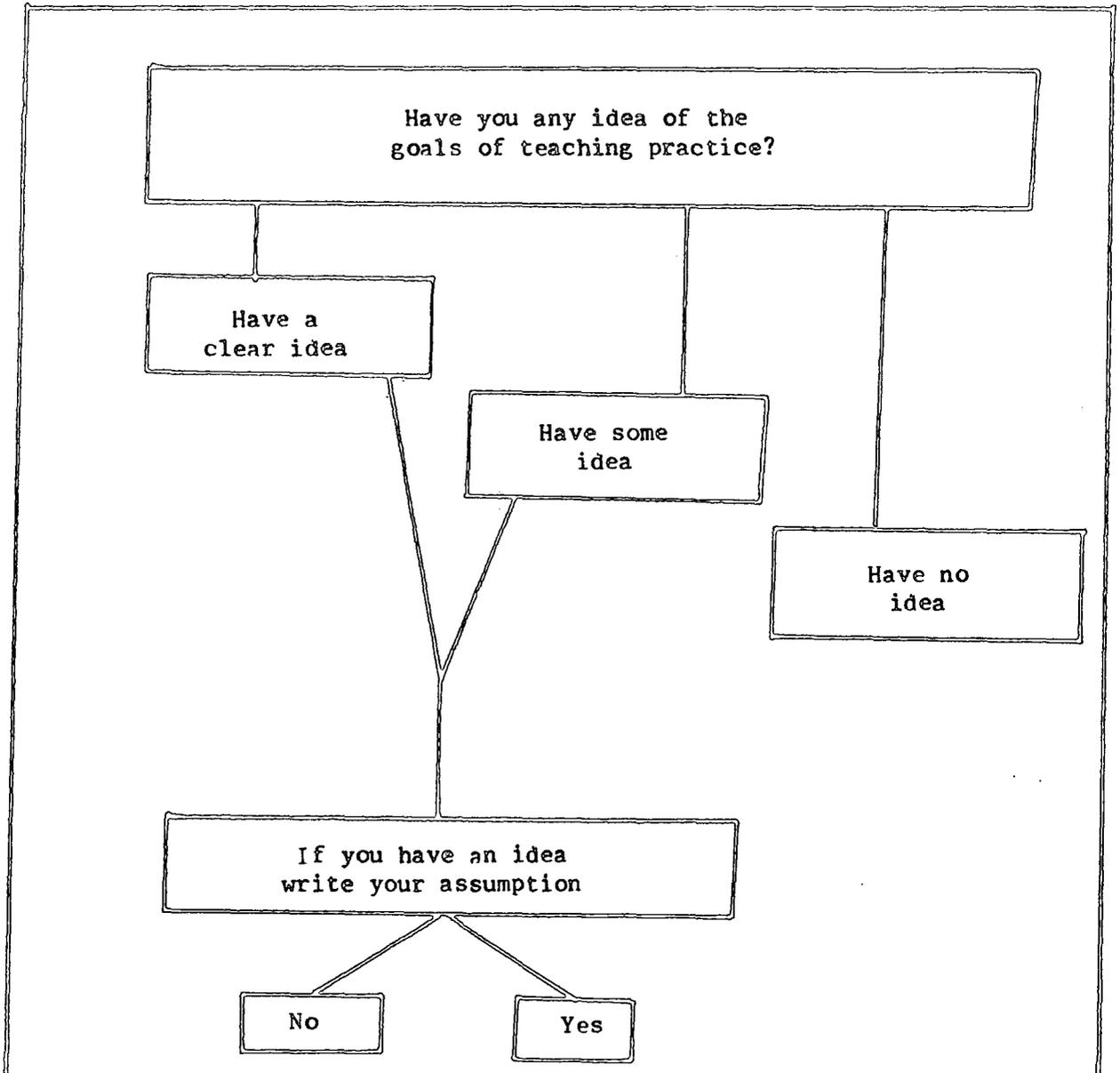


Figure 6: A Flow Chart Technique

'Question designing is still a matter of common sense and experience and of avoiding known pitfalls' (1).

Thus within the eight themes such matters as the relationship between the geography method course and teaching practice, the goals of assessment, the supervision system and its relationship with assessment, the professional attitudes of a student-teacher in the teaching practice school, the effectiveness of the teaching practice programme, the relationship between the organization of teaching practice and the efficacy of supervision, were all thought to be of great importance and worth investigating.

The geography method programme was considered important in order to shed light on the relationship between teaching practice on the one hand and the preparatory programme in the faculty on the other.

At this stage the researcher was curious to know about the attitudes towards the geography method programme from both those students who are still studying in the faculty and those who have graduated. The researcher wished to obtain information about the evaluation process in teaching practice from all the different groups of people involved; the student-teachers, recently qualified teachers, inspectors, faculty staff and school administrators. They were asked about the methods used for the evaluation of teaching performance and the adequacy of the process used in evaluation for the measurement of the actual performance.

It was considered essential to obtain information about the supervision system of teaching practice and also to obtain information on a number of important areas.

Respondents were asked about having criteria for evaluation and what

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(1) Moor, C.A. and Kalton, G., Survey Methods, p. 348.

criteria or guidelines were to be used. They were also asked about classroom problems during teaching. Respondents were asked to specify if the student-teachers of geography display professional attitudes in the teaching practice school, especially in the areas of consultation with school staff, the skills of organization, classroom control and discipline, extra curricula activities and classroom management.

The researcher was curious to know what sort of relationship existed between the faculty of education and the teaching practice school. Therefore respondents were asked to indicate the nature of their duties whether lecturing only or lecturing and supervising students.

The respondents were asked to what extent courses in the faculty and teaching practice in school complemented each other. It was felt relevant to ask the respondents about the effectiveness of the teaching practice programme and to ask about suggested goals for this. It was thought essential to make the issues of teaching practice organization, students' selection and teaching practice goals areas for common questioning of all the people included in the sample.

With regard to teaching practice organization, it was felt necessary to ask about the amount of time spent in teaching practice and the amounts of time which should be devoted to it in the third and fourth year of the course. The researcher found it essential to ask about the selection system followed by the faculty of education at Zagazig University to shed some light on the possibilities of improving this system.

This concludes a discussion of the eight themes of the questionnaires which were considered most significant and relevant for the present research. It was considered appropriate to include some open ended questions together with closed questions for obtaining more specific information (Appendices b,c,d,e,f)

Respondents were asked to specify on what aspects they always concentrated upon in the evaluation. They were also asked to identify the persons involved in the evaluation process. The researcher found it essential to ask about the relationship that the student-teacher has with his pupils.

Oppenheim has indicated that for open or free-answer types of questions the answers have to be recorded in full as they are not followed by any kind of choice. The amount of space or the number of lines provided for the answer will help to determine the length and fullness of the responses (1).

Due to the fact that a great deal of evidence on attitudes to a system or a specific educational phenomenon can emerge from individual interviews, the present researcher used the interview in addition to the questionnaire technique.

#### Interview Schedule :

#### Aims and Structure :

The aims of the interview were as follows : 1) to ensure that the items of the questionnaire have the same meaning for all respondents, 2) to obtain further information over and above that made possible by a questionnaire due to the flexibility of the interview method, 3) to reveal the opinions of the respondents concerning some aspects presumed to be neglected in the structure of the questionnaires.

The type of interview used in this survey was informal. In comparison to the formal interview, this does not need a set questionnaire at all but only a number of key points guided by the researcher (2). The key points used for different people included in the sample were as follows :

= How are student-teachers of geography evaluated in teaching practice ?

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(1) Oppenheim, A.N., Questionnaire Design and Attitude Measurement (London, 1966), pp. 40-41.

(2) Moser, C.A. and Kalton, G., pp. 296-297

- How are student-teachers of geography allocated to teaching practice schools ?
- Do you find the continuous period of teaching practice useful for the student-teachers of geography as well as for school ?
- How do you prepare student-teachers of geography for the classroom situation ?
- What aspects would you concentrate on if you had the chance of supervising student-teachers of geography ?
- How much of the evaluation process affects your work in teaching ?
- How helpful are school administrators with regard to student-teachers evaluation ?
- How do you feel about the marks you received last year in teaching practice ?

These questions formed the core of the conversations held between the present researcher and the individual respondents. The present researcher explained the purpose of his questions to the respondents, most of whom were known to him which meant that most were very helpful.

#### Identifying The Kind Of People :

To identify the kind of people who have access to the kind of information needed, the present researcher, with the help of his supervisor and other staff members, decided to focus on the following categories of people :

1. Student-teachers of geography in the fourth year the final year of the course because they have had the experience of teaching practice in the previous year.
2. Recently qualified teachers of geography with 1-3 years' experience.

3. Faculty staff responsible for the preparation of student-teachers for teaching practice.
4. Geography inspectors concerned with the supervision of student-teachers of geography all of whom have more than fifteen years' experience.
5. Secondary school administrators concerned with the supervision of student-teachers of geography bearing the responsibility, with the inspectors of evaluating student-teacher performance during the period of teaching practice.

#### Target Population :

El.Sharkia Governorate is the target area for this research. This area has its own special characteristics as follows :

1. It is the area in which the present researcher lives and works.
2. It owes its importance to its geographical location. It has a strategic location within Egypt being between the El Dakahlia Governorate to the north-west; El-Kaliobia Governorate to the south-west and El Ismailia and Suez to the east and acts as an attractive centre for the students of the Nile Delta.
3. It has a large population of, approximately 3.6 million people.
4. It includes fifteen scientific institutes and faculties and a research centre.
5. It incorporates 1291 schools and 675,188 students in both general and vocational education (1).

The sample population for the administration of the questionnaires was as follows :

1. One hundred student-teachers of geography in the fourth year, the final year of the course.
2. Eighty recently qualified teachers of geography having teaching experience from 1-3 years.

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(1) Know Your Governorates: A Guide Book (The Office Of Tourist Information, El Sharkia Governorate, 1982).

3. Ten inspectors of geography.
4. Twenty secondary school administrators who have teaching practice in their school.
5. Ten faculty staff.

The above mentioned groups comprise all the categories of people in El.Sharkia Governorate concerned in the process of supervising and evaluating student-teachers of geography on teaching practice.

Table 12

The Sample Population

Groups	Number
- Geography student-teachers	100
- Recently qualified teachers	80
- Secondary school administrators	20
- Geography inspectors	10
- Faculty staff	10
- Total	220

Table 13

The Timetable For The Empirical Work

Kind of Work	Time
- Pilot Survey in England and Wales .	Beginning of November 1982 .
- The main survey in Egypt .	Beginning of December 1982 until the middle of January 1983 .

## Procedure :

### Pilot Survey

The present researcher translated the five questionnaires into Arabic and administered them to a group of twenty Egyptian research students in England and Wales, studying in Great Britain (November 1982). Most of them have had more than five years of University experience. Every item of the questionnaires was discussed with them individually. The aims of the survey were explained in detail to the trial group. The Arabic copy was given to them with the English one to ensure an accurate translation. The time for answering each questionnaire was half an hour.

### Results Of The Pilot Survey :

The majority of the trial group made similar suggestions. These suggestions and views can be summarized as follows : Regarding the faculty staff questionnaire, in item number one concerning the name of the University, was cancelled. In item number three was re-written because the concept was to scrutinize the organization of the syllabus content and to examine whether it is practicable in the classroom. In item number four, the term 'programme' replaced the term 'course' which is not found in Arabic. In item number seven, the term 'teaching practice' replaced the term 'school work'. For some open ended questions, such as in number eleven and fourteen, a key for the answers was given to the respondents and they were asked to complete it. The personal information section was cancelled.

Regarding the student-teacher questionnaire, it was suggested that items five, six and seven should be in place of items one, two and three. The information section was cancelled. Some words were unclear because of translation. The other questionnaires were found to have the same inaccuracies in translation and those were remedied.

### Questionnaire Revision :

The final questionnaires were the revised form of those which were constructed for the trial group. The main objectives of this revision being :

1. To ensure the clarity of the questions
2. To ensure that important statements had not been left out.
3. To make corrections and to identify ambiguities.
4. Great effort was made to make questions interesting enough to stimulate the respondent for a maximum response (see Appendices, b, c, d, e, f.)

As a result of the pilot survey and the subsequent revisions, a number of changes were made in the questionnaires, some of which were in Arabic. The scales used in questions 9-19 in the common items were re-written to have a 3 point scale instead of a 5 point scale. In the student-teachers' questionnaire, item number nine was separated and re-written (Appendix, b)

### The Main Survey :

#### Administration Of The Questionnaires :

The present researcher, after deciding on the use of the questionnaire technique, had to come to a decision concerning the issue and the return of the questionnaires. So as a first step in this stage, it was thought necessary to identify those whose co-operation must be sought. As a preliminary step, the researcher made an effort to contact the Dean of Zagazig Faculty of Education and the Deputy Minister of Education in El. Sherkia Governorate and inform them about his research and its purpose. The researcher received their reply in September 1982 giving their full co-operation.

In order to contact the people in El Sherkia Governorate, a letter was sent by the present researcher's supervisor to the Office of the Cultural Counsellor and Egyptian Education Bureau in London (see Appendix A) to provide facilities and the financial support for the empirical part of the study in Egypt.

On 6 December 1982, the researcher went in person to Egypt to apply the five questionnaires. This work was completed in the middle of January 1983.

Following the above discussion the author of this research met all the subjects concerning the categories under investigation on a different day and on a different time in the Governorate which includes eleven towns and one city (see the Map of El Sharkia). At the time of administering the questionnaires, informal interviews were held with each of the following categories :

1. Ten student-teachers of geography.
2. Eight recently qualified teachers of geography.
3. One inspector of geography.
4. Two secondary school administrators.
5. One faculty staff.

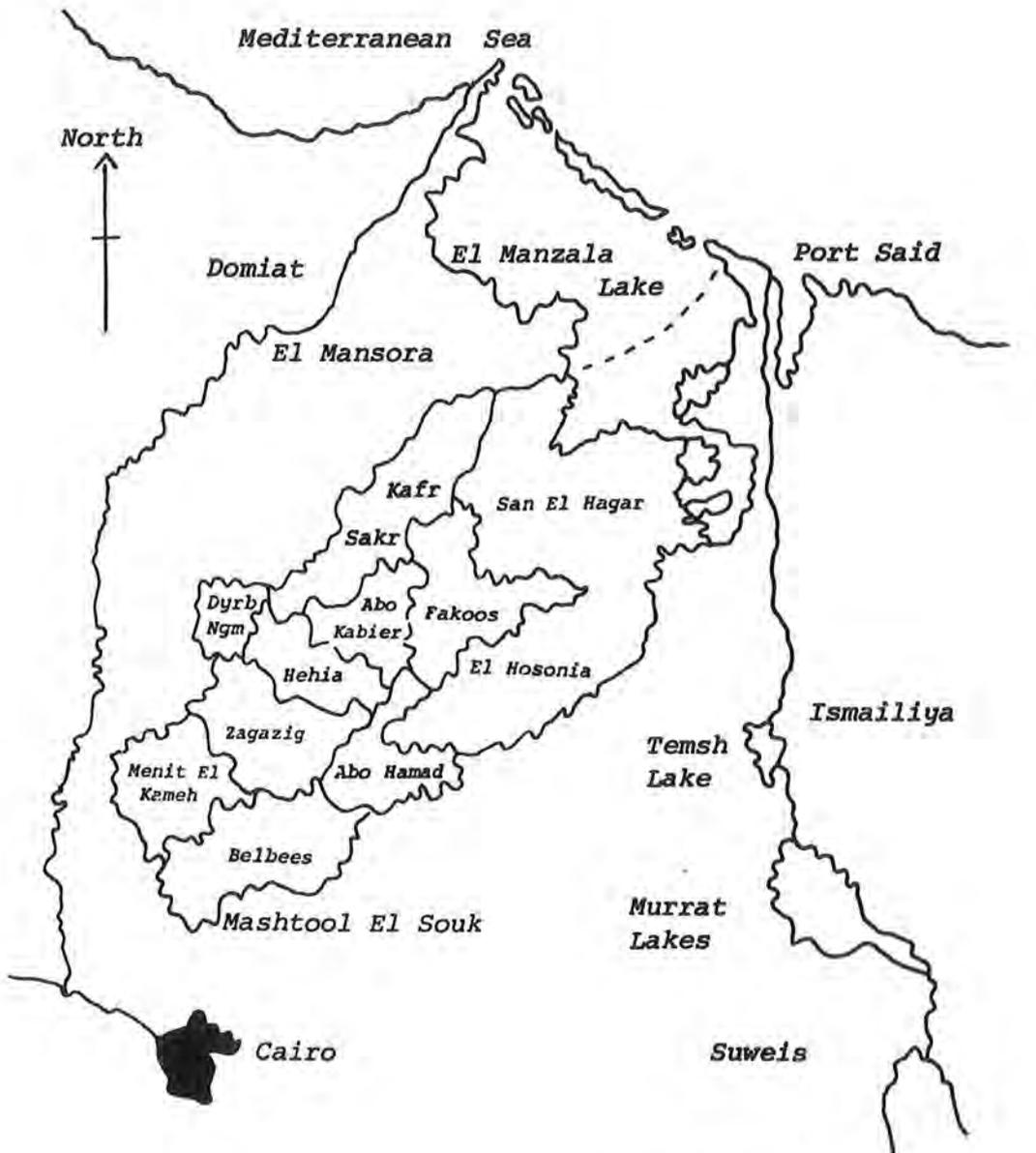
The interviews were conducted informally and the researcher was free to modify the sequence of questions, change the wording, explaining them or adding to them as necessary (1). During the process of answering the questionnaires, the purpose of the questionnaire and the research as a whole was explained. After their completion, the questionnaires were collected and brought to Durham.

#### Statistical Analysis :

The data obtained were analyzed through the use of the SPSS programme (Statistical Package For Social Science) available at the computer centre at the University of Durham. Frequency, correlation coefficient, Chi-square test and one way analysis of variance were employed as statistical techniques in processing the data. It was analyzed in the light of the fifteen factors which appeared to be important in influencing the supervision and evaluation process.

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(1) Cohen, L. and Marion, L., p. 241.



**El Sharkid Governorate**  
a SKetch -map

figure 7

SECOND : Presentation of Data

The fifteen factors previously identified as being of importance in the supervision and evaluation of student teachers of geography in teaching practice have been used to guide the discussion of the results obtained from the survey by acting as a broad framework against which the opinions of the respondents can be measured.

Presentation of Data :

Factor One :

The Nature Of The Educational Studies Programme And The Geography Method Programme Within The University .

Table 14

The Responses Of 100 Student-Teachers of Geography  
(In Code, Frequency And Missing Data)

Key :

C = Code                      SD = Strongly Disagree                      A = Agree  
F = Frequency                D = Disagree                                      SA = Strongly agree  
M.D = Missing Data            U = Uncertain

Statement in its correct order	SD		D		U		A		SA		M.D
	C	F	C	F	C	F	C	F	C	F	
1. Geography method programme prepares you well for constructing lesson objectives	1	7	2	11	3	5	4	46	5	31	0
10. The geography method programme helps me in teaching	1	1	2	11	3	11	4	51	5	26	0
11. The geography method programme helps me only for passing the final examination of the term	1	32	2	25	3	8	4	19	5	16	0

Regarding the effect of the geography method programme on the ability to construct lesson objectives, the majority of the student-teachers - 77 out of a 100 agreed that it was useful for helping them in this matter (table 14). Because the geography method helps student-teachers in

constructing lesson objectives, it might be expected that it could perform this function in the teaching of geography in general. Thus 77% of the student-teachers found it useful in teaching and very few disagreed. The table reveals also that 35% of the student-teachers indicated that the geography method programme helped them only for passing the final examination of the term. However, more students - 57%, disagreed on this statement. The essential point is that the attitudes indicated reveal that the geography method programme is useful both for the teaching situation in the classroom and for lesson preparation. In addition to this it would appear to prepare the student-teachers for the final examination.

Table 15

Correlation Coefficient Between Question (1)  
with Question (10) and Question (10) with  
Question (11) (Specific Section)  
Responses of 100 Student-Teachers.

Question Number	Statement	Correlation Coefficient
(1) with (10)	-Geography method programme prepares you well for constructing lesson objectives.	0.*395
(10) with (11)	-The geography method programme helps me in teaching.  -The geography method programme helps me only for passing the final examination of the term.	-0**379
* Significant ( $P < .05$ )		
** Negative correlation ( $P < .05$ )		

Table 15 shows that there is a strong relationship between the ability of constructing lesson objectives and teaching itself ( $P < .05$ ). However, there is a negative correlation (significant at .05 level) between the geography method programme assisting in teaching and its assisting only for

passing the final examination. The negative correlation, indicating an inverse relationship, reveals that the geography method programme does not only assist in preparation for the final examination but also in preparation for teaching.

Table 16  
Chi Square Between Question (1) With  
Question (10) (Specific Section)  
Responses Of 100 Student-Teachers

S1	S10	3 x 3 tables		
	58.3	18.2	11.7	18.0
	7.0	2.0	9.0	
	0.0	18.2	3.9	5.0
	0.0	2.0	3.0	
	41.7	63.6	84.4	77.0
	5.0	7.0	65.0	
	12	11	77	
$\chi^2 = 19.9$				
Significant $P < .01$				

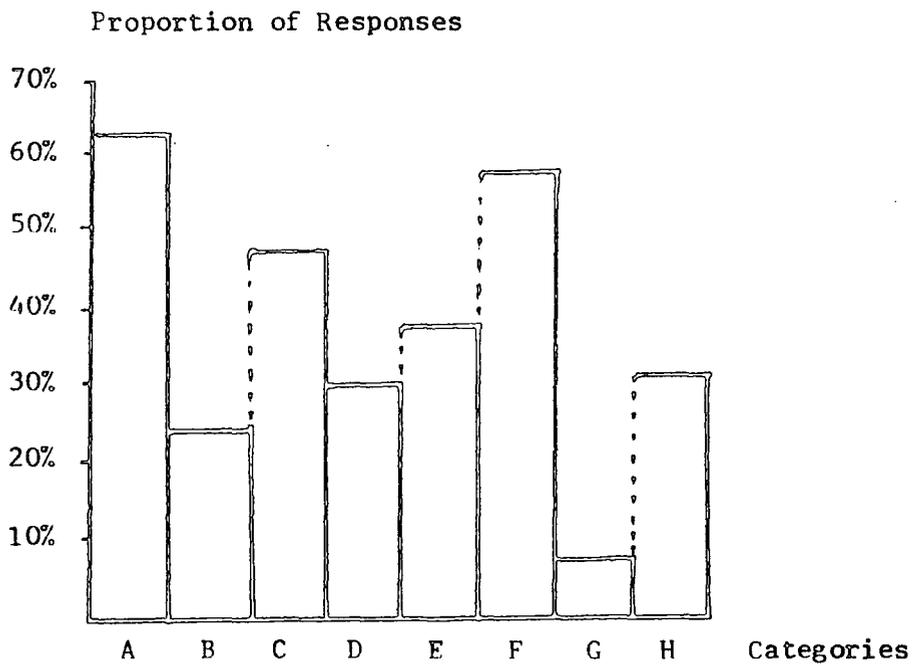
If the  $\chi^2$  figure obtained exceeds the table value at the chosen level of significance, then there is evidence for an association between the categories.

Table (16) shows a high degree of association between question No. (1) and question No. (10) (significant  $P < .01$ ). This indicates that the ability of the student-teacher to construct lesson objectives is an important aspect of lesson preparation and can affect student teaching performance to a great extent. This conclusion has also been confirmed through the responses of

(1) Robson, C., Experiment, Design and Statistics in Psychology (Suffolk, 1973), pp. 92, 98.

the 80 recently qualified teachers of geography. Questions No. (1) and No. (2) in the questionnaire presented to the recently qualified teachers of geography were open ended. In the responses to these questions the importance of the geography method programme in teaching was clearly indicated. The recently qualified teachers of geography agreed on this point, indicating that they maintained this view despite the inadequacy of materials and equipment available in their schools.

Figure 8: Factors Affecting Classroom Control and Discipline  
Recently qualified teachers' responses



KEY:

- A : Constructing clear lesson objectives
- B : Teaching methods
- C : Relationship with pupils
- D : Questioning skills of the teacher
- E : Teacher personality and appearance
- F : A well structured lesson
- G : Size of the class
- H : Efficient organisation of resources

Figure 8 reveals that the three most important factors which appear to affect the classroom control and discipline are as follows :

1. Constructing clear lesson objectives.
2. A well structured lesson.
3. The relationship with pupils.

From these results it could be concluded that lesson preparation and the relationship established with pupils formed the primary factors affecting classroom control and discipline. It would, therefore, appear essential for the geography method course to prepare students adequately for such situations. The only method of achieving this is to allow more time for the presentation of examples of, and practice in, structuring lesson plans during the geography method programme, as instruction in teaching method is still responsible for training students in the basic skills required for lesson preparation.

Moore (1983) reported that the factor that most worries students in teaching practice is maintaining order and not letting the class run riot(1).

Combining this point with the above, it would appear that students need to be provided with opportunities for goal setting, lesson preparation and experience in general terms in maintaining classroom control and discipline. The essential interconnectedness of these issues has been stated admirably by Marland (1975):

'Good relationships are to some extent an ingredient of successful classroom management, but to a considerable degree they are also the result. The well-organized teacher is in a better position to be pleasant to his pupils' (2).

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(1) Moore, G., The Supervisor in Compass (Warwick Univ, 1983), p. 2.

(2) Marland, M., The Craft of the Classroom: A Survival Guide, p.5.

Table 17

Responses of 10 Faculty Staff

(Specific Section)

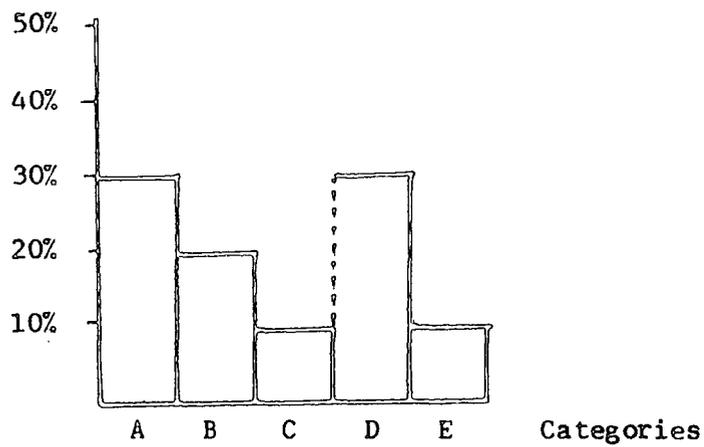
(In Code, Frequency And Missing Data)

Statement in its correct order	Very dis-satisfied		Fairly dis-satisfied		Neither Nor		Fairly Satisfied		Very Satisfied		M.D
	C	F	C	F	C	F	C	F	C	F	
4. The enthusiasm of the student-teacher for the geography method course.	1	0	2	2	3	0	4	8	5	0	0

Eight out of ten faculty staff found that student-teachers were enthusiastic towards the geography method programme (Table 17). This would appear to indicate that the quality of the geography method programme does positively affect the efficiency of student-teachers.

Figure 9: The Relationship between the Geography Method and Educational Studies on one hand and Teaching Practice on the other

Faculty Staff Responses



KEY:

- A : Very dissatisfied
- B : Fairly dissatisfied
- C : Neither satisfied nor dissatisfied
- D : Fairly satisfied
- E : Very satisfied

Figure 9 reveals that 30% of the faculty staff were very dissatisfied and 20% dissatisfied. It was found the complementarity of the relationship between the geography method and educational studies on the one hand and teaching practice on the other, is still far from complete. However, 30% of the faculty staff were fairly satisfied and 10% very satisfied. These results reveal a difference in responses between the student-teachers and the recently qualified teachers on the one hand and the faculty staff on the other. This could be due to the attitudes of the faculty staff being linked with their positions and their roles in student preparation. The evidence extracted from figure (9), also appears to indicate a deficiency in the relationship between the faculty staff and the school staff which could affect the quality of supervision and assessment. It would appear important, therefore, to establish some compromise between these two important groups.

In the faculty staff questionnaire, question No. (13) in the specific section, required a list of topics being taught in the geography method programme in the fourth year. The following topics were collected from the total responses.

1. Geography as a science and subject matter.
2. The relationship between geography as a subject and other social studies.
3. The aims of geography in the secondary school.
4. The local environment and the teaching of geography.
5. Lesson preparation in geography.
6. The use of the geography textbook.
7. Some teaching methods used in teaching geography in schools : Lecture method, problem solving method, textbook method, discussion method and teaching units.

There was no mention of practical work or school based work. Topics such as the analysis of numerical or graphical data was not mentioned. A further problem is the lack of practice in teaching from the geography text-

book in the geography method programme. This problem arises because of the lecturer's concentration on the theoretical issues of teaching from the text-book instead of dealing with the practical problems involved.

Table 18

The Kruskal-Wallis Test

One Way Analysis Of Variance

Responses of 220 Persons (Common Section)

Key :

M.R. : Mean Rank

Statement in its correct order	Student-teacher	Recently Qualified Teachers	Faculty Staff	Inspectors	School Administrators	$\chi^2$
	M.R	M.R	M.R	M.R	M.R	
14. Teaching practice helps student-teachers to deal with pupils who have learning difficulties in geography	107	126	66	106	86	* 14.85
15. Teaching practice helps student-teachers to acquire geography teaching methods	108	117	69	115	110	* 14.47
* Significant $p < .05$						

There is a difference between the responses of the faculty staff and the school administrators on the one hand and the remaining groups on the other regarding question No. 14 (Table 18). These main differences lie with the lower mean ranks of the faculty staff and school administrators which are probably due to the following concerns of those non-conforming groups. With reference to the faculty staff, students often complain of the inability of the faculty staff to offer help to those pupils who have difficulties. These difficulties usually appear in learning geographical concepts such as, in physical geography; the formation of the solid crust of the earth and understanding maps and diagrams. Concepts such as latitude and longitude on the

globe are difficult to convey and can even be problematic to the student-teacher himself. This inability to convey fundamental concepts is obviously of primary concern to the faculty staff.

With reference to the school administrators, their primary concern is classroom control and discipline. Therefore, they see shortcomings in this sphere emphasize from the student-teacher which is again indicative of the need for good preparation.

The weaknesses in the quality of preparation would appear to be in the following areas which have been brought to prominence in the previous discussion of factor one :

1. Constructing clear lesson objectives appeared to affect classroom control and discipline. Therefore, attention should be paid to this area by giving examples to the student-teacher from time to time during the whole term and then examining his ability after long exercises.
2. A further point is that some pupils have difficulty in understanding geographical concepts, a problem which is compounded when the student's own grasp of the subject is weak.
3. The preparation course has failed to prepare students adequately for teaching practice, and the relationship between the two being far from complete.
4. Classroom control and discipline was another area which needed to be emphasized as it reflected weaknesses in preparation.

#### Factor Two : The Organization Of The Teaching Practice System In Terms Of

The Following :

- (a) The frequency and duration of the teaching practice period
- (b) The effectiveness of the teaching practice period in promoting certain learning and classroom management skills
- (c) The number of the student-teachers being supervised
- (d) The number, timing, duration of visits made to the student-teachers by the supervisor

Table 19

Responses of 220 Persons

(Common Section) In Code And Frequency

	Student Teachers		Recently Qualified Teacher		Faculty Staff		Inspectors		Administrators	
	C	F	C	F	C	F	C	F	C	F
1. Amount of time spent on teaching practice .	1	1	1	1	1	4	1	0	1	0
	2	74	2	43	2	0	2	8	2	13
	3	25	3	36	3	6	3	2	3	7
2. The time that a student-teacher should spend in total teaching practice in the third year .	1	18	1	22	1	0	1	1	1	1
	2	59	2	48	2	7	2	5	2	14
	3	23	3	10	3	3	3	4	3	5
3. The time that a student-teacher should spend in total teaching practice in the fourth year .	1	13	1	12	1	0	1	1	1	1
	2	50	2	35	2	4	2	2	2	8
	3	37	3	33	3	6	3	7	3	11

Table 19 shows that only the faculty staff found that the total time spent on teaching practice was too short (6 out of 10) while the remainder of the categories found it sufficient (74 out of 100 student-teachers, 43 out of 80 recently qualified teachers, 8 out of 10 inspectors and 13 out of 20 school administrators). Although the faculty staff are not involved in the supervision process, they are influential in student preparation. The results also indicated an agreement between the groups regarding the time that student-teachers of geography should spend in total teaching practice in the third year. They all indicated that there should be teaching practice one day per week for the whole term (59 out of 100 student-teachers, 48 out of 80 recently qualified teachers, 7 out of 10 faculty staff, 5 out of 10 inspectors and 14 out of 20 school administrators). Both the student-teachers of geography and the recently qualified teachers indicated that teaching practice once a week in the fourth year is sufficient. However, the faculty staff, inspectors and school administrators indicated that teaching practice in the fourth year ought to be 2-3 days per week for the whole term.

Table 20

## The Kavakal Wallis Test

One Way Analysis Of Variance (Common Section)

Responses of 220 Persons With The Responsible

Staff Merged In One Group

Statement in its correct order	Student-Teachers	Recently Qualified Teachers	Responsible Staff	$\chi^2$
1. Amount of time spent on teaching practice	M.R 85.8	M.R 104.4	M.R 119.4	* 10.17
2. The time that a student-teacher should spend in total teaching practice in the third year	100.8	85.7	120	* 7.14
3. The time that a student-teacher should spend in total teaching practice in the fourth year	93.1	95.4	119.5	** 2.51
* Significant $p < .05$				
** Insignificant $p > .05$				
* Significant $p < .05$				

There is a significant difference ( $p < .05$ ) between the groups regarding the amount of time spent on teaching practice (Table 20). This difference lies within the merged group. The present researcher discovered from the analyzed data that the difference was due to the responses of the faculty staff only, claiming that the amount of time spent on teaching practice is too short. However, the other groups found it about right. Thus the responses of the faculty staff affected the obtained values of the other two responsible staff and differed significantly from the student-teachers and the recently qualified teachers. With regard to the time that a student-teacher should spend in teaching practice in the third year of the course, a significant difference was found between the groups ( $p < .05$ ). This difference may be due to chance as the frequency of responses for all the categories indicate that teaching practice once a week for the third year student-teachers is sufficient. The table also reveals no significant difference between the

groups concerning time spent on teaching practice in the fourth year ( $p > .05$ ). The frequencies of responses of all the responsible categories indicated that the time for teaching practice for the fourth year student-teacher ought to be 2-3 days a week. These differences appear due to the responses of the student-teachers and the recently qualified teachers.

Table 21

Kruskal Wallis Test

One Way Analysis Of Variance (Common Section)

Responses of 220 Persons

Statement in its correct order	Student-Teachers	Recently Qualified Teachers	Faculty Staff	Inspectors	School Administrators	$\chi^2$
	M.R	M.R	M.R	M.R	M.R.	
4. Define the available time which should be spent on :						*
-observation activity	114.7	119.2	74.3	83.2	85.7	10.4
-critical discussion of lesson with the Supervisor	113.1	113.7	110.4	67.7	105.7	5.18
-team teaching	102.8	101.7	147.5	174.1	133.5	19.3
* Significant $p < .05$ ** Insignificant $p > .05$ *** Significant $p < .01$						

Table 21 reveals the following attitudes : 1) with regard to the observation activity there is a significant difference ( $p < .05$ ). This difference is due to the responses of the student-teachers and the recently qualified teachers who tend to give this less time than those of the remaining categories. However, the results indicated that there was no difference ( $p > .05$ ) with regard to critical discussion of lesson with the supervisor as an activity. This could mean that most of the categories found this activity of great importance, therefore, they all devoted more time to it. The table reveals a difference between groups regarding the team teaching activity. This difference lies with the responses of both the student-teachers and the recently qualified teachers since they devoted more time to the discussion of the lesson ( $p < .01$ ).

Table 22

Responses Of 220 Persons

(Common Section) In Code, Frequency And Missing Data

Statement In Its Correct Order	Student-Teacher		Recently Qualified Teacher		Faculty Staff		Inspectors		School Administrators		Missing Data
	C	F	C	F	C	F	C	F	C	F	
9. The teaching practice programme develops the ability to analyze learning/teaching processes .	1	40	1	34	1	8	1	1	1	9	0
	2	13	2	14	2	2	2	1	2	5	
	3	47	3	32	3	0	3	8	3	6	
10. The teaching practice programme develops the ability to define objectives for the learning/teaching processes .	1	20	1	7	1	4	1	1	1	7	0
	2	24	2	13	2	2	2	0	2	3	
	3	56	3	60	3	4	3	9	3	10	
11. The teaching practice programme helps student-teachers to develop their basic classroom skills .	1	5	1	3	1	0	1	1	1	2	0
	2	10	2	4	2	3	2	0	2	3	
	3	85	3	73	3	7	3	9	3	15	
17. Teaching practice develops the ability, for classroom control and discipline .	1	4	1	1	1	2	1	1	1	3	0
	2	4	2	4	2	3	2	1	2	1	
	3	92	3	75	3	5	3	8	3	16	
18. Teaching practice develops the ability of using the available resources correct correctly and effectively .	1	35	1	31	1	2	1	4	1	6	0
	2	20	2	19	2	3	2	1	2	3	
	3	45	3	30	3	5	3	5	3	11	

Regarding item (9) it was found that the recently qualified teachers, faculty staff and secondary school administrators were the categories who felt that teaching practice was ineffective in developing the student's ability to analyse learning/teaching processes while the student-teachers and the inspectors found it effective (Table 22).

The interviews with the recently qualified teachers and the faculty staff indicated that the student-teacher is often unable to analyse a lesson he has taught.

The interviews with the school administrators revealed another dimension. They indicated that the student-teachers of geography are not trained in such analysis and in addition they lack experience in Micro-teaching which may be of assistance in this area.

The responses to item (10) revealed that almost all the categories found that teaching practice was effective in developing an ability for defining objectives for the teaching/learning processes (56 out of 100 student-teachers, 60 out of 80 recently qualified teachers, 4 out of 10 faculty staff found it effective and 4 faculty staff found it ineffective, 9 out of 10 inspectors and 10 out of 20 secondary school administrators).

The responses to item (11) indicated that teaching practice effectively develops the student's basic classroom skills (35 out of 100 student-teachers, 73 out of 80 recently qualified teachers, 7 out of 10 faculty staff, 9 out of 10 inspectors and 15 out of 20 secondary school administrators).

The majority of the categories indicated that teaching practice develops the student's abilities in classroom control and discipline (92 out of 100 student-teachers, 75 out of 80 recently qualified teachers, 5 out of 10 faculty staff, 8 out of 10 inspectors and 16 out of 20 secondary school administrators).

With regard to item (18) the responses of all categories appear to be evenly distributed between codes. Less than half of the student-teachers found teaching practice develops ability for using the available resources correctly and effectively (only 45 out of 100). Thirty out of 80 recently

qualified teachers found it effective while 53 out of 80 of them found it ineffective. Five out of 10 from both faculty staff and inspectors and 11 out of 20 school administrators found it effective.

These results appear to indicate that there are some weaknesses in the present system of teaching practice especially in the areas of the student's capability to analyse the teaching/learning process and the correct utilization of the available resources. The interviews have also revealed the impact of these issues. When the school administrators were questioned they especially criticized the standard of preparation on practical tasks. Recently qualified teachers indicated that they did not receive encouragement from staff to analyse their own lessons. They criticized the faculty of education for not offering any workshop facilities for making teaching aids and the practice schools for the lack of resources.

Table 23.

Correlation Coefficient Between Item (9) With (10)

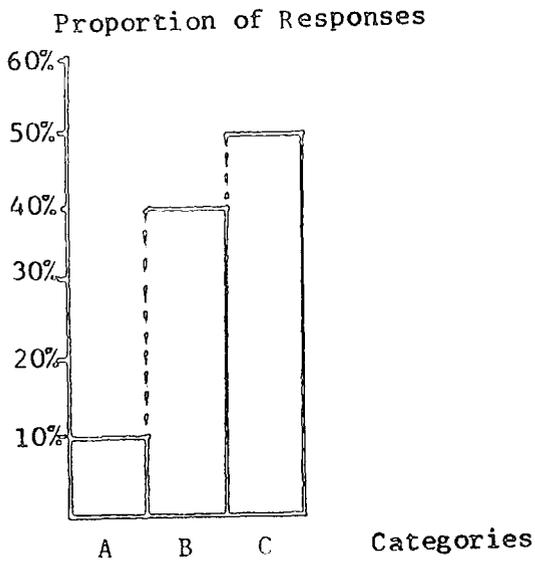
And Between Item (10) with (17)

Responses Of 220 Persons

Question No.	Statement in its correct order	Correlation Coefficient	Significant
C9 with C10	-teaching practice programme develops ability to analyse the learning process	0.373	* .001
C10 with C17	-teaching practice programme develops ability to define objectives for the teaching/learning process	0.168	* .006
	-teaching practice programme develops ability to achieve classroom control and discipline		
* significant $p < .01$			

There is a strong correlation between ability in defining objectives for the teaching/learning process and the ability to analyze teaching/learning processes (Table 23). This indicates that if student-teachers were trained to define objectives for lessons correctly, it would assist them in analyzing their teaching. The table also reveals a strong correlation between the

Figure 10: The Number of the Student-Teachers Being Supervised  
Geography Inspectors' Responses



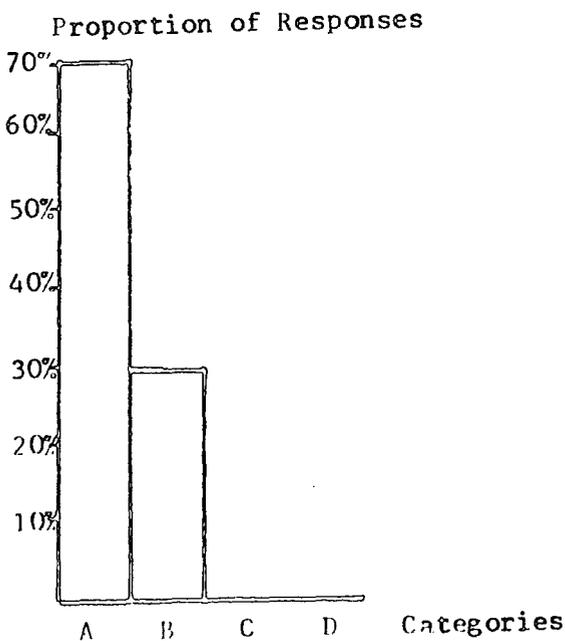
KEY:

A : Not at all

B : To a small extent

C : To a great extent

Faculty Staff Responses



KEY:

A : Too many

B : Sufficient

C : Few

ability to define objectives for the teaching/learning process and ability in achieving classroom control and discipline. When the recently qualified teachers were asked to list the three most important factors which may affect classroom control and discipline, they listed 'constructing clear lesson objectives' as one of the essential factors. These results appear to confirm those obtained for the recently qualified teachers on Factor One.

Figure 10 reveals that the geography inspectors found that the number of student-teachers greatly affects the quality of the supervision and evaluation process. The same attitude has been indicated by the faculty staff who felt that the number of student-teachers in any one group in teaching practice was too great.

The process of supervision and assessment is a very sensitive area and it would appear that, to a certain degree, it can be affected by student numbers. Therefore, the responses of the faculty staff and the inspectors, who are responsible for the evaluation of both student-teachers and in-service teachers, comes as no surprise.

Table 24

Responses of 100 Student-Teachers  
(Specific Section), In Code And Frequency

Statement In Its Correct Order	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree	
	C	F	C	F	C	F	C	F	C	F
2. My supervisor visited me many times, guiding my teaching in teaching practice .	1	9	2	17	3	2	4	46	5	26
4. The time the supervisor spent in my class in teaching practice is adequate for making accurate judgements about my teaching .	1	23	2	30	3	19	4	22	5	6

Forty-six out of one hundred student-teachers agree and 26 out of 100 strongly agree, which indicates that a total of 72 out of 100 agree about the

statement coded No. (2) and only a total of 26 out of 100 disagreed (Table 24). Responses to item (4) reveal that 23 out of 100 student-teachers strongly disagree and 30 disagree, showing that a total of 53 out of 100 felt that the time devoted by the supervisor was inadequate for making accurate judgments concerning student teaching. Nineteen out of 100 were uncertain on this item and only 28 out of 100 agreed.

To summarize this situation, it would appear from these results that the duration of visits made by the supervisor to the student-teacher in the classroom were insufficient for making even an acceptable judgment and far too short to make an accurate one. This could be due to the complexity of the classroom procedures making it possible for an assessment to be carried out in such a short period of time. However, there is an apparent contradiction between the responses of the student-teachers with regard to items (2) and (4). This is revealed by the fact that although the student-teachers indicated that the supervisor visited them many times, they also indicated that he does not spend sufficient time to make adequate judgments about student teaching. As a general point, therefore, it is important to treat contradictory results, such as these, with caution.

Table 25

Responses Of 10 Faculty Staff

(Specific Section) In Code And Frequency

Question In Its Correct Order	Very Un-acceptable		Unaccept-able		Un-certain		Accept-able		Very Accept-able	
	C	F	C	F	C	F	C	F	C	F
8. How acceptable is the system of allocating student-teachers to schools ?	1	0	2	7	3	0	4	3	5	0

Seven out of 10 faculty staff indicated that the system of allocating student-teachers to schools unacceptable (Table 25) while only 3 out of 10 faculty staff answered that the system is acceptable. This appears to indi-

cato that the system of allocating student-teachers to schools is still in need of development.

It would appear from these results that the following areas, which affect the organization of teaching practice, are in need of improvements:

1. The duration of time spent on teaching practice for the fourth year students should be increased to be 2-3 days a week because the art of teaching will be learnt by the student in the school itself. But this would need an arrangement between the faculty and the school to overcome the unique routines which schools have.
2. How students prepare and make, by themselves, teaching materials and aids is an area which appeared to be of importance and needs to be maintained in the geography method programme.
3. The results indicated that the number of students within groups appeared to be one factor among others affecting the quality of the supervision and assessment process. The interviews with the inspectors, school administrators and faculty staff revealed that the optimum number is about 3-5 students within one group.
4. The number and duration of visits made by the supervisor for observation and guidance was another area of teaching practice organization which needed to be improved. Most of the students asserted that the duration of visits made by the supervisor to their classes were insufficient. The supervisor should stay all the time of the school day, visiting student's classes, meeting them and discussing lessons being taught.
5. The system of allocating students to the teaching practice school seems rather unsatisfactory. There were not any reports made by the faculty with regard to good schools for teaching practice. The faculty of education was obliged, on account of the very large number of students, to extend the number and the distance of teaching practice schools without a well-defined scheme. The faculty of Education must be prepared to inform the practice school if there are any shortcomings in the atmosphere of the school which could inhibit a satisfactory school practice.

Factor Three : The Professional Execution Of The Supervisor In Terms Of Experience And Its Effect On Evaluation And Supervision Of Teaching Practice

Table 26

Responses Of 10 Inspectors  
(Specific Section) In Code And Frequency

Question In Its Correct Order	No		Yes	
	C	F	C	F
4. Have you written a plan for the supervision of teaching practice ?	1	6	2	4

Six out of 10 inspectors indicated that they had not constructed a written plan for supervising student-teachers during teaching practice (Table 26), while 4 out of 10 inspectors indicated that they had constructed a written plan for supervision.

For item (5) which was an open-ended question, the inspectors were asked to indicate their assumptions about the written supervision plan they had constructed. The majority indicated that they prepare a meeting with students before starting teaching practice. They also indicated that they give guidance for lesson preparation if the student required such help and that they observe the student teaching more than once. Some further procedures mentioned by the inspectors were as follows: observing student-teachers criticize each other, distributing student-teachers between classes according to the school timetable and observing students in the classroom and out. Some other procedures mentioned by the inspectors did not form part of a supervision plan, therefore, they have not been regarded as vital responses to this open-ended question. Almost half of the inspectors left this question without answer.

From these results it is apparent that the majority of the inspectors lack any clear plan of supervision. This raises the problem of the evaluation of supervision indicated by Barr (1938,1947) :

'The value of supervision cannot be determined well, if at all, unless a plan is set up in advance sufficiently definite so that the results of its operation can be measured' (1).

Another factor that increases the size of the problem is that the faculty of Education has never checked on the existence of supervision plans.

Table 27

Responses Of 10 Inspectors  
(Specific Section), In Code And Frequency

Statement In Its Correct Order				
	C	F	C	F
11. Are you specialized in the subject matter that you supervise ?	1	5	2	5

Half of the sample did not specialize in geography (Table 27). The remaining 5 indicated that they did specialize in geography. The interview revealed that the inspectors who did not specialize in geography, specialized in history and that the majority of them were against the separation of geography and history as subjects because they are both social studies.

A personal meeting was arranged between the present researcher and the chairman of the inspectors during the period of applying the questionnaires. The chairman declared that :

'I do not believe myself in any such separation between geography students and history students. We are now employing in our local education authority the graduated students from the geography department/section to be teachers of social studies. This means that they will teach history as well as geography in schools.'

(1) Barr, B.B., Supervision (New York, 1938, 47), p.124.

Table 28

Responses of 10 Inspectors (Specific Section)  
In Code And Frequency

Question In Its Correct Order	No		Yes	
	C	F	C	F
14. Do you always make a report about your student-teachers' performance and send it to the faculty ?	1	8	2	2

The majority of the inspectors 8 out of 10, do not make a report about student performance and send it to the faculty of education. Only 2 out of 10 did (Table 28).

Question No. 15 in the specific section was an open-ended question. The inspectors were asked to indicate the areas which were involved in the report. It was found that the reports contained information on the following areas :

1. The ratio of attendance and absence of the student-teachers during the period of teaching practice
2. Student-teachers' marks in teaching practice.

From the information gained from the inspectors, these two areas would appear of particular importance to the faculty of education.

Table 29

Responses of 10 Inspectors  
(Specific Section) In Code And Frequency

Statement In Its Correct Order	Never		Sometimes		Always	
	C	F	C	F	C	F
17. Do you give your student-teacher an appointment for the next visit ?	1	4	2	4	3	2

Four out of 10 inspectors indicated that they never gave an appointment to the student-teacher for the next visit; 4 out of 10 sometimes gave an appointment for the next visit and only 2 out of 10 always give an appointment (Table 29). This indicates that 60% of the whole sample give an

appointment for the next visit to the student-teacher during his time in the teaching practice school and 40% did not.

Table 30

Responses of 100 Student-Teachers

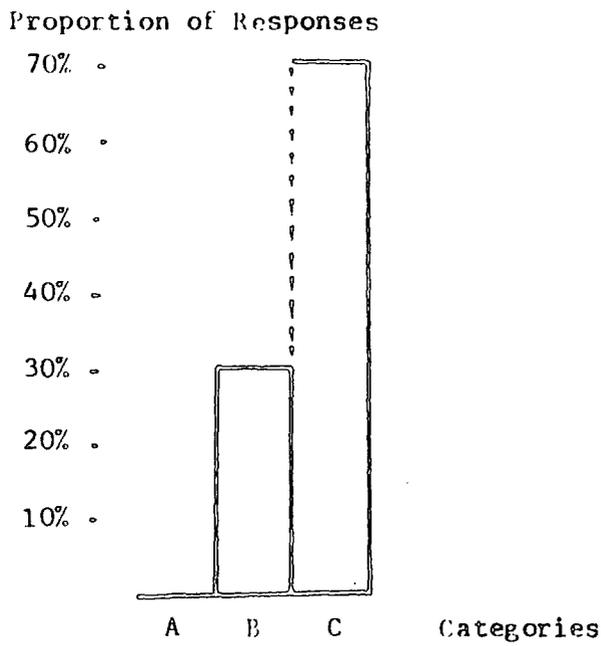
(Specific Section) In Code And Frequency

Statement In Its Correct Order	Strongly Disagree		Agree		Un-certain		Agree		Strongly Agree	
	C	F	C	F	C	F	C	F	C	F
3. Geography is the speciality of my supervisor	1	6	2	7	3	37	4	23	5	27
6. My supervisor projects himself into my place of teaching during the lesson presentation	1	40	2	22	3	5	4	25	5	8
9. Prior to the evaluation my supervisor discussed with me the objectives of the teaching unit	1	17	2	24	3	4	4	30	5	25

Twenty-three out of 100 student-teachers agreed that their supervisor was specialised in geography and 27 strongly agreed (Table 30). This indicated a total of 50 out of 100 had a supervisor specialized in geography (Table 30). A large minority, 37 out of 100, were uncertain and 13 disagreed. These responses confirmed the responses indicated in Table 27 and the point that the supervisors who supervised geography students were specialized either in geography or history. Sixty-two out of 100 disagreed that the supervisor projects himself into the place of teaching during lessons given by the student teacher, 33 out of 100 agreed and 3 were uncertain. Forty-one out of 100 disagreed that the supervisor, prior to the evaluation, had a discussion with students regarding the objectives of the teaching unit. Fifty-five out of 100 agreed and 4 were uncertain. The results indicate a consensus of agreement between the inspectors and student-teachers on the point that some inspectors of geography are not geography specialists. This factor may serve to decrease the quality of the supervision and evaluation process.

Figure 11: The Idea(s) of Supervisors  
about Goals for Teaching Practice

Factor four: The extent of the agreement among supervisors  
of the goals of teaching practice  
Inspectors' Responses



KEY:

A : I do not have any idea

B : I have some idea

C : I have a clear idea

Figure 11 reveals that 30% of the inspectors have some idea concerning the goals of teaching practice. A high proportion, 70% indicated that they have a clear idea. In reply to an open-ended question, the inspectors were asked to list their assumptions concerning the goals of teaching practice. More than half of the sample (the whole sample being 10 inspectors) listed the following goals :

1. To train the student-teacher to carry the responsibility of teaching
2. To make student-teachers aware of the objectives of geography and social studies
3. To help student-teachers develop their basic skills in lesson preparation
4. To provide student-teachers with the opportunity to use the geography textbook correctly
5. To provide the student-teacher with the opportunity for interaction with pupils in the classroom
6. To provide the student-teacher with the opportunity to prepare the materials required for teaching
7. To prepare the student-teacher in the construction of teaching plans.

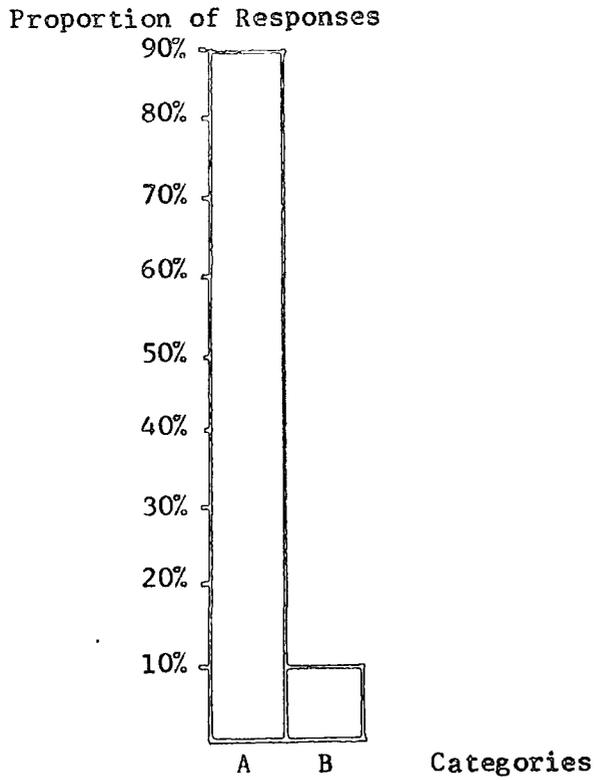
Table 31.

Responses of 10 Inspectors (Specific Section) In Code and Frequency

Statement In Its Correct Order	No		Yes	
	C	F	C	F
3. Have you any sort of goals for the teaching practice programme written down from the faculty of education before you started supervision ?	1	9	2	1

The majority, 9 out of 10 inspectors, indicated that they did not receive any written goals for teaching practice from the faculty of education before starting supervision (Table 31). In general, the inspectors did not seem to have a clear idea of the goals of teaching practice although their responses appeared to contradict this impression. The source of this problem appears to lie with the faculty of education.

Figure 12: The Idea of Teaching Practice Goals  
Faculty Staff Responses



KEY:  
A : Yes  
B : No

In the above discussion concerning the quality of preparation for teaching practice, it was revealed that the faculty staff did not have enough time to visit students or even to contact the school staff and that the students found it difficult to communicate with the school staff. Also, in an interview, one of the inspectors indicated the need for clearly documented goals for teaching practice.

The combination of these points appears to indicate a lack of mutually acknowledged and clearly documented goals for teaching practice shared by all the responsible staff.

Figure 12 reveals that 90% of the faculty staff indicated that they have some idea concerning the goals of teaching practice, only 10% indicating that they have no idea. In reply to an open-ended question, the faculty staff were asked to list these goals. They listed the following :

1. To provide student-teachers with the opportunity for interaction with pupils in the classroom .
2. To provide student-teachers with the opportunity to acquire basic skills in the preparation of teaching material .
3. To help student-teachers to cope with pupils who are regarded as difficult in terms of their behaviour and motivation .
4. To allow the student-teachers an opportunity to apply the theories they were taught in the faculty of education .
5. To provide the student-teacher with the opportunity to experience life in a school .
6. To help student-teachers develop their basic skills in lesson preparation .
7. To provide student-teachers with the opportunity to criticize his own lessons and those of his colleagues .
8. To develop the skills required in constructing lesson objectives .

These results reflect a degree of agreement among the inspectors and

the faculty staff concerning the goals of teaching practice although there are certain small differences between them.

Clearly documented goals for teaching practice should form part of college theory which would then present the student with a clear idea of which aspects of his course to apply in practice, although they may be deterred from doing so or, in some cases, encouraged to by the size of the class, the lack of school equipment or even the supervision system.

Factor Five : The Supervisor's Perception Of His Role In Teaching Practice

Table 32

Responses of 80 Recently Qualified Teachers  
Specific Section (In Code And Frequency)

10. To which role was your supervisor adopting in teaching practice ?	Assessor		Assessor and Counsellor	
	C	F	C	F
	1	44	2	36

Forty-four recently qualified teachers out of 80 thought their supervisors acted as assessors only (Table 32). While 36 out of 80 thought their supervisors acted as assessors and counsellors. In terms of the proportion of responses, 55% thought the supervisor performed the role of assessor only and 45% thought the supervisor performed the roles of assessor and counsellor.

It is perhaps natural that the main role of the supervisor is that of assessor. In an interview with one of the inspectors, it was indicated that he felt his primary role was as an assessor and that this role was not incompatible with providing guidance.

Table 33

Responses of 80 Recently Qualified Teachers  
In Code, Frequency And Correlation Coefficient  
Between Item 6 With Item 10 (Specific Section)

Statement In Its Correct Order	C	F	Correlation Coefficient
6. What do you think of the supervision and evaluation system used in teaching practice ?	1	36	* -0.2597
	2	3	
	3	41	

\* Significant .009 ( $p < .05$ )

Forty-one out of 80 recently qualified teachers thought that the supervision and evaluation system used in teaching practice does not reflect any

of the new ideas prevalent in the geography method or learning theory (Table 33) while 36 out of 80 thought it effectively motivates the student-teacher.

In terms of the proportion of responses, 51% of the recently qualified teachers found it does not reflect any of the ideas prevalent in the geography method or learning theory. However, a reasonable proportion - 45%, found it motivates the student-teacher. The table also reveals that there is a significant negative correlation ( $p < .05$ ) indicating an inverse relationship between item 6 and item 10. This indicates that whenever the supervisor acts as an assessor only, he will not be reflecting any of the new ideas prevalent in the geography method or learning theory.

Table 34

Response of 10 Inspectors

Specific Section (In Code And Frequency)

Statement In Its Correct Order	Assessor		Assessor And Counsellor	
	C	F	C	F
18. Which type of supervision do you act upon	1	1	2	9

The majority of the inspectors - 9 out of 10, thought that they acted as assessors and counsellors (Table 34). This indicates a difference of opinion between the recently qualified teachers and the inspectors, as Tables 32 and 33 concerning the responses of the recently qualified teachers revealed that the inspectors were unable to give adequate help. These results indicated by the recently qualified teachers are more likely to be reliable than any obtained from prospective teachers as they reflect student-teacher's past, as well as present, experience in dealing with inspectors.

Table 35

Responses of 10 Inspectors

Specific Section (In Code And Frequency)

Question In Its Correct Order	Never		Sometimes		Always	
	C	F	C	F	C	F
16. Do you project yourself into the place of your student-teacher imagining how he might be reacting in a similar situation ?	1	1	2	7	3	2

Table 35 reveals that 7 out of 10 inspectors indicated that they sometimes project themselves into the place of the student-teacher in the classroom and only 2 out of 10 indicated that they always do. This result conflicts with the responses of the student-teachers to question No. 6. The inspectors also indicated that they felt that student-teachers often made mistakes during teaching practice purely on the grounds of lack of experience.

Items 14 and 15 were revealed in the inspectors' responses concerning the making of a student-teacher's performance report. It was found that there was no specific or precise report written about the student's performance in the teaching practice school. Only reports on administrative aspects have been presented to the faculty of education indicating, for example, marks in teaching practice and the ratio of student attendance.

Table 36

Responses of 10 Inspectors (Specific Section) In Code And Frequency .

Statement In Its Correct Order	After 2nd Time observation		During the first term		At end of teaching practice	
	C	F	C	F	C	F
10. Your final opinion about the student-teacher's performance occurs	1	0	2	2	3	8

The majority of the inspectors (8 out of 10) presented their opinions concerning student-teachers performance at the end of teaching practice (Table 36).

In the discussion of Factor Three it was found through the attitudes of the student-teachers to items 6 and 9 that the supervisor does not project himself into the place of the student-teacher (62 out of 100), only 33 out of 100 disagreeing on this point. The results for item 9 revealed that a third of the whole sample of student-teachers indicated that the supervisors had not prior to the evaluation, discussed them them any of the lesson objectives or, indeed, any other aspect of teaching. Nearly half the sample indicated that the supervisor had discussed such objectives with them prior to the evaluation.

Table 37

Responses of 100 Student-Teachers  
(Specific Section) (In Code And Frequency)

Statement In Its Correct Order	Strongly Disagree		Disagree		Un-certain		Agree		Strongly Agree	
	C	F	C	F	C	F	C	F	C	F
14. My supervisor held a post observation conference with me to clarify the areas which need improvement in my teaching	1	3	2	18	3	2	4	37	5	40

A total of 77 out of 100 student-teachers agreed that the supervisor held a post observation conference with them to clarify the areas which needed improvement in their teaching (Table 37). Only 21 out of 100 disagreed and 2 were uncertain.

These figures, for the present factor, are of interest because they shed some light on the mechanism by which the inspector establishes his role in this didactic relationship. About 55% of the recently qualified teachers claimed that their supervisors performed the role of assessors only and provided little guidance and help by means of constructive feedback.

This result, however, is contradicted by that obtained for the above item (14) where it has been revealed that a high proportion of student-teachers were given support and guidance immediately after the lesson.

The inspectors, who were acting as supervisors, always gave their opinion concerning student teaching performance at the end of the teaching practice programme, which seemed reasonable, as the evaluation of teaching performance is a complex and delicate issue which requires an extended period of time to provide adequate observations on which to base an assessment. It is also reasonable to suppose that those supervisors who visited their students and kept them under observation for proportionally larger periods of time than their colleagues, established a more adequate pattern of communication with their students. In interview with ten of the student-teachers, it was revealed that immediate discussion after lessons occurred only rarely. It may be reasonable to suppose that the supervisors, who project themselves into the place of the student-teacher, are more likely to offer help and guidance.

It can be observed then, that the specific roles required for adequate supervision are not clearly defined for the majority of the supervisors questioned and therefore these roles need to be identified.

Factor six : The Existence of Criteria Acceptable Between the Supervisor and the Student - Teachers For the Evaluation

Table 38  
Responses of 10 inspectors  
(Specific section) (Incidence and  
Frequency)

Question in its correct order	No		Yes	
	C	F	C	F
8. Did you use any guidelines or criteria in evaluating your student-teacher performance ?	1	2	2	8

The majority of inspectors, 8 out of 10 used guidelines/criteria in evaluating student-teacher performance, and only 2 out of 10 did not (Table 38). The inspectors were also asked to indicate the criteria or guidelines they used. As this allowed for a large measure of subjectivity in response, it was interesting to note that the majority listed the following 3 criteria or guidelines:

1. Lesson preparation
2. Knowledge of the geography subject
3. Use of teaching aids

A minority of the inspectors listed the following further criteria or guidelines :

1. Punctual arrival for the start of lessons .
2. Use of current affairs in teaching .
3. Use of teaching aids .
4. Questioning skills .
5. Recording the summary of the lesson on the blackboard .
6. Checking written notices and exercises made by the pupils .
7. Use of maps, either ready made or drawn on the blackboard by the student-teacher himself.

The inspectors were also asked to indicate which areas they concentrate on in their evaluation of the student-teacher performance. The majority listed the following :

1. The personality traits of the student-teacher .
2. The knowledge revealed by the student-teacher of geography as an academic subject .
3. The note-book used by the student-teacher for lesson preparation .
4. Use of teaching aids .
5. Questions (oral or written) used by the student-teacher during the lessons .
6. Punctuality for the start of lessons .
7. Use of current affairs and the local environment in teaching .

These areas of concentration indicated by the inspectors are not specific enough to be considered as criteria and appear to have been drawn up primarily from experience. An interview with one of the inspectors clarified the situation. It was found that the inspectors were unable to decide which were the essential areas which ought to be concentrated on in the assessment process, but, nevertheless, thought it necessary to attempt to make some indication of their assumption. This interview also revealed that none of the inspectors had any written criteria or guidelines that were to be applied. Therefore we must be cautious concerning the result that the majority of the inspectors indicated that they used some guidelines or criteria in assessing student-teacher's performance. This is what would be expected of them and therefore these figures, which may be coloured by this normative concern, must be treated cautiously.

Table 39

Responses of 100 Student-Teachers  
Specific Section In Code And Frequency

Statement In Its Corrected Order	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree	
	C	F	C	F	C	F	C	F	C	F
12. My supervisor used the lesson objectives as a basis for his judgment when he went to observe.	1	23	2	24	3	14	4	23	5	16
13. The process used in evaluating my performance in teaching was adequate for the measurement of actual performance.	1	12	2	10	3	49	4	23	5	6

A total of 47 student-teachers out of 100 thought that the supervisor did not use the lesson objectives as a basis for his judgment when he observed teaching performance, only 39 out of 100 thought the supervisor did and 14 were uncertain (Table 39). During the interview student-teachers appeared to have difficulties in that they did not know what criterion the supervisor used in assessing their performance. This could be due to many of the students having to teach history, a subject with which they were not sufficiently familiar. Furthermore, there was the difficulty of the variability between the inspectors concerning the areas concentrated upon in making an assessment.

Table 38 also reveals a further point of interest in that a total of 22 students out of 100 disagreed that the process of evaluation used was adequate for the measurement of actual performance, almost the same number of students - 29 out of 100, agreeing. However, a very high number of students - 49 out of 100 were uncertain. It is worthy of note to consider the number of students who were uncertain on this item as, in the discussion of Factor Two, students' responses appeared to indicate that the duration of visits made by the supervisor were insufficient for making adequate judgments. These results then would appear contradictory.

Table 40

A Correlation Coefficient Between The Time The Supervisor Spent In The Class And The Adequacy Of The Evaluation Process (Responses Of 100 Student-Teachers)

Statement In Its Correct Order	Correlation Coefficient	Significant
4. The time the supervisor spent in my class in teaching practice is adequate for making accurate judgments about teaching.	* 0.1957	.01
13. The process used in evaluating student-teacher performance in teaching was adequate for the measurement of actual performance.		
* Significant ( $p < .05$ )		

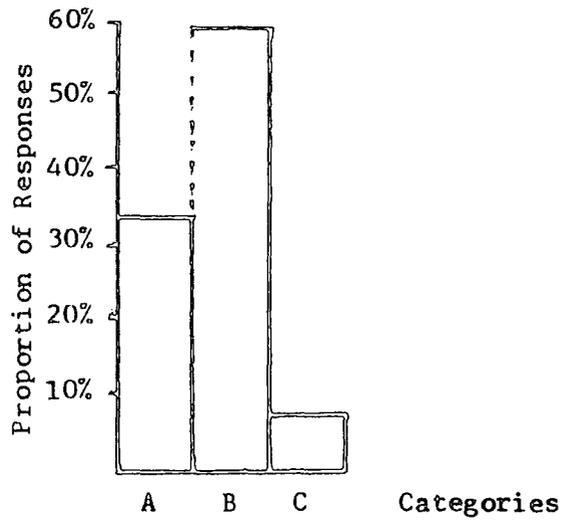
The correlation coefficient is significant between the time the supervisor spent in the student's class and the adequacy of judgment (Table 40). The level of significance is  $p < .05$ , therefore, the significant correlation is at the 95% confidence level. The null hypothesis of no relationship must be rejected. The suggestion here is that there is a relationship between the time the supervisor spends in the student's class and the adequacy of the process used in evaluation. The more time spent by the supervisor in the student's class, the more adequate the judgment he can make.

Figure 13 reveals that 58.7% of the recently qualified teachers thought that the method of evaluation of their performance in teaching practice was effective, 7.5% found it very effective.

When the recently qualified teachers of geography were asked about their opinions concerning the techniques of evaluation, they commented that these techniques were no more than a system of marks dependent, to a great extent, on the supervisor's point of view.

Figure 13: The efficiency of the evaluation method used in teaching practice by the supervisors

Responses of 80 recently qualified teachers



KEY:

A: Not at all

B: Effective

C: Very effective

Table 41

Responses Of All Five Different Groups of Subjects  
(Common Section) In Case And Frequency

Categories	Objectives Approach		Measure Pupil Changes		Teacher and Personality Traits	
	C	F	C	F	C	F
1. Student-teachers	1	40	2	27	3	33
2. Recently qualified teachers	1	31	2	13	3	36
3. Faculty staff	1	5	2	0	2	5
4. Inspectors	1	4	2	2	3	4
5. Secondary school administrators	1	5	2	2	3	10

Forty out of 100 student-teachers thought that the objectives approach should be the criterion applied in student-teacher evaluation, 33 out of 100 thought that teacher personality traits should be and only 27 out of 100 thought that measures of pupil changes should form the criterion (Table 41).

In the case of the recently qualified teachers, they reflected almost the same attitudes as the student-teachers. They indicated (36 out of 80) that teacher personality traits formed the most acceptable criterion with the objectives approach second (31 out of 80) having checked the objectives approach, with only 13 out of 80 regarding the measure of pupil changes as the most acceptable. The faculty staff, the inspectors and school administrators also reflected the same attitudes, taking both objectives and personality traits as the most acceptable criterion. The only differences that appeared in between the groups, in terms of the frequency, are due to the different sizes of the category samples.

Factor Seven: The Process By Which A Supervisor Communicates His Views To The Student-Teacher

Table 42

Kruskal Wallis Test

One Way Analysis Of Variance, Mean Ranks And Chi Square

Response of 220 Persons (Common Section)

	Student Teacher	Recently Qualified Teacher	Faculty Staff	Inspector	School Administrator	$\chi^2$
4. (2) Critical discussion of the lesson with the supervisor.	M.R	M.R	M.R	M.R	M.R	*
	113.1	113.7	110.4	67.7	105.7	5.18

Key : M.R. : Mean Ranks  
 $\chi^2$  : 5.18  
 \* Insignificant  $p > .05$

There is no difference of opinion between groups in defining the time that should be spent in the discussion between students and supervisor (Table 42). The mean ranks indicate that there is a difference which lies with the inspector's response. Almost all the categories found that the critical discussion with the supervisor, concerning the lesson just presented, was of great importance. It is one of the most important processes by which a supervisor communicates his views to the student-teacher.

The discussion of Factor Three confirmed those results with more than half of the student-teachers agreeing that their supervisors discussed lesson objectives with them, prior to the evaluation. In the discussion of Factor Five it was revealed that the majority of supervisors did project themselves into the place of teaching and that the supervisors considered this behaviour as a means of establishing communication with the student-teacher.

In spite of these different ways of communicating views made by the

supervisor, it would appear that the supervisors did not always take those methods of communication seriously. This could be due to the lack of criteria which may be of help to the supervisor and the student-teacher in achieving a clear view of the available methods of communication.

To summarize, it appears that the supervisor communicates his views in the following ways :-

1. In the first meeting with the student-teachers in the teaching practice school by giving guide lines and directions to the students.
2. When the supervisor visits the student in his classroom.
3. An interview with one of the inspectors revealed that the majority of the inspectors transfer their views to the students, in the main, through the head teacher and any other qualified teacher of geography.

Factor Eight : The Relationship Which A Supervisor Has With the Student-Teacher.

The supervisor is professionally trained to focus on what happens in class rather than to attempt to change the student-teacher's personality, attitudes, beliefs, values or even needs. This kind of relationship appeared in the discussion of factors five and six where it was revealed that the supervisor attempts to project himself into the place of the student's teaching, thinking this instructive and useful and something he ought to do. However, it seems reasonable to assume that changes in the student's teaching may eventually alter the student's personality and attitudes. A problem here was indicated in the interviews with ten of the student-teachers where it appeared that the student does not share equal responsibility with the supervisor for the design of the changes to be made in his teaching. There are many factors which may result in the above-mentioned personality changes which could affect a student achieving a satisfactory relationship with his supervisor, some of those are :

1. The professional satisfaction of the student-teacher.
2. The student-teacher not receiving any indication during the courses of preparation in the faculty of education, concerning the nature of supervision and the roles of the supervisor.

Discussion of Factor Five revealed that the recently qualified teachers of geography thought their supervisors performed the role more of assessor than counsellor or guide, while the inspectors thought that they always performed the role of guide and assessor. This indicates that the relationship between the student-teacher and his supervisor is in terms of a superior attempting to help a subordinate. The marks obtained by the student-teacher in the subject of teaching practice also has a similar effect on his relationship. If the relationship is formulated in terms of a supervisor and a subordinate, it would be counterproductive to the supervision process as

indicated in Cogan (1973) (1).

In spite of the magnitude of the student's anxieties about rating being very well documented by the educators mentioned in the last section of the review of literature, it is worthwhile to attempt to identify the roles for the supervisor as well as for the student-teacher without going too far towards the "Clinical Supervision" advocated by Cogan in his book, 'Clinical Supervision', which outlines an attempt to analyze scientifically the field of supervision in the United States.

This unclear and ambiguous relationship that exists between the supervisor and the student-teacher may affect the quality of supervision and eventually the evaluation itself.

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(1) Cogan, M., Clinical Supervision, pp.58-59.

Factor Nine : The Extent To Which Pupils' Performance Is Related To  
The Student-Teacher's Performance -

Table 43

Responses of 100 Student-Teachers  
(Specific Section) In Code And Frequency

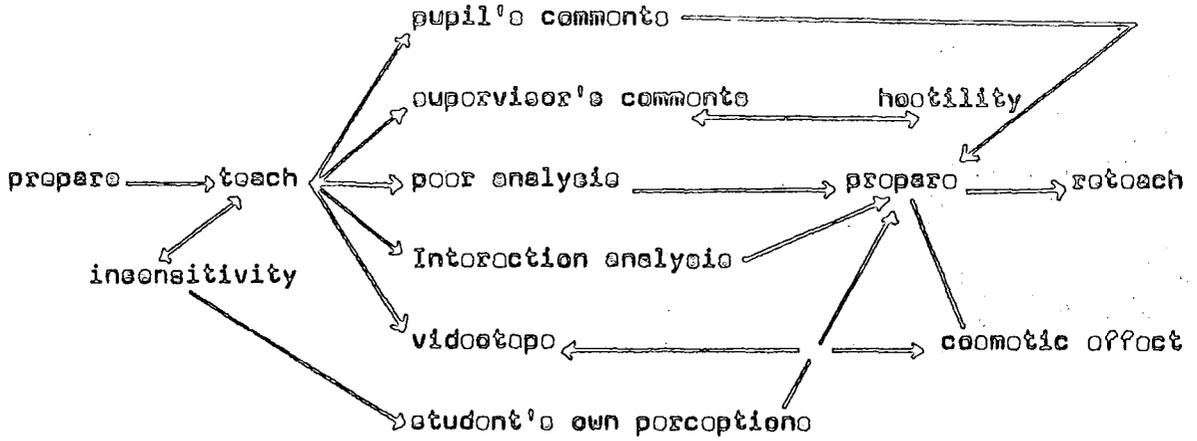
Statement In Its Correct Order	Strongly Disagree		Disagree		Un-certain		Agree		Strongly Agree	
	C	F	C	F	C	F	C	F	C	F
8. The pupils' achievement on oral questions or written questions strongly influenced the evaluation of my teaching .	1	11	2	10	3	7	4	45	5	27

A total of 72 out of 100 student-teachers felt that pupils' achievement on oral or written questions influenced the evaluation of their teaching, only 21 out of 100 student-teachers disagreed and 7 out of 100 were uncertain (Table 43).

In the interview with the lecturer of methodology, it was revealed, when she was asked about the areas which would seem to affect student teaching, that she concurred with the above assessment of the student-teachers. However, she also suggested that the pupils' achievement is an acceptable criterion for evaluation although she had been told that pupils' achievement is not an acceptable criterion among educators, clarifying the apparent ambiguity by saying, "pupil's achievement should be considered together with other desirable aspects". This dialogue conducted with the lecturer of methodology by the present researcher in the form of an interview raises again the embarrassing question of what criteria should be used in evaluating the student-teacher's performance in teaching. Professor Wragg, in his book, "Teaching Teaching" has indicated that pupil's comments are considered to be one of several sources which can be of worth as feedback in the teaching situation (1).

(1) Wragg, E.C., Teaching Teaching (London 1974), p.126.

FIGURE 14: Sources of Feedback in Teaching



Factor Ten : The Degree Of Consultation By The Supervisor With Other Interested Parties e.g. School Administrator, Faculty Staff .

Table 44

Responses of Ten Faculty Staff Members  
Specific Section In Code And Frequency

Statement In Its Correct Order	Lecturing Duties Only		Lecturing and teaching practical supervision	
	C	F	C	F
2. Could you please indicate the nature of your duties	1	10	2	0

All the faculty staff only have lecturing duties and none of them perform a supervisory role during the period of teaching practice (Table 44). This indicates that all the responsibility for supervision lies with the inspectors and the school administrators.

Table 45

Responses of Ten Inspectors  
Specific Section In Code And Frequency

Question In Its Correct Order	No		Yes	
	C	F	C	F
12. Do you involve others in the evaluation of the performance of the student-teacher ?	1	0	2	10

All the inspectors involve others in the evaluation of the performance of the student-teacher (Table 45). When the inspectors were asked to write down and specify the other people they involved in evaluating the student-teacher, they indicated that school administrators share this responsibility with them.

Table 46

Responses of 100 Student-teachers

Specific Section In Code And Frequency

15. Which of the following groups should be responsible for the evaluation of teaching practice ?

The Aspects	Code	FRE- quency
1. The inspector and the administrator .	1	9
2. The inspector, administrator and pupils .	2	1
3. The inspector, administrator, pupils and colleagues .	3	15
4. The inspector, administrator and the qualified teachers .	4	14
5. The inspector, administrator, lecturer of methodology and colleagues .	5	61

The student-teacher felt that the inspector, administrator, lecturer of methodology and colleagues are the people who should be involved in the evaluation process (Table 46). These figures indicate that the faculty staff, particularly the lecturer of geography method, must undertake special responsibility for students on teaching practice in order to induct, advise and guide student-teachers of geography in such important areas as classroom control, level of instruction, use of visual aids and general classroom skills.

Factor Eleven : The Role Of Self-Evaluation By The Student-Teacher In The Evaluation Process .

Table 47

Responses Of All Five Different Groups Of Subjects  
Common Section In Code And Frequency

Statement In Its Correct Order	Student-Teacher		Recently Qualified Staff		Faculty Staff		Inspectors		School Administrator	
	C	F	C	F	C	F	C	F	C	F
9. The teaching practice programme develops ability to analyse teaching/learning process	1	40	1	34	1	8	1	1	1	9
	2	13	2	14	2	2	2	1	2	5
	3	47	3	32	3	0	3	8	3	6
16. Teaching practice develops ability of self-criticism	1	24	1	29	1	6	1	1	1	5
	2	18	2	9	2	1	2	1	2	2
	3	58	3	42	3	3	3	8	3	13

Forty out of 100 student-teachers felt that teaching practice was ineffective in developing their abilities to analyse the teaching/learning processes. Thirteen out of 100 were uncertain and 47 out of 100 found it effective (Table 47). For the same item for the recently qualified teachers, 34 out of 80 felt it was effective. Similar degrees of uncertainty were reflected in the responses of the faculty staff and school administrators. However, the inspectors almost unanimously found it effective with regard to the ability for self criticism. Almost all the subject categories found it effective except the faculty staff who found it ineffective. The importance of self-criticism has been indicated by Professor G.R. Batho of Durham University in an unpublished paper :

"The fundamental need of trainee teachers is to acquire a high degree of self-criticism as early as possible." (1)

Therefore it is essential to point out here that sensitively and carefully

(1) Paper on Wragg's Book, Teaching Teaching (London, 1974)

selected supervisors do affect the student's ability for self-criticism.

In interviews with ten of the student-teachers of geography and one inspector, it appeared that self-criticism or self-evaluation is not used in the evaluation process. Student-teachers of geography are in need of instruction in self-criticism of their own teaching and the responsible categories need to discover how they can cultivate self-criticism in their students. Techniques such as micro-teaching or interaction analysis systems which may have proved useful in cultivating self-criticism, are not available in Egypt due to lack of experience, large numbers of student-teachers and the high pupil/teacher ratio in the classrooms. However, expensive technology may not prove necessary as other methods such as peer analysis, videotape and the student's own perceptions can also be effective.

Table 4B

The Kruskal Wallis Test

One Way Analysis Of Variance

Responses Of All Subjects With The Responsible Staff  
Merged Into One File (Common Section)

Statement In Its Correct Order	Chi Square	Significance
9. The teaching practice programme develops an ability to analyse the teaching/learning processes	14.55	* 0.006
16. Teaching practice develops ability of self-criticism	8.15	0.08
* Significant ( $p < .01$ )		

There is a significant difference between the groups with regard to developing the ability to analyse teaching/learning processes  $p < .01$  (Table 4B). These differences, as they appeared on Table , are due to the responsible staff who often found the student-teacher of geography unable to analyse his own teaching. The table also shows that there are no differences of opinion ( $p > .05$ ) with regard to developing the ability for self-criticism.

Table 4③

Mean Rank Of The Response  
Of All Subjects

Number Of The Statement	Student Teacher	R. q. Teacher	Faculty Staff	Inopctors	Admini- strator
	M E A N R A N K S				
9	114	108	59	154	100
16	114	104	75	138	119

The mean ranks of the responses for each category (Table 4③) confirm the results obtained from the Kruskal Wallis Test.

Factor Involve : The Degree To Which A Student Can Translate School  
Geography Content Into Effective Lesson Plans .

Table 50

Responses Of 220 Persons

In Code, Frequency, Mean Rank And Chi-Square

(Common Section)

Statement Number	Student Teacher			R. Q Teacher			Faculty Staff			Inspectors			School Administrators			$\chi^2$
	C	F	MR	C	F	MR	C	F	MR	C	F	MR	C	F	MR	
19	1	7		1	2		1	4		1	1		1	2		15.63
	2	2	10	2	1	16	2	0	75	2	0	109	2	1	104	
	3	9	1	3	7	7	3	6		3	9		3	17		

Key : MR : Mean Rank  
 $\chi^2$  : Chi Square

With the chi square test significant ( $p < .05$ ), Table 50 indicates significant difference between the groups. The mean ranks indicate that the difference lies with the faculty staff's responses. Six out of 10 of the faculty staff found that the teaching practice programme was effective because it gave the student-teacher an awareness of the geography syllabus in schools. However, 4 out of 10 of the faculty staff disagreed on this point. These figures seem to indicate that there is still some room for improving the benefit gained from dealing with the geography syllabus.

Table 51

Responses of Ten Faculty Staff

In Code And Frequency Specific Section

Question in Its Correct Order	Categories				
	C1	C2	C3	C4	C5
3. How satisfied are you with the organisation of the geography content in the secondary school?	F	F	F	F	F
	0	7	0	3	0

Seven out of 10 faculty staff were fairly dissatisfied with the organization of the geography content in the secondary school and 3 out of 10 were satisfied with it (Table 51).

A well-structured lesson plan was one of the three most important factors which appear to influence classroom control and discipline, this was reflected in the opinions of the 80 recently qualified teachers of geography in the discussion of Factor One.

The interviews with ten student-teachers of geography supported the views already reflected in the responses to the questionnaire, that students face difficulties in translating the geography content into lesson plans. The construction of lesson objectives that take into account individual differences and individual pupil's difficulties in learning geography was one of the many areas highlighted by this presentation of empirical data.

Factor Thirteen : The Professional Attitudes Shown By The Student-Teachers  
In The Teaching Practice School.

Table 52

Responses Of 20 School Administrators

(In Code And Frequency)

Statement In Its Correct Order	Very In-adequate		Inadequate		Well		Very Well	
	C	F	C	F	C	F	C	F
1. Student-teacher of geography shows professional attitudes in teaching practice school.	1	0	2	3	3	14	4	3
2. Student-teacher of geography punctual starting time of the lesson .	1	0	2	6	3	8	4	6
3. Student-teacher of geography uses consultation with school staff in teaching practice school .	1	0	2	4	3	10	4	6
6. Student-teacher of geography enthusiastically working in the teaching practice school.	1	0	2	7	3	8	4	5
8. Student-teacher of geography punctual of the time of practice school .								
9. Student-teacher of geography willingly shares out of class-room activities in practice school .	1	6	2	8	3	5	4	1

With regard to the professional attitudes of the student-teacher of geography in the teaching practice school, the administrators (14 out of 20) indicated that professional attitudes were displayed well and 3 out of 20 indicated that professional attitudes were displayed very well (Table 52).

Seventeen administrators felt the students showed a professional attitude during teaching practice. A total of (14 out of 20) administrators observed that students displayed punctuality in arrival for the start of lessons.

With regard to consultation with the school staff during the period of teaching practice, a total of 16 out of 20 school administrators felt that

the geography students were adequately utilizing this relationship.

The enthusiasm of students can be affected by many factors such as the student's perception of his role in teaching practice, anxiety produced by teaching practice marks, the perception of the role of the supervisor in the supervision and evaluation process (i.e. assessor or guide) and the relationship of the goals of teaching practice.

With regard to punctual attendance at the practice school, 11 out of 20 school administrators indicated that the student-teachers did not have a satisfactorily punctual attendance rate. Only 8 out of 20 found it satisfactory. Most students do not pay enough attention to the importance of punctual attendance at the school. However, other factors may affect their ability to attend punctually. Another point of interest raised by these results was that 14 out of 20 school administrators felt that student-teachers of geography did not share in any activities outside of the classroom. In the interviews with the student-teachers and in the observations of the present researcher while in the field, certain additional variables, that could have an important influence on the student-teacher emerged. They are as follows :

Schools do not have sufficient materials for teaching, there is a lack of rooms due to pupil numbers and a lack of attendance at the practice school by the supervisors. These problems are also recognized by the faculty staff and school staff.

It should prove instructive to look at the correlations that may exist between the professional attitudes and the other variables.

Table 53

Correlation Coefficient For Some Of The  
Specific Sections

Responses Of 20 Secondary School Administrators

Number of Statements	Correlation Coefficient	Significance
S1 with S2	0.5506	.004
S1 with S4	0.5981	.002
S1 with S6	0.5617	.004
S1 with S7	0.4136	.022
S1 with S8	0.5097	.006

Table 53 indicates that there is a significant correlation between professional attitudes and the following variables :

1. Punctuality in arrival for the start of lessons
2. Skill of organisation
3. The enthusiasm for working in the teaching practice school
4. Utilisation of the available resources of the teaching practice school
5. Punctual attendance at the teaching practice school

The school administrators were also asked to comment on the point that the teaching practice period provides a good opportunity for the student-teacher of geography to acquire the requisite skills in making teaching materials. The majority agreed, but in interviews with two of the school administrators it was suggested that the lack of professional attitudes displayed by most of the students prevented them from acquiring these skills. Additionally, the students themselves did not train in making teaching materials during the courses of preparation and the allocation of time for teaching practice frequently means the student is busy with lectures when he could be engaged in these activities.

Factor Fourteen : The Existence Of Written Goals For Teaching Practice In  
The Faculty Of Education.

In the discussion of Factor Four it appeared that 70% of the inspectors have a clear idea concerning the goals of teaching practice and when asked to specify these goals, seven were listed. Almost half the inspectors had no clear idea of these goals. When the inspectors were asked about the existence of written goals for teaching practice provided by the faculty of education, 90% indicated that they did not receive any from the faculty. They also indicated that specific goals had never been discussed with the faculty staff. When the faculty staff were questioned about this issue they revealed that they have clear ideas concerning the goals of teaching practice and listed eight specific goals. Only a slight difference was observed between the goals specified by the inspectors and those specified by the Faculty staff.

School practice is a challenging situation for the students in which they try out their new teaching role, therefore it is essential that the school and the faculty have a well-defined body of theoretical goals which they try and hope to achieve. Written goals, acceptable by both the school and the faculty of education, appear the only way to avoid the problem of neither the student nor the supervisor fully understanding their roles.

Factor Fifteen : The Effect Of The Practical Aspects Of The Geography  
Method Programme In The Faculty .

By examining the results obtained in pupil's answers in the final examination of the secondary school in Egypt, the following important factors have been observed :

1. Questions involving sketch maps are often poorly drawn
2. Most of the answers for questions concerning maps contained information irrelevant to answering the questions
3. There was a deficiency in the pupil's skill for categorising collected information (1)

However, there are other factors affecting these phenomena that ought to be looked at. For example, do the maps used in the geography textbook follow on smoothly from the pupils' previous experience with maps or map work and, equally, can it lead on naturally to their subsequent experience with maps? Will the style of maps assist the pupil in imagining accurately the geographical location of events in the world?

It is apparent that work with geographical maps is at first rather difficult for pupils and even for the teacher. Therefore, it is essential for the teacher of geography to possess the all essential basic skills of map reading as far as possible.

With these points made, we can now turn to an examination of the information collected via the questionnaires and the interviews which are relevant to this issue.

In the discussion of Factor One, it was discovered that the geography method programme does not include school-based work or field work and certain topics which would appear relevant to its practicability have been misused. These topics include, "Local environment and teaching geography"; "Lesson preparation in geography"; "the geography textbook"; "Models of teaching units"; quantification and computing in teaching geography.

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(1) Abdelkader, M.A., Evaluating the Geography Examinations in the General Secondary School Certificate (Zagazig univ. M.Ed. Thesis, 1981)

It was also discovered that the complementarity of the relationship between educational studies and the geography method on one hand and teaching practice on the other, is far from satisfactory. This situation appears to present a picture where theory and practice have, yet again, drifted apart.

The practice atmosphere is a highly complex area and one which has been studied for many years and which still requires a great deal more research.

The interviews with the student-teachers and the recently qualified teacher lent support to the results obtained on the questionnaire for these issues. Students during teaching practice indicated that they felt that a negative relationship existed between the theory taught in the faculty of education and that which was required in practice. A spokesman put it succinctly: "The current topics taught in the geography method, in some areas, failed to support that which is required in practice in the schools." Developing the relationship between theory and practice is a crucially important goal and will always remain fundamental to the quality of student-teachers.

Two factors appear worthy of consideration. Firstly, to discover the attitudes of the interested subjects towards the introduction of a guide book for teaching practice. Secondly, to assess the attitudes of the sample to the system of student selection for the faculties of education.

Table 54

Responses of Ten Faculty Staff  
In Code And Frequency ( Specific Section )

Question In Its Correct Order	Code	Frequency
18. To what extent do you think a guide book may be useful for the student-teacher, the inspector, the administrator and the system?	2	1
	3	9

The majority of the faculty staff (9 out of 10) felt that a guide book for teaching practice would be very useful and only one out of 10 felt it would be just useful (Table 54).

Table 55

Responses Of 30 Recently Qualified Teachers  
In Code and Frequency (Specific Section)

Statement In Its Correct Order	Code	Frequency
A detailed guide book for teaching practice will be of little use to guide student-teachers in teaching .	1	32
	2	38
	3	8
	4	2

Seventy out of 80 recently qualified teachers felt that a detailed guide book for teaching practice would be useful (Table 55). There is strong agreement then from both the faculty staff and the recently qualified teachers regarding the need for a guide book to support the supervision and evaluation process.

Table 56

Responses of 220 Persons

In Code, Frequency, Mean Rank And Chi Square ( $\chi^2$ )

Statement In Its Correct Order	Student-Teacher			R.q. Teacher			Faculty Staff			Inspectors			School Administrators			$\chi^2$
	C	F	MR	C	F	MR	C	F	MR	C	F	MR	C	F	MR	
5. The selection system in the faculty of education depends on the academic criteria (pupil's marks in the final certificate)	1	32		1	31		1	3		1	2		1	5		
	2	27	120	2	36	94	2	4	105	2	3	132	2	8	118	
	3	4		3	5		3	2		3	0		3	0		
	4	22		4	5		4	1		4	5		4	7		
	5	15		5	3		5	0		5	0		5	0		
6. The selection system in the faculty of education depends on the subjective criteria only	1	10	121	1	9	93	1	0	112	1	1	109	1	1	119	
	2	13		2	18		2	2		2	2		2	3		
	3	2		3	13		3	0		3	0		3	0		
	4	45		4	28		4	5		4	5		4	12		
	5	30		5	12		5	2		5	2		5	4		
7. The selection system in the faculty of education depends on the academic and the subjective criteria together	1	6		1	1		1	0		1	0		1	0		
	2	1	100	2	1	116	2	2	116	2	0	136	2	0	117	
	3	11		3	2		3	0		3	0		3	0		
	4	31		4	26		4	1		4	2		4	8		
	5	51		5	49		5	7		5	8		5	12		
N.B. One case missing in the responses of the r.q. teachers in item No.7 * Significant $p < .05$																

A total of 59 out of 100 student-teachers did not feel that the academic criteria (pupil's marks in the final certificate) should be the basis for student selection to the faculty of education, 37 out of 100 student-teachers did, and only four were uncertain (Table 56). The recently qualified teachers were even more emphatic, with 67 out of 80 recently qualified teachers against the use of academic criteria and only 8 out of 80 for. The faculty staff reflected the same attitudes as the student teachers and the recently qualified teachers. Seven out of 10 faculty staff were against the use of academic criteria. The school administrators also agreed on this issue, 13 out of 20 against and only 7 out of 20 for. The inspectors, however, seemed equally split on this issue - 5 against and 5 for.

The mean ranks reflected these minor variations and the results obtained from the chi square test indicated that there are significant differences between the groups ( $p < .05$ ). These differences appear to lie with the responses obtained for the inspectors and the student-teachers.

The subject groups were also asked about the use of subjective criteria for student selection for the faculty of education. Seventy-five out of 100 student-teachers felt that subjective criteria only are used as a basis for student selection to the faculty of education and only 23 out of 100 did not. The recently qualified teachers differed here - 40 out of 80 felt that subjective criteria only were used and 27 out of 80 did not, with 13 uncertain. Seven out of 10 faculty staff agreed on this issue and 3 disagreed.

The same attitudes were reflected by the inspectors: 7 out of 10 agreed and 3 disagreed. Sixteen out of 20 school administrators agreed about the use of subjective criteria and 4 disagreed. The mean ranks and the chi square tests ( $p < .05$ ) reflected these differences between the groups.

These differences appear to lie with the recently qualified teachers and are primarily due to the higher proportion of subjects in these 2 groups. All the groups reflected similar attitudes concerning the importance of taking the academic and subjective criteria as a basis for student selection

to the faculties of education, eighty-two out of 100 student-teachers, 75 out of 80 recently qualified teachers, 8 out of 10 faculty staff, 10 out of 10 inspectors and 20 out of 20 school administrators. The chi square test indicated no significant differences between groups ( $p > .05$ ).

Previous studies concerning the selection system in the faculties of education indicate that the college interview, which forms one of the most frequently used subjective techniques, represents an efficient indication of future success.

The results of the present empirical work point in the same direction.

To improve the selection system for the faculties of education it is essential that the academic criteria, together with a high standard of subjective testing, embodied in improved interview techniques are both taken into consideration.

THIRD : GENERAL CONCLUSIONS

This section presents a summary of the main conclusions of the analysis. The purpose of this assessment is, hopefully, to present a picture of the present situation in teaching practice in Egypt as revealed in this case study which is both comprehensive and coherent in the light of a) the results presented b) the previous studies in the Egyptian context, relating to the process of supervision and assessment of teaching practice.

The results of the empirical data indicated that the Geography Method Programme significantly affects the efficiency of student teaching in general and of the construction lesson plans in particular. These points are borne out by the significant relationship ( $p < .05$ ) found to obtain between the capability of constructing lesson objectives and teaching itool?.

The importance of the geography method received further support from results obtained for the recently qualified teachers of geography which revealed that the three most important factors which appeared to affect classroom control and discipline were : constructing clear lesson objectives, a well structured lesson and the relationship with pupils.

The problem of classroom control and discipline can be further exacerbated by the pupils discovering, from many sources such as the class teacher or the subject inspector, that the student-teacher is in a training period and that he is liable to make mistakes and probably has little power to control them in the classroom. Moreover, some teachers wrongly regard the period of teaching practice as a waste of time. These factors combine to present the student-teacher with a welter of different attitudes which tend to exacerbate the problems he faces in his first attempts to maintain classroom control and discipline during teaching practice.

The relationship between the geography method and educational studies on the one hand and teaching practice on the other, was found to be far from ideal. This result has been confirmed by those results obtained by Michael

(1976) in his study of the objective evaluation in teaching practice (1). This lack of complementarity had a severe effect on the quality of the supervision and evaluation process and indicated that close school and faculty co-operation was essential.

Tuition concerning practice subjects and school-based work were found not to form part of the current Geography Method Programme. This was indicated by the apparent lack of practice in teaching from the geography textbook, despite the fact that it had also been indicated that defining lesson objectives and determining lesson structure had an important influence on planning for the teaching and learning process (2).

One of the main focuses in the empirical section was on the effect of the organisation of teaching practice. The results revealed the need for increasing the duration of teaching practice for the geography student-teachers in the final year of the course and that the student's inability to analyse his own previously taught lessons appeared to be due to weaknesses in preparation. However, the teaching practice programme was found to be effective in developing the student's ability to define lesson objectives. The results also revealed the inability of the student-teacher to use the available resources and teaching materials.

Two further organisational points revealed concerned student numbers and the system of allocation. It was found that the large numbers of the student-teachers in any one group in teaching practice affected the quality principally of the supervision process but also of the evaluation process. This result confirmed those obtained by Michael (1976) (3). The system of allocating student-teachers to the practice schools was also found unacceptable and, therefore, in need of revision.

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(1) Michael, N.H., *The Objective Evaluation In Teaching Practice*

(2) Gagné, R. M., *The Conditions of Learning* (New York, 1965), pp. 241-244.

(3) Michael, N.H.

From the data it became increasingly obvious that the nature of the supervision process was beset by many problems. It was revealed that the majority of the inspectors lacked any clear plan for supervision and as a result many of them could not provide a response to the relevant item in the questionnaire. It was also made apparent that neither the faculty of education nor the schools were interested in any such plans or even in reports concerning the students' teaching performance.

In the previous theoretical discussion the following points, highly relevant to the present discussion, were made :

1. Not all the supervisors are drawn from the faculty staff
2. The student is not prepared for situations similar to the teaching profession prior to having to practice teaching.
3. The supervisors of teaching practice are qualified in varying subjects and each of them has his own outlook concerning the teaching process and his own professional attitudes.
4. There is a lack of objective criteria and scientific method used in evaluating students which defines both the strengths and the weaknesses of their performance (Faraj, 1979) (1).

The results obtained from the data also indicated that the duration of the visits paid by the supervisor to the student-teacher was not sufficient for making adequate judgements. Additionally, roles for both the student-teacher and the supervisor in teaching practice are not, as yet, clearly defined.

A further important factor which was found to affect the supervision and evaluation process was the lack of mutually acknowledged and clearly documented goals for teaching practice. These goals have their importance in representing a clear statement of the purpose of school practice and in defining the opportunities which their experience should provide. The

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(1) Faraj, A.A., Teaching Practice And The Academic Achievement.

theoretical discussion revealed the following functions of teaching practices:

- 1) Teaching practice provides the student-teachers with the chance to improve their methods and adapt themselves with the subject to the pupils whom they are going to deal with.
- 2) It is the practical study whereby the student-teacher can understand pupil's behaviour and know the adequate means through which teaching/learning occurs.
- 3) It prepares the student-teacher to the professional life in a wide range.
- 4) It develops the ability of criticism by using self-evaluation.
- 5) It provides the student-teacher with the desirable behaviour in working with other teachers and colleagues in school.
- 6) It provides the student-teacher with the chance to be independent in lesson preparation, presentation and evaluation.
- 7) It trains the student-teacher to give his lesson in the acceptable way.
- 8) It prepares the student-teacher for the leadership role.
- 9) It improves the teaching/learning situation for the pupils and society (1).

The supervisor's perception of his role in teaching practice was also examined. The results of the questionnaire and the interviews indicated that the supervisor felt his primary role was that of an assessor. In contrast the recently qualified teachers of geography indicated that they felt the supervisor ought to <sup>stress</sup> ~~combine~~ the role of a counsellor providing guidance.

The results obtained by Wassef (1976) confirmed the responses of the recently qualified teachers regarding the need of guidance of supervision and indicated that such guidance affects the teaching practice to a great extent (2). The supervisors also appeared to have had preconceived ideas concerning the student-teachers' lack of experience. These tended, so it appeared, to dispose the supervisor to project himself into the position of the student-teacher in the teaching situation. The most important deficiency

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(1) Khirah, S., et al., Teaching Practice And The Secondary School

(2) Wassef, W.A., Evaluation of Teaching Practice

indicated in this area by the present research was the lack of any specific clearly defined roles for adequate supervision against which an analysis of the function of the involved groups could be compared. This was further borne out in the theoretical discussion where it was revealed that the supervision system in teaching practice is run by the inspectors of the local education authority who often have experience of teaching of more than 15 years and tend to base the process of supervision they use on previous experience only.

One of the principal goals of the present research was to examine the present system of student-teacher evaluation with regard to the system of evaluation used in teaching practice. The empirical data revealed that more than half of the student-teachers found that the duration of the visits made by the supervisor to the student-teacher in teaching situations was not sufficient enough for adequate judgement. Students' responses to the items (2) and (4) in Factor Two appearing in contradiction of each other. Together with the recently qualified teachers of geography, the student-teachers also indicated a highly negative response towards the current system of evaluation. These two results indicate the area of student-teacher evaluation to be a highly problematic one.

In the theoretical discussion it was revealed that the student-teacher in teaching practice is marked out of a possible 100 marks during the evaluation. The supervisor, who is often an inspector of the subject, is responsible for the award of up to 80 marks, with the remaining 20 marks being most commonly awarded by the school administrator. Due to this difference between the marks awarded by the supervisor and those awarded by the school administrator, taken together with the differences between them both in financial incentive and reward, it seems hardly surprising that the school administrators have little interest in evaluating the student-teacher during the teaching practice period.

The critical attitude held by the recently qualified teachers towards the current techniques of evaluation was revealed in the interviews where they dismissed them as being no more than a system of marks dependent to a great extent on the supervisor's point of view. The appropriate criteria for evaluation indicated by the responses of all five groups of subjects were teacher personality traits and objectives approaches. It was further indicated, in the theoretical discussion, that the present system of marks for student-teacher evaluation was not a convenient standard for teaching efficiency. It was also found that there was a significant difference between the marks of teaching practice on one side and those of the academic and educational studies on the other side (confirmed by both results obtained by either Michael 1976 or Faraj 1979).

Another factor which appeared from the results of the empirical data to influence the evaluation process, was the pupil's comments on written or oral questions which represented the most obvious form of feedback in the teaching situation. It was mentioned in the theoretical discussion that the school administrators and the inspectors share the responsibility for the evaluation of student teaching and the empirical data would appear to have confirmed this.

It would appear necessary, therefore, from the evidence, that the faculty staff, especially the lecturer of the geography method, should share in the responsibility for the supervision and evaluation process during the period of teaching practice. This is confirmed by the student-teacher's responses which appear to indicate the need for the assistance of the full range of professional skills available, from the inspectors, the school administrators and the faculty staff.

The empirical data has also revealed that sensitive and carefully selected supervisors have an important effect on the student's ability for self-criticism. It was further revealed that the student-teachers of geography received no preparation in this fundamental ability, which is essential

for a teacher to acquire as early as possible. To achieve this, given the limited resources available, methods such as peer analysis, video tape and the student's own perceptions have proved effective in this area.

A well structured lesson plan was one of the three most important factors which appeared to influence classroom control and discipline. The results of the empirical data revealed problems in that the student-teachers of geography appeared unable to translate the geography syllabus into lesson plans. The theoretical discussion also indicated that lesson preparation can act as a guarantee to the student-teacher with regard to some important aspects of the classroom situation, such as :

1. Ensuring the lesson ends at the appropriate time
2. Ensuring variability during the lesson to maintain interest

The student-teacher has to realize that lesson preparation does not imply a restriction on his activity in the class but should provide a framework to guide his successful teaching. A well structured lesson also has its significance for the supervisor as it is an indication that the student-teacher is able to prepare lessons in a professional manner which is acceptable to both the student-teacher and the supervisor. All these aspects of lesson structure are of importance to the student-teacher in gaining the pupil's respect as a guarantee for the veracity of lesson preparation with regard to the content of the subject.

Students often have difficulties in recognizing lesson content and performing a content analysis to deduce its objectives. The problem here lies in that the student-teacher has received tuition in this area only in preparation courses where they are given a theoretical treatment and, therefore, he receives no practical experience in this area in the faculty of education. These problems have received confirmation through the results of the questionnaire and interviews.

The results of the empirical data have revealed five factors which appear to be related with professional attitudes. These are as follows :

1. Skill of organisation
2. The enthusiasm for working in the teaching practice school. This factor has been indicated, under the professional adjustment factor, by Daoud (1965) as one of the personality traits needed for success to prospective teachers (1)
3. Punctuality for the start of lessons
4. Utilization of the available resources in the teaching practice school.

On the other hand, the theoretical discussion indicated that, due to the weaknesses mentioned above in the supervision and evaluation process, the actual situation results in :

1. The student-teacher not being available in the teaching practice school for the whole of the actual day
2. The student-teacher not being able to participate in school activities.
3. The student-teacher being isolated from the school teachers and the subsequent professional atmosphere.

The results of the empirical data also indicated that the school administrators felt a lack of professional attitudes displayed by most of the student-teachers. The empirical study also indicated that certain topics which deal with practical work such as in school have been misused such as environment and teaching geography, lesson preparation in geography and the correct use of the geography textbook. This forms another indication of the unsatisfactory relationship between the geography method and educational studies on one hand and teaching practice on the other. This is probably why the student-teachers and the recently qualified teachers indicated that they felt there was a need for a guide book for teaching practice.

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(1) Daoud, A.H., Personality Traits Needed For Success To Prospective Teachers in Teachers' Colleges.

Finally, the empirical data also indicated that there was a further area which was found to be in need of development - the process of student selection.

It is hoped that the above discussion presents the reader with a comprehensive picture of the current system of student-teacher supervision and evaluation in Egypt. Fundamentally it reveals the negative reaction of most of the participants in the study towards the apparent lack of complementarity between theory and practice existent in the current system of supervision and evaluation of geography student-teachers in the El Sharkia Governorate in Egypt.

It is apparent that there exists numerous problems in the supervision and evaluation of the geography student-teacher. What is more worrying is that individual student-teachers are having to pay a life long educational price for the poor quality of the supervision and evaluation process in Egypt. Such a situation strongly suggests the need for evaluative criteria which are comprehensive and specific in their aim of improving the relationship between the prospective teacher and the pupil. Consequently, the purpose of these criteria must be to encourage professional growth in the prospective teachers of geography, to assist them in improving their teaching and to help the responsible staff achieve a high standard of supervision and evaluation. These criteria are necessary because teacher evaluation is essentially a joint and continuous effort by the evaluator and the teacher designed to improve student-teacher performance and, subsequently, pupil learning. These efforts include the analysis and diagnosis of all the important areas mentioned in the above discussion, such as student-teacher personal traits, professional standards, teaching plans and material, teaching performance and pupil's perceptions.

The next appropriate step is that of the construction of a comprehensive schedule (perhaps ultimately transforming into a guide book) which can be used to offer a framework for supervision and assessment process and thereby

render it more efficient. This is undertaken after a minor survey of trends in the U.K. in the supervision and assessment of students. The system of supervision and assessment of the geography students in England and Wales may have important characteristics which ought to be taken into consideration in developing the schedule which could be used in Egypt for evaluating the performance of the geography students.

The author claims that by examining some of the issues in the supervision and assessment of student-teachers of geography in England and Wales, a wider perspective will be obtained and will assist in the construction of a more efficient framework for utilisation in the Egyptian context. As it has been indicated by Al Giar (1977), the strategy of developing the Arab educational system requires an assimilation of current trends in teacher training and preparation from elsewhere (refer chapter 3).<sup>(1)</sup>

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(1) Al Giar, S.I., The Nationality Aspect Of The Arab Teacher Preparation, p.18.

CHAPTER V

The Supervision and Assessment  
of P.G.C.E. Geography Students  
in England and Wales

I. Introduction :

This survey gathered information on present practices in the supervision and assessment of P.G.C.E.\* Geography students in England and Wales. The survey will, it is hoped, make a contribution to the task of developing an observation and assessment schedule for use in the Egyptian context.

In the early 1970's 27 Universities and 180 public sector institutions in England and Wales were engaged in initial teacher training, producing some 40,000 newly trained teachers each year. The system was planned to reach a target of some 39,000 places, with 20,000 admissions each year and an annual output of some 17,000 newly trained teachers. As it now operates, the system offers courses of two main types : three or four-year undergraduate courses leading to a teaching qualification in which higher education and teacher training are concurrent ('B.Ed Courses'), and one-year post graduate courses ('P.G.C.E. Courses') (1).

In the forty years since the McNair report in May 1944, there have been several concerted attempts to study the structure and procedure of teacher education and teacher training. A report from the Durham area training organisation (1971) concerned itself with the education and training of teachers with a particular reference to the role of school experience (2).

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\* Postgraduate Certificate of Education

- (1) Teaching Quality : Paper presented to Parliament by the Secretary of State for Education and Science and by the Secretary of State for Wales by Command of Her Majesty (London, 1983), p.13.
- (2) University of Durham Institute of Education : The Education and Training of Teachers, a Report from the Durham Area Training Organisation Submitted to the Department of Education and Science (1971), pp.5, 39.

Stones and Morris (1972) undertook an investigation of the assessment of practical teaching in colleges and University departments of education in England and Wales. They discovered weaknesses in the present system of teaching practice, particularly with respect to the diversity of the methods of assessment (1). A report based on the research project undertaken at the University of Bristol which focused on the relationship between school experience and the problems of student learning was published in 1974 (2). The C.N.A.A. (Council for National Academic Awards) funded a survey of pre-service B.Ed courses with particular regard to school experience (3). The Department of Education and Science funded a survey of in-service teacher education (1981) with a particular regard to content and organisation, the range and administration of the in-service provision, and the impact on teachers on the development of a sound multicultural society (4).

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- (1) Stones, E. and Morris, S., The Assessment of Practical Teaching in Educational Research (Bucks, 1972), pp.110-118.
  - (2) Lewis, I., Supervision and Student Learning in Relation to School Experience, a Summary Report of An Action-Research Study (Bristol Univ, 1974), pp.1-7.
  - (3) C.N.A.A : School Experience in Initial B.Ed/B.Ed Honours Degrees, validated by the Council for National Academic Awards, a Report of the Research Project, 1977-1979 (London, 1979), pp.7-13.
  - (4) Eggleston, S. et al., In-Service Teacher Education in a Multi-Racial Society, a Report of a Research Project (Keele Univ, 1981), pp.1-5, 334-359.

And finally, the Department of Education and Science recently funded a survey of P.G.C.E. Courses (1982) with regard to the structure and process of initial teacher education within Universities in England and Wales (1). None of these theoretical studies dealt centrally with problems relating to the supervision and assessment of Geography students on P.G.C.E. Courses. Therefore it was felt essential to examine present practices and problems relating to supervision and assessment of Geography students in England and Wales.

II. Aim :

The aim of the present minor survey is to examine present practices and problems in supervision and assessment of Geography student-teachers on the P.G.C.E. Course in selected Universities. This survey will, hopefully, make a contribution to the task of developing an observation and assessment schedule for use in the Egyptian context.

III. Focus of the Minor Survey :

This survey was concerned with gathering information on the supervision and assessment procedures used on the P.G.C.E. Course for Geography students in selected Universities of England and Wales because these problems are just two integrated aspects of the larger problem of reappraising the aims and procedures of school experience elements of the course. Further areas of interest such as the collection procedure, the organisation of teaching practice, the nature of the Geography Method Course and the aims of teaching practice, have also been examined in the present survey.

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(1) Patrick, H. et al., The Structure and Process of Initial Teacher Education Within Universities in England and Wales, Research Report (Leicester Univ, 1982), Introduction.

#### IV. Method and Procedure :

Having previously determined (chapter four) the importance of the questionnaire and interview techniques in the exploratory studies, it was decided to use the questionnaire technique as a basis for conducting an interview with eleven Geography Method Tutors. The questionnaire was prepared by the present researcher and revised twice. The final version of the questionnaire (see Appendix, G) covered four sections. The first section sought general information about the selection procedures; the organization of teaching practice; the nature of the Geography Method course and the aims of teaching practice. The second section focused on the supervision procedures. As the supervision of student-teachers during the training period has been debated for many years and still remains a contentious issue, questions were also asked on : the number of students being supervised; the number, timing and duration of visits made by the tutor(s) to the student; the process of communication between student and tutor and the professional skills required of a tutor(s) in his/her supervisory role. The third section was concerned with assessment and dealt with the desirable criteria to be used for assessment purposes; the current forms of assessment in use; the personnel involved in the assessment process; and the recent changes in assessment. The final open section invited general comment from tutors.

In order to allow tutors to expand upon certain aspects, an interview was prepared on a separate sheet from the questionnaire. The main aim of the interview was to discover the opinions and attitudes of the geography tutors on the assessment and supervision procedures for Geography students on the P.G.C.E. Course. The type of interview used for this survey was the semi-structured one and was conducted in Egypt.

The key points of the interview were as follows :

- Have you found any problems of involving others, especially teachers, in the selection of students to the Geography Methods Course ?
- What is the pattern of teaching practice used in your department ?
- What are the main problems of allocating students to the teaching practice schools ?
- By what criteria do you allocate students to a particular school ?
- Do these criteria conflict with the general aims of the organisation of teaching practice ?
- Do you use the same or different schools for teaching practice each year and why ?
- If you visit at a student's request, under what conditions would this occur ?
- What are the relative advantages or disadvantages of several visits for short periods as opposed to infrequent visits for longer periods ?
- Do you ever provide a demonstration lesson(s) for students ?
- How do you cope with a particularly weak student(s) on teaching practice (especially one whose written work is of a high quality) ?
- How does your role as an assessor of teaching performance conflict with your role as a sensitive supervisor of the student on teaching practice ?
- How do you try to alleviate a student's anxiety about the whole question of assessment ?
- Can you see any role for including the pupil's opinions of the student in the assessment procedure ?
- Have your criteria relating to the assessment of student-teachers changed in recent years and if so, why ?

The above questions formed the basis of the interview. The Geography Method Tutors were also asked to provide any written documentation used in the supervision and assessment of student-teachers of Geography. Twenty-seven questionnaires were issued to the Geography Method Tutors and twenty-six returned, a response of 96 per cent.

Eleven universities were visited for closer study between the period 9th February - 26th March 1984. They were selected to obtain a representative sample from England and Wales (Figure 15).

At the beginning of January 1984, twenty-six letters were sent (by the present researcher's supervisor) to the Geography Method Tutors in Universities in England and Wales. Replies from all the tutors were received indicating their willingness to complete the questionnaire and arrangements were made to interview eleven of the tutors. Two letters were sent (by the present researcher and his supervisor) to the Egyptian Education Bureau in London, asking for the provision of facilities and financial support for the survey. By the end of January 1984, eleven Geography Method Tutors had been contacted in order to arrange dates and times for collecting the completed questionnaire, and for conducting the interviews. The average time devoted to each interview was between 1 - 2 hours.

#### VI. Results :

The presentation of results obtained in the survey of selected Universities of England and Wales via the application of questionnaire and interview techniques, will be offered in three major sections :

- (1) general;
- (2) results concerning the current supervision system;
- (3) results relating to the assessment of practical teaching.



The location of the selected Universities visited in ENGLAND and WALES.

figure 15

General :

Courses for the training of secondary school Geography Teachers have been available for many years. The University of Cambridge was the first University in England and Wales (1879) to initiate a course for the training of secondary school Geography Teachers. More than one Education Act made training a requirement for teachers in secondary schools and this resulted in expansion of the numbers of Education Departments in Universities. Moreover, the rapid growth of the statutory system of secondary education compelled the Board of Education to take action on the training of teachers for secondary schools. These changes of attitude towards the training of teachers for secondary schools have been paralleled by changes in the curriculum.

Some consideration, in England and Wales, was given to specific techniques of teaching a discipline like geography. A further point is that the university sector tends to concentrate on training teachers for secondary schools. Data collected on this issue indicated that the University College of Cardiff is the newest institution to establish a Geography Method Course.

Table 57

Methods of Selecting Geography Students for the P.G.C.E Course.

- when you select students for the Geography Method Course do you interview		
	No. of Responses	Percentage
1. Alone	9	34.6
2. With colleagues	1	3.8
3. With teachers	8	30.8
4. Admit without interview	1	3.8
5. Other procedures	-	-
6. Tutors use more than two of the five mentioned methods	7	27
	26	100

With reference to the methods of selecting students, approximately one third of the tutors interview candidates alone (34.6%). Nearly one third of the tutors interviewed with teachers (30.8%) and 27% used more than two of the methods of interviewing (Table 57). Only one tutor interviewed with colleagues and only one tutor admitted students, exceptionally without interview. Nothing was reported which indicated any other method in this case. The interviews revealed that some tutors, based on their own experience, value having teachers assisting in the selection of students because they have their own experience of working in school. It is valuable hearing the viewpoint of someone who has full knowledge of dealing with children and the realities faced in school, tutors themselves being somewhat detached from the classroom. One of the tutors reported that he sometimes used individual teachers to give a number of Method tutorials. One tutor, however, did not share the opinion that it could be beneficial to involve teachers in the selection of students, although no additional comments were offered. He acknowledged, however, that in the department they had started recently to use teachers in the selection of students. In practice, there is a tendency for most of the institutions to include teachers in the selection procedure, particularly if there is an arrangement operating that frees the teacher from some of his commitments at school to work with the tutor. These differences of opinion regarding the involvement of teachers in the selection of students to the course, are similar to those results obtained by Peterson (1975) when he explored the role and the function of ideology in the training of student-teachers.

He found that the co-operating teachers and college supervisors differ from each other in their attitudes towards good teaching, authority and classroom incidents (1).

Indeed, consideration should be given to the different perspectives represented by co-operating teachers and college supervisors. College supervisors need the co-operation of school personnel, if they are to perform a productive role in the selection process and the training of student-teachers. The co-operating teachers need to be aware of the fact that they themselves are familiar with the most recent thinking concerning teaching. Teachers possess an intimate knowledge of the school and of the pupils; the college supervisor provides an increased understanding of the student and of the responsibility of student teaching. Both parties i.e. school teachers and college tutors, can benefit if they work together. Rudden (1975) summarises the situation succinctly :

'Those who spend their lives with children of all ages, with new teachers and experienced teachers surely must have something to contribute towards the selection of those to be admitted to the profession' (2)

The questionnaire indicated that 13-14 was the average number of students selected to the Geography Method Course. Seven institutions out of twenty-six allocated more than 14 students to the Geography Method Course and one other allocated less than 10 students.

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(1) Peterson, G.L., *Belief : Judgement and Action in the Student Teaching Triad.*

(2) Rudden, J., *The School and the Student Teachers* in Heath J.E. et al *The School and the Student Teachers* (Derby, 1975), p.10.

With regard to the person with final responsibility for the selection of students for the Geography Method Course, most of the tutors (23 out of 26) indicated that the tutor in charge of the P.G.C.E. Method Course in Geography has this role. Only three tutors indicated someone else, besides the Method Tutor, usually the Admissions Tutor or Head of the Department were involved in this process. The interview is still the most common and effective technique used in Universities for student selection. The main purpose is to find out information from the student, from which the interviewer can predict how well a student would do in teaching. Halliwell (1965) in his study of methods of student selection for teacher training colleges, found that the interview is the most practical and efficient means of student success in teaching as a career (1). Entry to a training course should continue to rely, in part, on success at interview and should not depend totally on academic qualifications, letters of application and professional references. Interview may be unreliable as a self-standing instrument of selection, but it provides valuable evidence of important oral skills as well as giving candidates themselves otherwise unavailable information about the requirements of courses. Therefore, the crucial point is how the interview as an appropriate instrument for selection can be improved. One of the recommendations of the consultative document "Teaching Quality" suggested that students entering a course of initial teacher training should be expected to meet general criteria appropriate for entry into the teaching profession as a whole, and particular criteria specific to

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(1) Halliwell, K.

the courses for which they are candidates (1).

There are cases where practising teachers do serve on selection panels for teacher training colleges, but they are rare indeed. In Manchester Polytechnic as well as in Sheffield City Polytechnic, the D.E.S. had some kind of responsibility for allocating Geography students to the Geography Method Course, but tutors in both institutions did not provide any information concerning the circumstances in which this happens.

With regard to the suggested criteria for selecting Geography students to the course, most of the tutors (25 out of 26) accepted the criteria indicated and enlarged upon them :

1. Evidence of ability to relate academic/intellectual strengths acquired as an undergraduate to the practical world of the classroom, with good honours degree as a minimum.
2. Some competence in a particular direction deemed valuable for the students' own experience and for a society which is technological and multi-cultural in character.
3. Personal qualities such as commitment to teaching young people, enthusiasm, energy, self esteem and self confidence.  
These qualities ought to assist the student to contribute to a process of professional enhancement.
4. Evidence of an open and flexible mind which recognises the relationship between the subject of Geography and other subjects in the school curriculum such as sports, music, and mathematics.

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(1) Teaching Quality : Paper presented to Parliament by the Secretary of State for Education and Science and by the Secretary of State for Wales by command of Her Majesty, p.32.

Some tutors also mentioned other criteria such as awareness of children's needs, motivation to work with young people and to teach positive attitudes towards working with groups and individuals; abilities in other areas such as sport, music and having a good voice and speech qualities. These subsidiary criteria could be subsumed under the personal qualities criterion.

Table 58

Allocation of Time Spent  
on Supervising Teaching Practice

Allocated Time	No. of Responses	Percentage %
9-10 weeks	7	26.9
11-12 weeks	11	42.3
13-14 weeks	7	26.9
15+ weeks	1	3.8
Total	26	100

Tutors spent a maximum of 15-18 weeks supervising teaching practice. A high percentage of the tutors, (42.3%), tended to allow 11-12 weeks for supervising teaching practice. It was clear from the tutors' comments during interviews that there are a variety of patterns of teaching practice. Some departments having two separate blocks of teaching practice, while others have one whole block. The system of prolonged practice is possibly related to the opinion expressed by some tutors that teaching practice should present the student with a realistic sense of what it is like to work in schools. In general, the system consisted of the following consecutive stages : school experience, observation and co-operative teaching, where students work as a team with the help of the Geography Method Tutor.

Through these activities they become familiar with the school atmosphere and environment and therefore begin to assume the independence required for responsible teaching.

Documents provided by some of the tutors revealed the advantages of two periods of teaching practice and the involvement of associate tutors. Firstly, practice would be gained in different school environments with one practice under the guidance of the University tutor and the other under the guidance of the associate tutor from the school. Secondly, the associate tutor would therefore have responsibility for the student's work in the teaching practice school, and therefore also academic, pastoral and assessment aspects to the role. The associate tutor is normally an experienced teacher who, because of the day-to-day contact between the University tutor and the student, can act as adviser and guide to the student about the teaching practice as a whole. Finally, any student who appears to be in danger of failing in practical teaching during the first period, will be so informed in writing whilst there is still time to improve. However, the one period or one block teaching practice, perhaps, would not allow students to be aware of various activities and different kinds of school environment and to see a wide range of pupils' abilities.

Schools vary considerably and the type of school to which the students might be attached will usually be discussed with them in advance so that their wishes can be taken into account. Stephens (1979) indicates that it is clear that a sound disposition is difficult for students to sustain if (for whatever reason) they are unhappy in the schools to which they are allocated (1). The results of the

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(1) Stephens J.E., Teaching Practice Allocation by Computer, British Journal of Teacher Education (London, 1979), p.83.

questionnaire regarding the allocation of students to school practice revealed that half of the sample of Geography Tutors indicated that they themselves have final responsibility for allocation. Nine out of twenty-six tutors indicated that there is someone else who, in association with the Geography Tutor, is responsible for allocating students to school practice. There were four institutions found to have a responsible person assigned to the task. Furthermore, the interview revealed many interesting attitudes and opinions concerning the allocation of students, its problems and what criteria should be used. More than one tutor indicated that the main problem is that there are several institutions involved in teacher training creating large demand for teaching practice places. Moreover, other tutors found that the geographical location of schools may represent a problem influencing the supervision procedures. Therefore issues such as the allocation of students to school practice seems to be context-based - influenced by particular circumstances. Patrick et al (1982) discussed that a department known to consult its students on choice of teaching practice school, produced the fewest problems in this respect. They also found that the department that had most problems in placing its students was also one of the two departments that produced the highest proportion of students claiming some or major problems with teaching practice supervision, assessment, school staff and pupils in teaching practice schools (1).

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(1) Patrick H. et al., The Structure and Processes of Initial Teacher Education within Universities in England and Wales, A Research Report, p.134.

One tutor introduced a new factor which may diminish the effect of allocation of students as a problem. This was the decline in student numbers. All of the Geography Tutors indicated the following criteria to be the most important for allocating students to school practice :

1. The placement in a school with a good and supportive department.
2. The consideration of a student's wishes by asking about the kind of schools they would like to teach in.
3. The academic level of the pupils at a particular school. Some students are not placed in a school which have difficult classes and low level of pupil achievement.
4. The need to minimise travelling time in visiting schools. This factor may affect the student teaching performance as well as the University tutor not having enough time to visit students. It would make it more difficult for the student-teacher to communicate with school staff.

In allocating students to schools, a balance has to be reached between a) the quality of the school, b) the needs of the student, c) the needs of the tutor, d) concerns of the teaching practice organiser.

Some aims of teaching practice, formulated from previous studies, were presented to the Geography Tutors. They were asked to respond to these aims and to specify any other aims which they considered important. The results of the questionnaire revealed that all tutors agreed on the four suggested aims:

1. To provide an opportunity for promoting a student's personal development.
2. To provide an opportunity for a student to become familiar with school curriculum and resources.
3. To provide an opportunity for a student to develop the skills of lesson planning.
4. To provide an opportunity for a student to try out a variety of teaching methods.

Fourteen tutors out of twenty-six suggested further aims :

5. To provide the means whereby the student may acquire classroom management skills.
6. to enable the student to understand the working of a school.
7. To provide an opportunity of working closely with others in a professional way.
8. To provide an opportunity for a student to gain confidence in himself and his ability to handle children.
9. To provide an opportunity for the students to increase their self awareness.

Some of these aims (aims nos. 2, 4, 5, 6, 7, 8) have been confirmed by Cope (1971) (1). Student-teachers should be aware of the aims of teaching practice because it could influence the degree of success which they achieve. These teaching practice aims may be collapsed into three main factors : a) Knowledge of the subject as it relates to the school curriculum, b) Professional skills, c) Personality characteristics.

The importance of knowledge of the subject as it relates to the school curriculum and all other parts of the course, both theoretical and practical, are integrated during teaching practice. This knowledge is supposed to encourage the student-teacher to become committed to the broad values of teaching as a profession as well as to a specific role within society. A classroom should always be organised around a set of core activities in which the student-teacher or even the in-service teacher assigns tasks to pupils and then assesses and compares the quality of the work.

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(1) Cope, E., School Experience in Teacher Education, A Report Work, pp.24-26.

The use of the subject, perhaps, is more than teaching skills and imparting information. It is a vehicle for acquiring learning skills. Clegg (1969) using Taba's cognitive process model (\*) combined the process of learning with absolute geographical information into a number of pedagogical principles. He used the results of a field study of land use and reached the four pedagogical sequences : to identify, to analyse, to develop and to predict (1). A further point of interest in addition to knowledge of the subject, is that the social context as well as human abilities may affect the way of presenting a discipline such as geography. Jay (1981) explaining the geography absorbed by the child informally outside the school, suggested that the teacher can utilise the enthusiasm which may be generated by the informal acquisition of knowledge and harness it to the geography taught in school(2)

The second important factor is professional skills. Knowledge alone does not make a teacher. Student-teachers need to have a mastery of the subject matter they teach and the professional skills needed to teach it to pupils of different ages, abilities, aptitudes and backgrounds. But they need to have those skills in and out of the classroom to achieve the effective performance of their role. In fact, the relationship between professional skills and personality characteristics is extremely obvious.

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\* Taba identified three categories of cognitive tasks: 1) concept formation, 2) interpretation of data and the making of inference and 3) the application of known principles and facts to explain new phenomena, to predict consequences or to develop hypotheses (see Verduin J.R. in Stones, E and Morris, S. Teaching Practice : Problems and Perspectives (London, 1972), Taba, H. Curriculum Development : Theory and Practice (New York, 1962)

(1) Clegg, A.A., Geography-ing or doing Geography, Journal of Geography (Hutton, 1969), pp.274-280.

(2) Jay, L.J., Geography Teaching with a Little Latitude (London, 1981), p.120.

The inspectorate pointed out in their study of ten good schools that the initial qualifications of teachers are not necessarily prime factors in a school's success. They also found, among results of another study, that the personal qualities of the teachers were in many cases the decisive factor in their effectiveness (1).

A further area of interest examined is the extent to which the content and structure of the course is devised to meet the needs of the teaching practice period. The results of the questionnaire revealed the following attitudes : Firstly, the Geography Method Course is designed to equip students to achieve some success on their first teaching practice. Evidence from chapter four in the present research revealed the importance of linking the topics of the Geography Method Course to the teaching practice element. The results obtained in this area are significant. Most of the tutors (24 out of 26) reported that they devised their courses to meet the aims of teaching practice. Generally speaking, it was found that there are two ways to achieve such integration. Firstly, a school based component which includes visits to schools, lesson observations and school activities. Therefore, the student-teacher will be involved in systematic and structural observation of experienced teachers, so that he can isolate and examine various specific aspects of his teaching skills. The first object of these visits made by the student-teacher to the school is to provide him with the opportunity of collecting information and materials necessary for him to prepare adequately for the start of his practice.

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(1) Teaching Quality : Paper presented to Parliament by the Secretary of State for Education and Science and by the Secretary of State for Wales by command of Her Majesty, p.8.

The practice is, however, a school experience and not merely concerned with teaching. Secondly, there is a department based component in which seminars and workshops cover the various aspects of geographical education such as project work, lesson planning, simulation and games in teaching geography, using micro computers, watching films and writing reports etc. The Geography Method Course is designed as a preparation for teaching practice via short assignments such as the preparation of lesson material, use of maps, statistics, outdoor activities, talks about school practices, construction of visual aids and micro-teaching.

Table 59

Topics and Activities Included  
in the Geography Method Work

Topics and Activities	Related to Teaching Practice (*)
1. Lesson materials for teaching	*
2. Practical skills using classroom equipment	*
3. Classroom management	*
4. Project work	*
5. Field studies	*
6. Topics of importance in geography teaching	
7. Geography in the secondary school curriculum	*
8. Aims, objectives and lesson planning in geography	*
9. Teaching mixed abilities groups	*
10. Simulation and games in geography	
11. Visiting teaching practice school and reporting on visits	*

Table 59  
(continued)

Topics and Activities	Related to Teaching Practice (*)
12. Methods of assessment and evaluation in geography	
13. Using the micro computer in the teaching of geography	
14. Teaching about other countries	
15. Working with maps; a workshop session	*
16. Micro teaching	*
17. Teaching physical geography	
18. Models in geography	
19. National and Local Curriculum development	
20. Current trends and approaches in teaching geography	
21. A joint geography-history field study	*
22. Learning difficulties in geography	*
23. Developing graphicacy	*
24. Humanistic geography - problems related to attitudes, values and bias	

Printed copies received from the tutors revealed that the Geography Method Course should contain a larger amount of experience in schools than students normally have. Through an increase in contact with pupils, classrooms and teachers, the students will have grown in confidence and competence in the teaching role.

The essential core of the Geography Method Course should seek to acquaint students with the wide range of classroom techniques and practices required in teaching geography. It is necessary, therefore, that a student should be given the opportunity to engage in a practical situation to assist him in understanding the complexity of teaching practice. Table 58 reveals that most of the topics and activities included in the Geography Method Course are related to the teaching practice element. It has been found from the documents provided by tutors that a particular consideration was given, through the Geography Method Course, to the skills, concepts and knowledge required by student-teachers during their period of teaching practice. This acquisition occurs through the various topics and activities of the Geography Method Course over the year. Much of the Geography Method Course equips the Geography student to demonstrate a minimum level of proficiency in practical teaching, and an intellectual command of those theoretical considerations of the course upon which he considers his future development as a teacher to rest. It is not only the Geography Method Course, but the entire P.G.C.E. Course that impresses upon the students an awareness and acceptance of professional standards in schools. Thus practical experience of schools and teaching would appear to be provided throughout the course. These findings have been confirmed by Patrick et al (1982) when they indicated that most method tutors who were interviewed stressed the practical nature of their courses. Most method tutors sent their students into schools for at least part of their method time, and a few organised micro teaching or simulation sessions in the department as the next best thing (1).

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(1) Patrick et al., p.192.

The Supervision of Teaching Practice

Table 60

The Actual and the Optimum  
Number of Students per Tutor to  
Supervise

No. of Tutors Responses	Actual Number	No. of Tutors Responses	Optimum Number	Missing Data
5	8	2	6	1
9	8-10	16	6-8	
5	11-12	4	9-11	
2	13-14	2	12-14	
4	14+	1	14+	

Table 59 shows the actual number and the optimum number of students for supervision per tutor during the period of teaching practice. A large number of tutors (9 out of 25) are supervising between 8-10 students. There are some supervisors supervising fewer than 8 students, and other tutors supervising between 11-12 students. Sixteen out of twenty-five tutors found that the optimum number of students for supervision per tutor ought to be 6 to 8. Additional information given by some tutors indicated that at certain institutions there are other factors affecting this issue : Firstly, the system of the associate tutor. This system was in accordance with the recommendation of the James Report that teachers in schools should be explicitly recognised as partners in the conduct of teaching practice.

Documents provided by some tutors revealed that the associate tutor designation was unimportant in terms of status, it merely defined a role within a system of teaching practice. The benefits of using an associate tutor system are varied. They help student-teachers to become competent practitioners. They also collaborate with the tutor

during visits and discuss all manner of issues relating to their common interests in the subject specialism, and seek information from tutors about resources and people active in the subject. The University tutor has the power to specify the number of teachers needed to work in association with the University method tutor. The associate tutor is paid a fixed fee decided by the School Relationship Committee. The documents provided by some tutors revealed a further point of interest. It was considered important to make more explicit the purposes and hence timing of the tutor role as a moderator rather than supervisor of teaching practice. The associate tutor was mainly an idea of the late 1960s, based on moves to a more school-based supervision and assessment which may be a means of achieving greater reality. There are two principles underlying the system of the associate tutor : Firstly, the concept of partnership based on the fact that most of student-teachers' training in the classroom brings them into touch with the teacher who is, therefore, in a better position to take responsibility than any college-based supervisor. Secondly, the experienced teachers skillfully could predict the behaviour of the student teaching, because of their sharp insight into classroom life. The system of either the associate tutor or the teacher as some institutions call them, depends on the experienced teacher - usually a Head of Department - being always in close contact with the student, so that he is able to assess the teaching practice on a continuous basis in conjunction with other University staff. These findings have been confirmed by Yates (1981, 82). He found that school supervisors were of greater help to the student-teachers than college supervisors (refer chapter two) (1).

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(1) - Yates, J.W., *Student Teaching : Results of a Recent Survey*, pp.212-215

- Yates, J.W., in Journal of Teacher Education, pp.44-46.

To conclude, the number of students may to some extent affect the amount of help and guidance the student can expect from his supervisor. In the long run, it may affect the quality of assessment. It would appear that the optimum the individual tutor can supervise is 6 to 8 students.

A further important factor affecting the supervision process was the additional staff involved in the supervision of the Geography students on teaching practice. Results obtained on this matter indicated that the majority of the tutors (20 out of 26) involved others in the supervision procedure, and only a minority (6 out of 26) of tutors did not. This indicates that supervision is usually a co-operative exercise. Additional information, given by six of the tutors, indicated that the University tutors require a long-standing relationship with the school teachers who accept shared responsibility for supervision of teaching practice. Poppleton (1968) indicated that a conflict of opinions and views between the University staff and school staff might affect the predictive value of assessment and limit its value (1). Teachers may feel that they have only a partial responsibility for the student-teachers during the period of teaching practice, and also feel that they are not adequately consulted by the University supervisor. Previous results show how important the involvement of teachers is in the selection, supervision and assessment of teaching practice but in accordance with a system either for them or for the University tutor(s) which clearly defines their roles and responsibilities.

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(1) Poppleton, P.K., The Assessment of Teaching Practice : What criteria do we use?

Table 61

Staff Involved in the Supervision of Students

Person(s) Supervising	No. of Responses	Percentage	Missing Data
Tutor alone	6	24	1
Co-tutor from school	10	40	
Colleague from the department	5	20	
Tutor from school plus colleague from the department	4	17	

Table 61 indicates that 10 out of 25 tutors involved a co-tutor from the school in the supervision process. The staff involved sometimes included both the co-tutor from the school and one colleague from the department (17%). One quarter (24%) of the tutors reported that they do not involve others in the supervision of students, and one fifth of the tutors involved a colleague from the department. The general procedure, then, seems to be one where supervision is based on the field work of two or three staff. It would appear desirable to have more than one individual involved in the supervision process, especially if those individuals share opinions regarding visits made by the supervisor(s) to the student-teacher, advisory function of assessment, and developing students' confidence and competence in teaching. These results have been confirmed by Yates (1982) in that institutions are interested in having the co-tutor from the school involved in supervision and where this occurs, the co-operating teacher was able to give more time for observation and discussion than the University tutor.

The majority of students in this study (71%) agreed that the time spent by the co-operating teacher was sufficient for judging their work (1).

Table 62

Number of Actual Visits  
made to Each Student During  
the Entire Teaching Practice Period

No. of Visits	Responses	Percentage
Less than 4 visits	5	19.2
4 visits	5	19.2
5 visits	7	27
More than 5 visits	9	34.6

Table 62 indicates that over one third (34.6%) of the tutors visit students more than 5 times during the entire teaching practice period. Less than 20% visit less than 4 times. The study of Patrick et al (1982) indicated that almost 80% of the students were visited between 1 and 6 times, with the mean figure being almost 5 (2). Table 61 reveals also important differences between tutors regarding the actual visits made to students during the entire period of teaching practice. It is possible that those staff who visited their students more were those where the supervision procedure involved teacher tutors in the system.

(1) Yates, J.W., p.213.

(2) Patrick, H. et al., p.58.

Results of the questionnaire indicated that one half of the tutors spent between 1 to 2 hours with students in a single visit. For the remaining 50%, 34.6% spent more than two hours, and 15.4% of the tutors spent less than one hour. These results dispute, in part, Cope's study (1971) when she indicates that from a discussion with student-teachers, supervisors visit teaching practice schools once a week and stay in the room only about quarter of an hour (1). This discrepancy is probably due to the fact that student-teachers' views are fairly fluid with regard to professional concerns and issues which may result in their taking a stand incompatible with that taken by the responsible staff. Peterson (1975) sustained the justification mentioned above that student-teachers differ from the experienced staff particularly with regard to practical and professional issues (2). A further point is that this discrepancy may occur because of the different time of period for both Cope's study and the present study. In addition, the expansion of a system of involving teachers in the supervision and assessment of teaching practice is bound to increase the number, timing and duration of visits to the students. In the interview with eleven of the tutors, the following attitudes were revealed: short period visits were valued as means of seeing the students in sequence during the whole term. One can also learn more from short but more frequent visits. Several visits allow a tutor to monitor a student's performance much better and to see a range of classes. Only two tutors dissented from this view. One of the tutors reported that infrequent visits for longer periods may give the students the opportunity to practice teaching and recognise different aspects of the school environment without the anxieties of being observed and assessed.

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(1) Cope, E., School Experience in Teacher Education, a Report Work, pp.15-18.

(2) Peterson, G.L.

However, one tutor was straightforward in his comment reporting that the advantage of the short and more frequent visit is that the tutors can then discuss with the student their performance when they arrive back at college, so that their teaching skills will be improved for the next intensive period of teaching practice. Short and more frequent visits are easier to make changes than the long and infrequent visits, if those changes seem desirable. Such flexibility could not be achieved using long and infrequent visits.

To conclude, there is a great deal of emphasis on the short and more frequent visits, but under certain conditions. Firstly, the supervisor must inform his students early about the advantages of this pattern of organisation - some students could be disrupted or disturbed by the supervisor's frequent visits. It is worth defining these conditions early and informing the student of the aims of the teaching practice period so he can understand the responsibility of teaching and that short and more frequent visits do not mean anxieties necessitating frequent observations of his teaching.

The results from the questionnaire indicated that over one half (65.4%) of the tutors did inform students of their intention to make a visit. Just over one third (34.6%) of the tutors did not. Almost half of the sample reported that they inform students, but only under certain circumstances such as the students requesting a visit, or if the co-operating teacher asked for one particularly early on in teaching practice. Some of those tutors who responded "No" indicated that they found this administratively impossible. These results indicated by the majority of tutors have been confirmed by Monroe (1950) and DocotEAU (1965) when both suggested that the supervisor ought to inform his students of his long-term supervision plan, as well as his short-term one. This information provided by the supervisor to the

student might strengthen the relationship and establish a co-operative atmosphere between tutors and students during the entire period of teaching practice (1). The interviews with the eleven tutors confirmed these results. Some of the tutors indicated that quite often they do visit at a student's request, particularly under the two following conditions: firstly, if the student has a particular problem with a class. Secondly, if the student is doing very well, and would like his tutor to witness his performance.

One tutor commented by saying :

"If I have done the preparation correctly, then the critical constructive evaluative role will be seen as being constructive and supportive rather than negative. When I visit at a student's request I will break the parallel between my role as an assessor and that of guide."

The significance of the above comment is that through a department based component, which indicated in the general section of the present survey, the method tutor can cultivate some important principles such as the concept of partnership between tutor(s) and student-teachers. Topics and activities included in the Geography Method work are of great importance as it appears to play an active part in the preparation of students to the period of teaching practice and teaching as a profession. By making some important issues such as supervision and assessment explicit to the student-teachers, the evaluative role will be seen as being feedback and constructive rather than being a source of anxiety.

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(1) - Monroe, W.S., Encyclopedia of Educational Research, pp.1372-1373 .

- Docoteau, O.G., Analysis of the perceptions of Supervising Teachers Regarding the Duties they Perform in connection with the Student-teaching Programme in Select Colleges and Universities in Louisiana.

With regard to the methods of discussing ideas for teaching with students, it was revealed from the results of the questionnaire that the majority of the tutors (65.4%) discussed the lesson with their students before and after it was taught, and 34.6% of the tutors discussed the lesson only after it was taught. None of the tutors discussed the lesson only before it was taught. The interview with the tutors revealed that after the lesson some of them discuss the content, the organization, the work of pupils, aspects of class management and classroom management and control. Others reported that they discussed aspects which relate to the criteria they use for assessment. One tutor reported that the real test of the lesson is asking the student how he felt the lesson had gone and to talk to one or two of the pupils and ask them what this lesson was about, to see whether the pupils would say the same as the student. This may sound simplistic, but the key point of this matter is to enquire about the central theme of the lesson.

These results also revealed the mechanisms employed by the supervisor(s) to convey information to students. This appears to be confirmed by those results obtained by Patrick et al (1982). They found that the great majority of students were given information about their progress on teaching practice immediately after their lessons were observed through discussion. They also found that a written comment was the second most important method of communication (1). These differences of opinion among tutors regarding the methods of communicating criteria and ideas of teaching, may have arisen because not all of them use formal written criteria for assessment.

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(1) Patrick, H. et al., pp.60-61 .

The problems of formulating a satisfactory basis for a supervisory programme are highly complex. Tutors are observing an activity and not a situation. The supervision process itself is constantly changing and not routine repetition. Supervision is an activity and process of unusual complexity and this is, perhaps, why tutors differ among themselves concerning the amount and nature of assistance the student may need during the presentation of a lesson. Argyle (1978) indicated that results obtained from research carried out in a variety of American Industries, in British Electrical Engineering Factories, in Japanese Industry and in the Armed Forces revealed the following features :

1) It is essential that the supervisor should supervise planning and scheduling of the work to be done; instructing and training subordinates in how to do their work; checking and correcting the work that has been done; providing feedback and motivating subordinates. 2) Democratic rather than autocratic supervision is usually more effective. 3) Supervisors are more effective when they look after the needs and interests of the students (1).

Therefore a well defined and clear plan for supervision is needed to estimate the amount of help the student needs to be provided. Indeed it is not only a plan for supervision which seems a difficult one. The results of the questionnaire indicated that there are some areas that appear to be problematic in the supervision process. These problem areas were in order of priority as follows :

1. Having insufficient time for supervising students.
2. A lack of complete evidence of clear criteria for assessment.
3. The location of the teaching practice school.

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(1) Argyle, M., The Psychology of Interpersonal Behaviour (Middlesex, 1978, 1983), p.249 .

This appeared, to some degree, when the methods of communicating criteria and ideas of teaching were previously examined. One tutor indicated that a crucial problem was to give constructive criticism without damaging the confidence of the student. Supervision should thus aim to contribute to the student's performance in his teaching both directly through visits made by the supervisor to a student classroom or through the immediate discussion after the lesson, and indirectly by giving the student the opportunity to provide his own perceptions in addition to written comments regarding student performance and competence which should enhance the professional skills of the student. These functions performed by either the supervisor or the student-teacher regarding his teaching requires a dynamic interaction among the personnel within it, converging upon explicit and mutually agreed aims and objections. A school supervisor can play an active part regarding the matter of constructive criticism and student confidence. He may communicate with members of the student's academic department regarding his teaching potential and give suggestions for achieving a meaningful experience for the student-teacher. If the supervising teacher or the university tutor could convince the student-teacher from the start of teaching practice that their main roles are as guides, confident and trouble shooters, then the student-teacher may view the supervisor's criticism differently. This is not an easy task, however, and it might be helpful to suggest that the supervisors attempt to establish a better rapport with students before lesson observations are made.

A question concerning any recent changes in supervision was included in this section. The returns on this question yielded no specific information. Supervision is not supported, at least in England and Wales, to my knowledge upon a clear and well defined theoretical framework. Eight out of twenty-six tutors indicated various opinions

and attitudes concerning recent changes in supervision. Four tutors used a school based supervision system where the teacher tutor working closely with the University tutor supervising and assessing student-teaching during the period of teaching practice. Three tutors indicated that they allocated their students in pairs using a competency model approach. Eighteen out of twenty-six tutors indicated no information concerning recent change in the supervision process. To elaborate, the competency model approach seems similar to that mentioned in Glassberg and Sprinthall's study (1980) under the name 'Peer supervision'. The peer supervision approach is concerned with a sequence of role-taking experiences designed to assist student-teachers to observe and analyse their own teaching and to supervise each other. The first trends of this approach started (Practically and theoretically) in the U.S.A. during the 1960s. These trends have some kind of link with the 'cognitive-developmental construct'. The developmental theory, which such an approach depends on, requires a relatively high ego development stage (1). Previous studies on the topic provided many approaches to supervision such as the clinical one; the ego counselling approach; group supervision approach; the practical model for supervision; and the situational teaching model (2). An examination of these different approaches and models for supervision and their relevance to the present study will be discussed in the next chapter. But the important link which may link all these previously mentioned approaches is the emphasis on the role of the school tutor as well as the importance of the student-teacher in the analysis and criticism of his own teaching, while the supervisor(s) becomes more of a facilitator, providing strong personal encouragement, responding to the student's feelings of worry and anxiety, and reinforcing his growth through weekly comments and discussion.

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- (1) Glassberg, S. and Sprinthall, N.A., Student Teaching : A Developmental Approach, Journal of Teacher Education (Washington, 1980), pp.31,35 .
  - (2) Cohn, M., A New Supervision Model for Linking Theory to Practice, pp.26, 27.

In a recent paper by Hall (1983) it was indicated that there is now a contingent of researchers, theorists, and practitioners all emphasising the staff development function of supervision, with the supervision being carried out by peers. This perspective emphasises the collegial aspects of supervision (1). This approach to supervision (whatever name it may be known by), which emphasises the role of the school tutor and student self-assessment or self criticism, may develop competencies not only in supervision, but also in assessment if it is postulated that both are interdependent variables, in that one usually cannot achieve maximum effectiveness without the other. To conclude, five variables appear to affect the supervision process. Firstly, clear and well defined aims for teaching practice. Secondly, defined roles and functions for the school tutor, defined roles and functions for the University tutor, and a defined and clear understanding by the student of his duties and roles. Thirdly, the performing of certain supervision functions. Fourthly, the teaching situation as a focus for observations and actions. Finally, the assessment of teaching performance as it appears a continuous process of feedback and decisions to be made for the improvement of student teaching performance. In fact these five variables are interacting in a special way, and the organisational pattern of these variables may lead to a degree of improvement or it may not.

The success of a supervision system is the totality of significant and relevant information available to the supervisor(s): the students' performance and events in the world in which they work (school). The world of teaching-learning is indeed a complex one, and is better approached cautiously rather than confidently.

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(1) Hall, G.E., Clinical Supervision in Teacher Education as a Research Topic, Journal of Teacher Education (Washington, 1983), p.56 .

Each student-teacher is in a world of his own as is each supervisor. Each class is a constellation of worlds and therefore the student-teaching performance is related to his intellectual abilities, his store of experience gained from the preparation courses, his awareness of purpose of the teaching practice period, his attitudes to teaching, his interactions with the supervisor to make a success of the period of teaching practice, its supervision and assessment, as well as many other factors. Each of these mentioned factors interacts with the supervisor's ability to understand the source of student anxiety and how much guidance and constructive criticism are needed.

#### The Assessment of Teaching Practice

Assessment has always posed difficult problems for schools and training institutions. It involves the observation of the student-teacher in many different circumstances and the exercise of judgement which involves people who differ greatly in function, attitude and personality. Supervisors are always faced by the fact that each teaching situation is different from every other.

Tutors were asked to indicate how important they considered each of eighteen criteria that previous studies have used in the assessment process. They were also invited to send a copy of any such criteria they used. Out of the total of twenty-six tutors replying to the questionnaire, fourteen sent copies of printed criteria. Some of the twelve tutors who did not use printed or duplicated criteria sent detailed lists of criteria. Only eight out of twenty-six tutors added to the suggested list. The following list of criteria was found to be of most importance. The quality of lesson preparation; the

formulation of clear lesson objectives; the ability to communicate with the pupils; the ability to stimulate an interest in the lessons; the organisation of materials and equipment for the lesson; the relationship between student-teacher and pupils; the varied use of teaching techniques; the knowledge of the subject being taught; the enthusiasm for teaching the subject; the professional attitudes at work; the personality of the student-teacher in the classroom; the clarity of presentation; and the pupils' achievement in the lesson. However, those five criteria were found to be least important: The skills of questioning; the supervision of the pupils' work; the timing of the lesson elements; the use of audio-visual aids; and the pupils' opinion of the student-teacher.

It used to be believed that a broad understanding of the subject alone was enough for the teacher to succeed in his work, but recent views assure us that the teacher is regarded as a social engineer whose function is to harmonise and provide suitable situations to teach pupils in such a way that leads to desirable growth in the pupils.

The most important criteria, mentioned above, have been confirmed by Mhmad et al, whose criteria included the following : the clarity of lesson preparation; the integration between lesson objectives and the subject aims in its relation with the broad aims of education; the varied use of teaching techniques and its suitability to the pupils' age; the organisation of lesson materials; the organisation of lesson information on the blackboard; the personality of the teacher in the classroom; the ability of using the textbook; the accompanying written activities by pupils during the lesson; and the relevance of the acquired experiences to the pupil and the society (1).

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(1) Mhmad, I.W. et al., A Guide Book for Teaching Practice (Alexandria, N.D.), pp.38-40.

But the last mentioned pattern of criteria does not explain what is meant by each aspect or how they would be measured. Besides, it has also neglected classroom management and pupils' evaluation. However, the common features of these patterns of criteria, either the pattern mentioned in this chapter or those mentioned in the previous studies chapter, is that they are all different regarding their way of dealing with the factors involved in student-teacher evaluation. But generally speaking, patterns of criteria stress two basic aspects : personal characteristics and the mutual activity between the teacher and the pupils, or what is called class performance. These criteria appear to be non context based. However, the supervision system performed appeared from the previous section of the present chapter to be context-based.

Results of the questionnaire revealed that the majority of the tutors (76.9%) agreed among themselves about the low value of using the opinion of the pupils in the assessment of the student-teacher. The interview confirmed these results. Some tutors were not sure about obtaining any advantages from using pupils' opinion in a formal way. Others indicated that they are very dubious of this criteria. For instance, four tutors commented by saying :

'We could not take it as a reliable base. There are many things that make it difficult. Firstly, it is time consuming. Secondly, it is not visible. Thirdly, it might damage the relationship between the student-teacher and the pupils. Fourthly, there could be an objection from the school about using pupils' opinion. Finally, children may well agree amongst themselves but they might not agree with other.'

The tutors' comment indicated that there is little support for taking pupils' opinion into account in the assessment of student-teaching. Meighan (1974-75) indicated that the advantage pupils have is that they see a student-teacher on many occasions and in a variety of situations. In his study, the supervising teachers, the student-teachers themselves, the supervising tutor and pupils were all asked to give their judgement and perception in the light of a set of cue questions and other forms. He found that the most striking feature of the written perceptions of the children was the consistency amongst themselves of their judgement. His results indicated that the validity of the perceptions of children was a rather involved problem. But the validity of secondary school children's perceptions of student-teacher performance was found to be high. There was a disagreement between the judges particularly with regard to class control (1). In a more recent study by Wragg and Wood (1984) concerning pupil appraisals of teaching, they found a lack of difference between sexes and between year groups. A consistency amongst pupils' views of their teacher obtained issues which attracted strongest agreement among pupils were concerned with teaching skills and pupil/teacher relationships (2). The results of the questionnaire indicated the following further criteria suggested by tutors themselves. The relationship with the staff, discipline and classroom control, pupil involvement in the activities of the lesson and the quality of self evaluation. These further criteria and those mentioned before may be grouped into six main phases as follows :-

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- (1) Meighan, R., Children's Judgements of the Teaching Performance of Student-Teachers, Educational Review : Journal of the School of Education, University of Birmingham (Birmingham, 1974-75), pp.55-59.
  - (2) Wragg E.C. and Wood, E.K., Pupil Appraisals of Teaching in Wragg, E.C Classroom Teaching Skills (London, 1984), pp.82-83.

- A. Planning and preparation of lesson. This main criterion may contain those subsidiary criteria listed in Nos. 1, 3, 7 of the original copy of the questionnaire.
- B. Classroom performance. This major heading may contain the subsidiary criteria listed in Nos. 6, 8, 10, 14, 17, 18. Under this main heading, invited comments include discipline and classroom control and pupil involvement in the activities of the lesson.
- C. Evaluation. This major heading may contain the subsidiary criteria listed in Nos. 2, 5. Under this heading, invited comments include : quality of self evaluation.
- D. Desirable qualities in the student-teacher. This main heading could include those criteria listed in Nos. 4, 11, 12, 14.
- The interview with eleven tutors revealed that Geography students should have the following personal qualities. An interest in working outdoors; a willingness to see the general run of world events; confidence; and solid dedication.
- E. Classroom management and control.
- F. Professional commitment. This major heading may contain the criterion listed in No. 13. Under this heading, invited comments include the relationship with the staff.

These six main criteria are similar to those indicated by Stones and Morris (1972) in that both include planning and preparation of lesson; teaching performance; desirable qualities in the student-teacher; evaluation and professional characteristics. However, Stones and Morris's study mentioned the pupils' learning while the present

study indicated the classroom management and control instead (1).

An attempt was made during the interview with eleven tutors to ascertain how the criteria had been arrived at. Most of them reported that their criteria had been derived from their own experience, reading and discussion with colleagues.

A combination of several types of experience is essential. A person who combines expertise in theory with a knowledge that the realities of the classroom provides the needed ingredient for a dynamic team. This partnership of varied expertise, harnessed to the task of formulating assessment criteria in which the theory and reality comes together, is quite fruitful in producing new ideas. Taba (1962) identified four important elements for group work and experience. Firstly, they might release intelligence; another is to provide a potent dynamic to rethinking. Secondly, in discussion, one person's insight generates other insight. Thirdly, the greater the range of experience, the greater this learning, provided the members of the group are focused on a similar task. Finally, groups can also create motivation and courage to proceed (2). Discussion about some reading may change the emphasis of tutors' interest from time to time. This change of emphasis ought to affect tutors' opinions giving room for the pupils' opinions of the student-teacher.

A further interesting point is the relationship between assessment procedures and student anxiety. The documents provided by most of the tutors revealed that the final assessment takes place towards the end of teaching practice, a sample of the total range of students being more carefully monitored.

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(1) Stones, E. and Morris, S., *The Assessment of Practical Teaching*, p.14 .

(2) Taba, H., Curriculum Development: Theory and Practice, p.471 .

A written report on teaching practice is usually provided by either the University tutor or the school supervisor, or both. The final decision is not made on one lesson alone, but takes account of all relevant evidence. The interviews with eleven tutors revealed that there exists no great anxiety among students about the whole question of assessment. This anxiety could be further decreased by more visits by the tutor to the student and encouraging students to write a report about his teaching performance. The interviews revealed also that this anxiety seems to be exaggerated in certain cases. However, results obtained by Patrick et al (1982) revealed that such anxiety was restricted to the diaries kept by students themselves (1). Therefore it is necessary to state that, though the college tutors reported that there is no real anxiety about assessment, the student diaries reflected a contradiction with the tutors' opinions. The absence of clear criteria known to the student-teachers might cause this discrepancy. This result has been confirmed by Patrick et al (1982) and Cogan (1973) when they found that one of the students' assessment problems was not being made sufficiently aware of the assessment criteria being applied (2).

In the assessment section, one question asked respondents to state whether they used a rating scale in the assessment process or not. Fifteen out of twenty-six tutors indicated that they did use a rating scale, while eleven reported that they did not. Those who did not use a rating scale indicated, however, that the characteristics of each student on teaching practice and in other kinds of work, are carefully analysed and described.

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(1) Patrick, H. et al., p.142.

(2) Patrick, H. et al., p.141.  
Cogan, Morris, L., Clinical Supervision, pp.81-82.

The interview with the tutors revealed the importance of having criteria as well as room for subjective comments and views. Therefore, criteria for assessment are needed but only within a broad area of concern, and it was maintained that this would allow the tutor as well as other individuals to emphasise and to comment on their own particular areas of interest. It is not only in the field of education that this conception of using a rating scale has taken place, but also in medicine. At Newcastle University, as one instance of a medical school in England and Wales, a six point scale was found to be the most frequently used measure of assessment (outstanding; high level of achievement; good performance; satisfactory; below average; and poor performance). Not only the doctors who supervise the student in the ward are asked for reports, but also those persons working with him in the ward. After each clinical attachment, students would be given grades by their teachers. These grades ought to act as an 'early warning' method of detecting students who are in difficulty, or who are less conscientious than they should be in their work. Appropriate remedial action is designed to help the student to provide immediate feedback (1). Such trends, either in the field of Education or Medicine, indicate a general wish to improve assessment in the training programme.

Assessment ought to form an appropriate and competent part of the teaching/learning process. Therefore, there are increasing attempts to test the performance of students in professional duties, psychomotor skills, skills relating to interpersonal communication and professional attitudes, rather than simply the recall of factual knowledge.

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(1) University of Newcastle upon Tyne : Medical School, Unpublished Document on the Assessment of the Student Doctor (Newcastle, N.D.), pp.1, 2, 4.

A further area of interest which appeared to be of great importance and value, is that of self-assessment or self criticism by the student about teaching performance. Results obtained on this issue either from the field of Education or in the field of Medicine revealed interesting attitudes. A question was asked concerning the student-teachers' use of self-assessment. The majority of tutors (88.5%) indicated that they used self-assessment, but this was done informally. One tutor indicated that :

'I encourage the students two or three times each day to make a self-evaluation of the lesson a subjective evaluation. I never asked them to make a self-evaluation using any assessment form. This might be an interesting exercise.'

Another tutor said that :

'The greater the variety of people who do the evaluation, the more you would tend to get a regression towards the mean'

A working group in the field of medicine examined trends, issues and problems in relation to the assessment of health workers' professional competence and found that traditional assessment methods ignore the crucial area of performance in a student's ability to write succinct, readable and well organised case-notes (1).

Self-assessment or self-image, refers to how a person (in this situation the student-teacher) perceives himself. The important point here being that the performer - the student-teacher - will be the centre of attention for a number of people; the assessors and the student-teacher, so that there is the danger that he will receive disapproving reactions, and self-esteem may be damaged.

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(1) Wakeford, R.E., et al., The Assessment of Competence of Students in the Health Field, Report on a Working Group (Varna, Bulgaria, 1980), p.3.

Between the student-teacher and the supervisor(s), it is necessary to arrive at a working agreement concerning the unique characteristics of the teaching situation. The student-teacher are more likely to respond in the desired way if they have confidence in their supervisor(s). Argyle (1978) found that there is widespread evidence that pupils learn more if they think their teachers are good, and that patients in psychotherapy recover faster if they believe that the therapist can cure them (1). Supervisors could use student self-assessment as feedback. This feedback could provide knowledge, motivation and reinforcement (2). The guidance and feedback that could be provided by the supervisor(s) to the student-teacher might lead to the reaffirmation of the need for formative in addition to summative assessment.

Whether a binary, five point scale or even six point scale is employed, it was interesting to note that the criteria used in some of the Medical schools could be determined as similar to those used in the schools of Education. There were four similar areas of student behaviour to which assessors commonly made reference : attendance and interest; knowledge; clinical ability (including communication skills), and special comments for the subjective assessment and for the supervisor to emphasise his own views. Additional information from the Birmingham school of Medicine revealed similar attitudes to those obtained from the University of Newcastle and those by Wakeford et al (1980).

A question about the recent changes in assessment was included in this section. The results from the questionnaire indicated that 92.3% of the whole sample reported no major recent changes.

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(1) Argyle, M., The Psychology of Interpersonal Behaviour, pp199, 204.

(2) Fitte, P.M. and Posner, M.I., Human Performance (London, 1973), p.28.

A few institutions placed emphasis on providing more feedback to students and the continual systematic training of teacher tutors in the aims of student assessment on teaching practice. Recent changes in assessment are rarely to be found. The interview with eleven tutors revealed that the criteria adopted in any case are ultimately based on subjective decision. Therefore all assessment is, in the end, conducted on the basis of subjective judgements and this must be recognised. However, data about student teaching competence should be of value in a system of student assessment.

With regard to the changes in the behaviour patterns in the classroom, one tutor indicated during the interview that :

"If I look on the last seventeen years, then essentially there is a big difference in behaviour patterns in the classroom between 1967 and 1984. I must be looking at my students differently today than the way in which I looked at them in 1967. It may be the same school which I have visited but everything, the students, type of situation, expectations, and staff are different."

The above opinion has been confirmed, in part, by Graves (1978) and Schuttenberg (1983) with regard to today's teachers and those of an earlier period (1).

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(1) Graves, M.J., Changes in Attitude Towards the Training of Teachers of Geography, Geography : Journal of the Geographical Association (Sheffield, 1978), p.76 .

- Schuttenberg, E.M., Preparing the Educated Teacher for the 21st Century, Journal of Teacher Education (Washington, 1983), p.14 .

To conclude, the assessment can only be planned and administered in accordance with considerations of time, social climate, expectations and type of situation. These changes can be characterised as changes in attitudes towards decision making with a consequent decline in the acceptance of authoritative statements from teachers and supervisors.

Conclusion :

This minor survey indicates that improved communication between tutors, students and class teachers is necessary in order to clarify supervisory aims, achieve fairness in the assessment procedures and ensure congruent perceptions of the role of supervision. Self-assessment would be likely to lead to improved supervision and assessment and increase the participation of the student-teacher as well as decrease his anxiety concerning the question of assessment. Therefore, assessment in this sense and guidance will come together.

Most of the tutors were found to use a five point scale despite the current trend towards using pass/fail instead. Thus, criteria for assessing student teaching performance are needed, but within a broad area of concern and to allow other individuals to give their own emphasis and insight. Tutors indicated that there should be room for subjective comments which they viewed as important as the criteria.

Generally speaking the results of this survey revealed two major aspects. Firstly, the supervision of teaching practice is constantly changing from one environment to another and is not routine repetition. It is, therefore, context-based. Nevertheless, the idea of the associate tutor offers as much practical help as possible to the student-teacher. On this scheme, the school teachers are asked to take a real part in the training of new entrants to the profession. Secondly, the assessment appeared to be non-context based. This is because the emphasis placed on criteria appeared to be, to a great extent, similar either in the Egyptian literature, American or the English one.

This study has given the present researcher a wider perspective from which to view the problems of supervision and assessment in Egypt. This study in England and Wales clarified a number of issues such as selection procedures, the extent to which the content and structure of the course is devised to meet the needs of the teaching practice period, how the supervisor(s) convey information to students, the importance of partnership in supervision, the criteria for assessment, the value of pupils' opinion as a criterion of assessment, the methods by which criteria had been arrived at, the relationship between assessment procedures and student anxiety and the role of self-assessment, in devising both a framework for supervision relevant to the Egyptian context and an assessment schedule which is more objective than presently used in Egypt, and the insights gained from this study of supervisory and assessment practices in a number of English and Welsh University Schools of Education has been invaluable.

CHAPTER VI

A Suggested Framework for  
Supervision and a Schedule  
for Assessment

## Introduction

In the preceding chapters, a comprehensive review of the related literature has been carefully presented. The varied influences which have affected the development of teacher education, particularly in relation to teaching practice in Egypt, have been traced and assessed. An assessment of the system of teaching practice in Egypt is also illustrated through an evaluation of the current system of teaching practice in El Sharkia Governorate as a case study. This evaluation has been done within the context of fifteen factors which appeared to be of great importance in the quality of supervision and assessment of student-teachers of geography. These factors were formulated on the basis of the researcher's past experience and the review of the related literature.

The present status of the supervision and assessment of P.G.C.E. geography students in England and Wales has been examined on the assumption that it will, hopefully, make a contribution to the task of developing a framework for supervision and a schedule for assessment for use within the Egyptian context. This minor survey was carried out in some selected universities in England and Wales, clarifying a number of issues, without which it would not have been possible to obtain a wider perspective concerning the problems of the supervision and assessment process.

The purpose of this chapter is to assist teaching practice supervisors in Egypt through the formulation of a more appropriate framework for supervision and a schedule for assessment and thereby assist the student-teachers of geography through one of the most vital parts of their courses - teaching practice. This chapter might be used as a basis for a handbook for teaching practice, either by the Faculty of

Education or the Teaching Practice school. It includes the following main sections and sub-sections:

- I. a) A proposed framework for the supervision system.
  - b) A proposed schedule for the assessment of the students' performance on teaching practice.
  - c) The role of self assessment.
- II. A Summary and recommendations of the research.

I. a) A Proposed Framework for the Supervision System

In the design and implementation of a supervisory framework for the development and enhancement of the professional skills of the trainee student-teacher, there should be much more co-operation and co-ordinated effort between the faculty staff and school staff than has generally been the case in Egypt in the past. For the development of a supervisory system there ought to be dynamic interaction among the personnel within it, converging upon agreed and clear aims and objectives. Therefore, it would seem that the most important aspect of any supervision programme is the need for a clear framework.

Over the past ten years, a distinction between directive and non-directive, or ego counselling approach, to the supervisory process has been made.<sup>1</sup> The results obtained by Copeland (1982) indicated that the student-teacher was found to be in favour of the directive over the non-directive supervisory approach.<sup>2</sup> The intention of a directive supervisory approach is to offer the teacher immediate and useful

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- (1) Steinbrink, J., Researching Instructional Styles and Classroom Environments: A Survey of Techniques.
  - (2) Copeland, W.D., pp. 33-34.

advice for overcoming instructional difficulties. By contrast, the non-directive supervisory approach depends more on encouraging the teacher to take responsibility for making instructional decisions. It is concerned with individual freedom and self-realization. But in the real situation in school it seems that both approaches are needed because the evidence from the empirical data obtained from Egypt reveals the need for such a combined approach.

The primary aim of clinical supervision is the improvement of instruction. It originated more than twenty five years ago at Harvard. In clinical supervision, a new role for the student-teachers begins to take shape by inducting them, not only into teaching and the analysis of teaching, but also into the practice of supervision. The emphasis in clinical supervision is that of classroom observation and an analysis of in-class events. That is, the proper subject of supervision is the student-teacher's classroom behaviour, not the student-teacher as a person.<sup>1</sup> The most important thing in this approach is the function of co-operative lesson planning between the supervisor and the student-teacher. This act of working together in the preparation of a lesson plan helps to convince the student-teacher that the supervisor really will assume the collaborative role. Clinical supervision emphasises the importance of the verbal and non-verbal behaviour of the student-teacher and of the classroom events. Gallaher et al. (1983) have indicated that the purpose of clinical supervision is to provide the student-teachers with skills for self-supervision. They have described five phases for the clinical supervision process: 1) Conducting a pre-observational conference; 2) Observing and collecting data;

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(1) Cogan, M.L., p. 58.

3) Analyzing and interpreting data, and developing a feedback technique; 4) Conducting a post-observational conference; and 5) Self-reflection. The observing peer leads the work group members in collecting and interpreting data.<sup>1</sup> In contrast to the emphasis on the improvement of instruction in clinical supervision, the emphasis in the ego counselling approach falls on the personal response of the student-teacher. This supervisory approach is built on a very complicated idea that there is a process of becoming a teacher.<sup>2</sup> The focus of the ego counselling approach during the discussion between the student-teachers and the supervisor is on careful appraisal by the individual student of himself, in addition to the development of revised ways of thinking about a specific individual lesson and acting out the situation of being a teacher. The clinical supervision and the ego counselling approaches focus on the type of information which can be collected through the supervisory processes. Clinical supervision draws attention precisely to the improvement of the teacher's classroom performance. However, the ego counselling deals with the student-teacher in terms of his or her personality. They are both linked together through the idea of self-assessment and staff development. They also appear to emphasise the basic strategies suggested by Iwanicki and McEachern (1984) for teacher self-assessment. These basic strategies were the individual assessments and the interactive assessments.<sup>3</sup> Therefore a combination of the clinical supervision and the

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- (1) Gallaher, T.H. et al., A Three Role Group Clinical Supervision System for Student Teaching, Journal of Teacher Education (Washington, 1983), p. 48.
  - (2) Cohn, M., p. 26.
  - (3) Iwanicki, E. and McEachern, L., Using Teacher Self-Assessment to Identify Staff Development Needs, Journal of Teacher Education (Washington, 1984), p. 39.

ego counselling approaches might be of great utility for use in the Egyptian context.

The group supervision approach was another supervisory approach mentioned in the previous chapter and in chapter two. This approach focuses on learning by discovery, where the student-teacher, as an individual, feels free to ask, discuss or explore and thereby learns on his own. It encourages interaction between the student-teachers. In this approach the student-teachers with the help of their supervisor choose one case study, usually an individual lesson taught by an individual student. The group of student-teachers then examines the teaching performance of the individual student which will be already recorded on a videotape. There is, as well, the typical supervisory visit approach. This focuses on observation of the lesson by the supervisor, who takes notes and arranges a meeting, concentrating on critical incidents, strengths and weaknesses of the individual lesson and suggesting strategies for change. The purposes of the supervisor's visit are to monitor and assess the student's performance, to identify problem areas, to offer assistance and to keep in touch with the co-operating supervisor and school administrator. These approaches all vary regarding the issue as to whether the responsibility of supervision belongs to the faculty supervisor or to the school.

Currently, there is a strong opinion, revealed in the previous chapter, towards an increase in the responsibility of the co-operating teacher, because he is in a better position to give continual feedback to the student-teacher. The situational teaching approach is the one which gives more supervisory responsibility to the co-operating teacher. The first central feature of this approach is that method

course work and classroom experience are concurrent. Secondly, the same faculty members who teach the method courses do the field supervision. Finally the situational teaching staff function as a team. The similarity between this approach and the typical supervisory visit approach is that they both involve a kind of co-operation between the supervisor and the student-teacher to see relationships between the method course work and student teaching component and the supervision principles in relation to the ongoing classroom situation.

### A Suggested Framework for Supervision

Any supervision system needs a framework or model to foster theory-practice links of a varied and potent nature. This section will describe the supervisory model suggested for use in the Egyptian context. Further, the suggested model (see figure 16) is marked by an attempt to link university theory to the school practice through co-operation between the faculty and school personnel.

Perhaps the clearest way to begin describing the supervision framework or model is to mention its purpose in detail. The purpose of this suggested framework is:

1. The achievement of efficient and acceptable supervision. This would be achieved by the following:
  - (a) The school supervisor would work together with the faculty supervisor.
  - (b) The performance of central activities, i.e. observations, visits, written comments, oral comments (see the suggested model in figure 16).
2. To assist the supervisor(s) in improving their supervisory performance. This would be achieved by the following:

- (a) The supervisor(s) would use a set of criteria as a guide for assessment of the student-teacher.
  - (b) The school supervisor would meet the faculty supervisor regularly to discuss matters regarding student teaching performance.
  - (c) The main roles which the supervisor should act upon would be identified.
  - (d) The optimum number of students for one supervisor would be defined.
  - (e) A code for the supervisor(s) would clearly define his roles and responsibilities.
3. To help the student-teacher with methods of teaching and with the selection, organization and use of learning materials. This would be achieved by the following:
- (a) The school supervisor would expose the student-teacher to all the available materials at the teaching practice school.
  - (b) The school supervisor as well as the faculty supervisor will challenge the student-teacher to invent new means of using materials already present and to suggest the incorporation of new materials not yet available (the evidence presented in chapter four revealed this area as a problematic one for student-teachers of geography).
  - (c) The school supervisor co-operating with the faculty supervisor will choose one case study of an individual lesson which has already been taught, and will discuss the strengths as well as the weaknesses of its elements (see the proposed model in figure 16).
4. To contribute to the quality of the student-teachers' learning experiences through the development of a rich and productive learning environment. This will be achieved by the following:
- (a) The teaching practice school with the help of the school supervisor (either the subject inspector or the school administrator) will furnish different learning aids, such as periodicals, useful books and films.

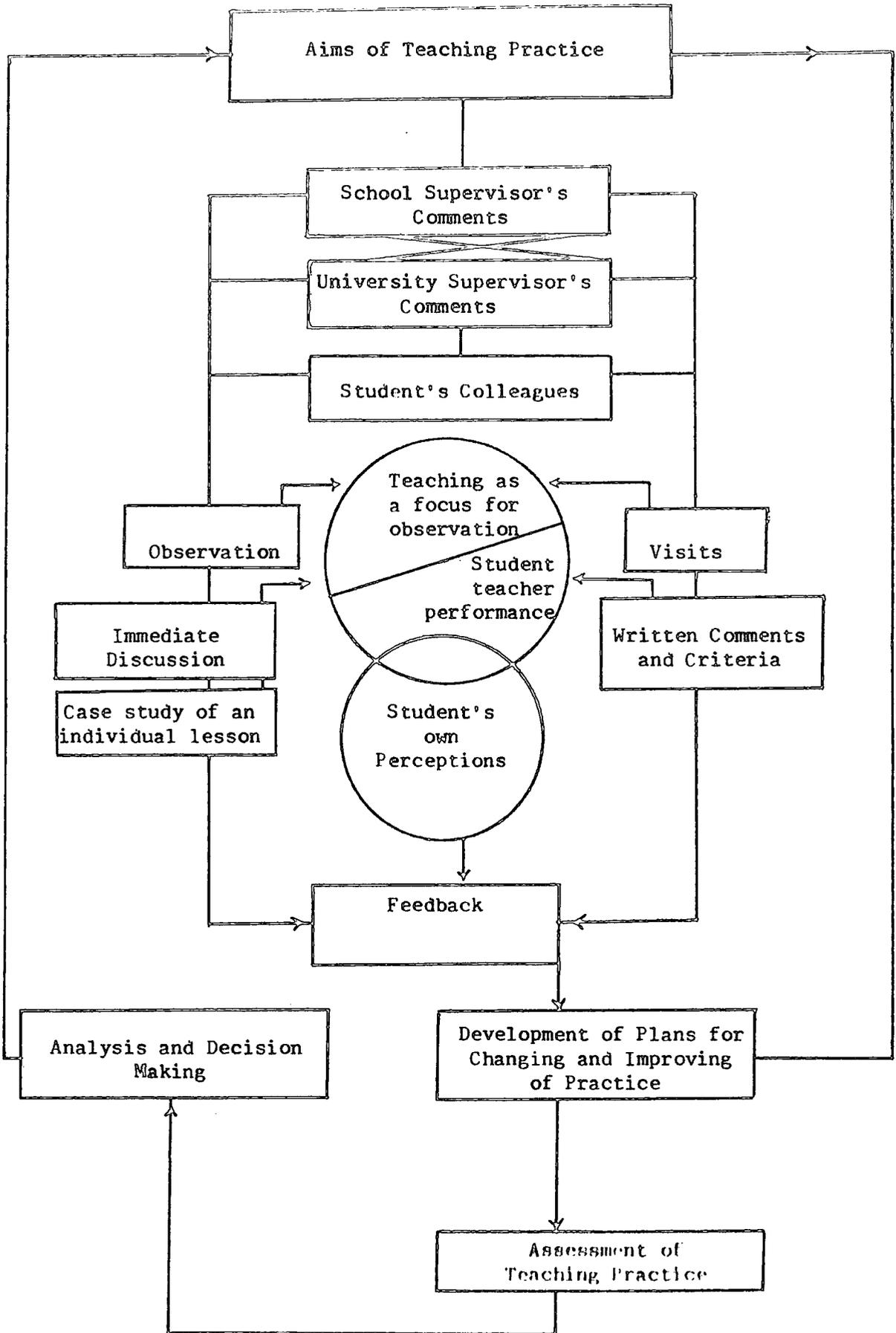


Figure 16: Suggested Model for Supervision

(b) The school supervisor and the entire school, as well as the faculty supervisor, will promote student-teachers' creativity through the use of the listed learning aids as appeared in the previous chapter. This could be successively achieved if the supervisor(s) followed a pattern of short and frequent visits to allow him to see students in sequence.

### The Variables of the Framework

In the supervision framework there are some variables (see figure 16) which have great importance attached to them. These variables are:

1. The aims of teaching practice. This variable was found from the discussion of chapter four to affect the quality of the supervision and assessment process. The deficiency which appeared in the present situation of teaching practice in Egypt, in some aspects like supervision and assessment, was because of the lack of clearly documented aims for teaching practice.
2. The school supervisor (the subject inspector and/or the school administrator).
3. The university supervisor (usually the responsible lecturer for the teaching method course).
4. The student-teacher and colleagues.
5. The supervision functions which include visits, observations, written or oral comments and criteria, immediate discussion of a lesson being taught and case study of an individual lesson.
6. The teaching situation and the student-teacher performance in this situation will be a focus for observation.
7. The feedback which comes through visits made by the supervisor and the supervision functions, mentioned above in

addition to the student's own perceptions.

8. The development of plans for change and improvement. In this stage any weaknesses or defects which appear in the supervision process will be treated efficiently and cautiously.
9. The assessment of teaching practice by using criteria and the insight of the supervisor(s).
10. The analysis and decision making with regard to the procedures previously mentioned from 1 to 9. This analysis and decision making will be done against the teaching practice aims.

The interaction, in a special way, of these ten variables is the basis of the suggested framework or model. Teaching practice aims would guide the supervision and assessment process. The accepted assumption has been that the three members of the triad, i.e. the school supervisor, the faculty supervisor and the student-teacher himself, work closely together on common aims intended to produce appropriate teacher behaviour. The assessment of teaching practice must not come at the end of the whole process. It will lead to the analysis and decision making studied against the teaching practice aims and the actual outcomes (see figure 16).

The importance of identifying clear aims for teaching practice in order to achieve a high standard of supervision has been indicated in the previous chapters. In chapter three some functions of teaching practice in Egypt have been presented, focusing on three main aspects, knowledge of the subject; the professional standard of the student-teacher; and the personal qualities, which were confirmed in chapter five. These three main aspects will be the major headings for these suggested aims which are deduced from the discussion in chapters three,

four and five. These aims, hopefully, will guide the supervision model suggested here (see figure 16).

#### Knowledge of the subject

Under this heading the following aims would seem to be essential for the quality of the supervision and assessment process:

1. To provide the student-teacher with the opportunity to try out a variety of teaching methods.
2. To provide the student-teacher with the opportunity to develop the skills of lesson planning.
3. To train the student-teacher to present a lesson in a way acceptable to the supervisor himself and to the pupils.
4. To provide the student-teacher with the opportunity to become familiar with the school curriculum and the resources (e.g. the textbook of his subject in particular).
5. To provide an opportunity for a student to develop his knowledge of the subject he is going to teach.

#### Personal qualities

Under this main heading the following aims are presented:

1. To provide an opportunity for the student-teacher to relate closely the nature of the subject matter to that of the pupils' needs.
2. In the discussion of factor one in chapter four, it was revealed that classroom management and control appear to be essential for lesson success. Therefore teaching practice ought to prepare the student-teacher for situations which allow him to establish a good relationship with pupils.
3. One of the quantitative aims revealed among the conclusions of a report concerning education in Egypt until the year 2000

is concerned with the need to meet the demands of Arab countries for teachers. Teaching practice also provides the student-teachers with a variety of school situations needed in their first teaching appointment.

4. The continuous period of teaching practice in the fourth year of the training programme in Egypt should enable the student-teacher to understand the working of a school.
5. Teaching practice provides an opportunity for student-teachers to gain confidence in themselves and their abilities to handle pupils.
6. Teaching practice provides an opportunity for the students to enhance their esteem and capacity for self-evaluation.

#### The professional standard of the student-teacher

Under this main heading the following aims would appear worthwhile for the quality of the supervision and assessment process:

1. Teaching practice makes the student-teacher aware of the standard of professional context.
2. Teaching practice provides an opportunity for the student-teacher to work closely with other teachers or with his colleagues in the teaching practice school.
3. Teaching practice provides an opportunity for promoting a student's personal development.
4. Teaching practice provides an opportunity for the student-teachers to prepare themselves for leadership roles.

These suggested aims of teaching practice should guide the supervision and assessment process in Egypt in the long term. They may be used to guide the development of plans for the improvement of practice and for decision making concerning the different aspects of teaching practice.

### Roles of Personnel Involved in the Suggested Model

The organization of this model (see figure 16) recognises the following categories of participants in the supervision process, bearing in mind what has been indicated by Ross (1984) that in the future there will be a need for regular interchangeability of staff between school and training institution.<sup>1</sup> These categories of participants are:

1. The faculty supervisor who is usually the person responsible for the teaching method course.
2. The subject inspector, or the person in charge of the subject matter, in this case geography, in the teaching practice school.
3. The school administrator.
4. The student's colleagues.

These individuals are categorized into two groups which are: a) the faculty supervisor, the subject inspector and the school administrator participate in guiding and supervising the student-teacher, b) the student's colleagues and the student-teacher himself serve as sources of data.

The faculty supervisor is charged with the following duties:

1. To provide the facilities within the teaching method course to improve the quality of teaching for the student-teacher and to help the school supervisor in this regard. This can be achieved through visits to schools, lesson observations to provide the student-teacher with the opportunity of collecting information and materials necessary for him for the

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(1) Ross, A., An Education for Tomorrow's Teachers in Alexander, R.J. et al., Change in Teacher Education: Context and Provision in Great Britain (New York, 1984), p. 329.

start of his practice. It can also be achieved via the preparation of lesson materials, use of maps, outdoor activities and talks about school practice.

2. To prepare the student-teacher for teaching practice through a variety of activities, available in the department of curricular and teaching methods, during the whole term and provide practical and school-based work.
3. To inform the student-teacher of his responsibilities during the period of teaching practice and those associated with working in a profession. For example the student-teacher must feel that he is a member of a group of professional workers, a member of a school staff and a director of learning.
4. To train the student-teacher for lesson preparation which has been revealed in chapters two and four as a problem area.
5. To inspect the student's file of lesson preparation and provide any written comments which might be helpful to the student.
6. To visit the student-teacher frequently to monitor the supervision made by the school supervisor(s).
7. To provide guidance and help to enable the student-teachers to fulfil their duties to the highest possible level of competence.
8. To inform the student-teacher about the assessment criteria and let him have a copy of them.<sup>1</sup>
9. To help the student to develop a reflective attitude regarding the implications of his theoretical studies for the activities of teaching.

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(1) Burnside, H.M., *Evaluating Student-Teachers Objectively*, p. 164.

The school supervisor is charged with the following duties:

1. The school supervisor should be aware of student anxieties and tension and therefore reduce his fears by acceptance of his ideas.<sup>1</sup>
2. To prepare the pupils for the student's arrival to enable them to understand the period of teaching practice more deeply as an essential stage for the teaching profession.
3. To lead the student-teacher gradually into teaching.
4. To develop the student's confidence and competence in the selection of resource materials and in their use.
5. To provide opportunities for the student-teacher to be independent in taking decisions regarding teaching, since the suggested supervisory model (see figure 16) stresses the usefulness of careful appraisal by the student-teacher of himself.
6. To discuss with the student-teacher the objectives of the lessons to be taught and help him determine the appropriate methods of achieving it.
7. To encourage the student-teacher to use teaching methods other than his own.<sup>2</sup>
8. To facilitate the process by which students could visit schools before starting the period of teaching practice. These visits are considered to be of great value for a good start to teaching practice.
9. To accept the student-teacher as a colleague in a profession and not as a subordinate.

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(1) Dussault, G. and Lindsey, M., A Theory of Supervision in Teacher Education, p. 58.

(2) Decoteau, O.G.

During the teaching practice period the student-teacher is charged with the following duties:

- 1 To feel that he is a member of the school staff during the period of teaching practice.<sup>1</sup>
2. To acquire enough information about the school and pupils with whom he is going to work.
3. To obtain information from the supervisor concerning the difficulties which he may face.
4. To be aware of the responsibilities of teaching during the period of teaching practice.
5. To be aware that the supervisor's main task is to help, guide, assist and make better and more realistic choices with regard to job placement.

The suggested model (see figure 16) places emphasis on the partnership between the school supervisor and the faculty supervisor as this relationship appears to be problematic in the present system in Egypt. It also emphasises the importance of the student-teacher in the analysis and criticism of his own teaching. The emphasis on self-criticism or the student's own perception of his performance is very valuable. In the previous chapters, there is a reference to this important skill as being neglected in the present system in Egypt. Wassef (1977) has previously referred to this weakness.<sup>2</sup>

#### Implementation of the Model

The proposed model of supervision (see figure 16) meets the defined aims of teaching practice by incorporating:

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(1) Barr, A.S., Evaluation and Prediction of Teaching Efficiency, p. 717.

2 Wassef, A.W., p. 12.

- Criticism of the teaching performance and an acceptance of such criticism.
- Reflecting upon the wide range of factors which affect the process of instruction and its outcomes.
- Careful appraisal by the student-teacher of himself within the joint discussion between supervisor and teacher.
- A framework for co-operation between the triad, i.e. the school supervisor, the faculty supervisor and the student-teacher which might create a productive learning environment.
- Immediate discussion between the supervisor and the student-teacher after the lesson (see figure 16).
- The joint planning of lessons between the supervisor and the student-teacher.
- The involvement of the student-teacher in the planning of the observation and the assumption of a role in it as he becomes more familiar with the supervision process.
- A respect for the intellectual development of the student-teacher, his qualities and his professional commitment.

This suggested model for supervision (see figure 16) delegates the primary authority for supervision to the subject inspector and the faculty supervisor. They are expected to plan and run the activities of the supervision with the involvement of the student-teacher. The application of this supervisory model is made possible by following these procedures:

1. The need for the supervisor(s) to make short and frequent visits to the student-teacher to observe the teaching performance. These visits can be effective and productive if the supervisor(s) understands his responsibilities. The results of the previous chapter revealed that through co-operation between the school supervisor and the faculty

supervisor the number of visits to students would increase and therefore the supervisor(s) could monitor a student's performance much more closely.

2. The importance of making written comments about the student's teaching performance, using defined assessment criteria. Written comments provide evidence for rational change. To ensure the success of using the assessment criteria, the supervisor(s) and the student-teacher should each accept and respect the use of criteria as a means of improving the quality of teaching performance. Defined criteria might lessen the subjective factors involved in the assessment process.
  
3. The supervisor(s) visits the classroom to observe the teaching situation of an individual student-teacher. In the first half of the academic year there will be, usually, a continuous observation from students of the same group of the individual student regarding the teaching. In addition to the classroom, the student-teacher is observed in a variety of situations in the teaching practice school. During the observation the supervisor watches what is happening in a classroom so that he can talk about his observation with the student-teacher during the dialogue which is usually held after the lesson. The supervisor(s) should write down what is heard and seen by using the assessment criteria. The supervisor or the observer should provide a sound basis for planning future teaching. The observation by the supervisor could help as a feedback (see figure 16) and this might help the student-teacher to improve his own teaching performance in the future, although the supervisor should not interrupt the lesson being taught. These observations made by the supervisor(s) should provide evidence of the student-teacher's strengths and weaknesses.

In this supervision approach, the inspector and/or the faculty supervisor are responsible for classroom observation. The student-teacher's colleagues observe the student-teacher if they have been invited by the supervisor to do so. After

each classroom observation there must be a discussion between the supervisor and the individual student. Teaching and observation should run concurrently throughout the practice. The teaching practice school might consider giving students some opportunity of observing lessons given by: a) experienced teachers in the same subject areas, b) experienced teachers with difficult classes. This opportunity which might be given to the students is essential for those studying in the third year of the course.

4. There should be immediate discussion after the lesson. The sooner the discussion meeting is conducted the better. The supervisor might discuss the aspects of the assessment criteria or matters related to the lesson being taught. It would be valuable for the supervisor to listen carefully to the student-teacher, and encourage him to express his own ideas. The supervisor should give a detailed analysis of the teaching/learning process followed in the class. This would make the student-teacher perceive supervision as purposeful and helpful.

Some of the specific organizational obstacles to the implementation of the model are: a) the university supervisor and the school supervisor would spend much time working together for teacher development; b) the most notable thing in the suggested supervisory model is the shaping of students' attitudes and behaviour which might influence the student-teacher to adjust his values toward the process of teaching as a whole; c) the influence of the university supervisor would increase and that might require more materials to be used in the department; d) the involvement of a student's colleagues in observation and supervision to provide data and information about student-teacher performance; e) the influence of materials abundant in urban teaching practice schools and not in the rural areas in Egypt; f) the supervisor(s) would be involved in a wide range of supervisory activities, over which they might have little control.

b) A Proposed Schedule for the Assessment of the Students' Performance on Teaching Practice

The purpose of the schedule (see table 63) is to serve as a structuring device to aid supervisors to focus upon important components of the teaching act. Over twenty sets of criteria have been examined in the chapter on the review of literature and the previous chapter. There were several variations between the schedules in terms of the number of criteria listed under such main categories as 'teaching performance skills' and 'personal qualities'. Webster (1976), in his analysis of eight schedules, found that classroom performance, personal and professional qualities and lesson preparation were the most essential criteria being emphasised by research.<sup>1</sup> However, Knight (1976) has indicated similar criteria as those mentioned by Webster in different terms and added 'classroom control' as a new variable.<sup>2</sup> On the other hand, Ghunym (1980) has indicated the professional standards as a vital factor of teacher proficiency in Egypt.<sup>3</sup>

Observers were normally asked to rate the ability of the in-service, or the pre-service teacher, being studied, according to a five point scale. Considerable attention has been paid to cognitive behaviour in teacher evaluation.<sup>4</sup> Most of the criteria mentioned in

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- (1) Webster, R., The Assessment of P.G.C.E. Courses.
  - (2) Knight, C., Pupils' Perception of Pedagogical Processes: New Zealand.
  - (3) Ghunym, A.E., The Relation between Educational Proficiency of the Teacher and Academic Achievement of Pupils in Primary Stage.
  - (4) - Knight, C.
    - Jones, M.C., Teachers' Assessment in the Classroom.
    - Harden, R.M. and Cairncross, R.G., Assessment of Practical Skills.
    - Ehd, B. et al., The Use of Computers in Evaluating Teacher Competency.

Table 63: Suggested Observation Guide

	1	2	3	4	5
A. Planning and Preparation 1. Quality of lesson preparation 2. Lesson objectives 3. Materials and equipment	Below Average	Average	Strong	Superior	Outstanding
B. Classroom Performance 4. Interest in the lesson 5. Pupil/teacher relationship 6. Use of teaching techniques 7. Personality of the student-teacher 8. Clarity of presentation 9. Pupils' achievement 10. Pupil involvement 11. Practical work 12. Use of pictures and audio-visual aids					
C. Evaluation 13. Questioning skills 14. Supervision of pupils' work 15. Self-evaluation 16. Variety use of evaluation data					
D. Desirable qualities 17. Communication 18. Knowledge 19. Enthusiasm 20. Interest 21. Willingness 22. Co-operation 23. Punctuality					
E. Classroom Management and Control 24. Timing of the lesson 25. Discipline 26. Appreciation of others' work 27. Use of blackboard					
F. Professional Commitment 28. Effectiveness in school staff relationship 29. Professional attitude at work					
30. General Comments					

KEY:  
 Outstanding = +85%  
 Superior = +75%  
 Strong = +65%  
 Average = 50-64%  
 Below Average = -50%

chapters two and five used a rating scale. This pattern of assessment requires a guarantee that all the assessors will interpret the items of the scale in the same manner. This difficulty can be overcome by providing detailed definitions of the terms used in the scale.

### Content of the Schedule

Most of the criteria mentioned in the previous studies put the emphasis on classroom performance, lesson preparation, personal and professional qualities. However, the evidence obtained from some selected English and Welsh universities showed that the following comprehensive list of criteria would be very beneficial in the assessment of the student-teacher of geography on teaching practice: the planning and preparation of lessons; classroom performance; evaluation; desirable qualities in the student-teacher; classroom management and control; and professional commitment. Coincidentally the evidence obtained from the English context has been confirmed with those obtained before from Egypt. This might give some justification to the assertion in the previous chapter that the assessment criteria is to some extent, not context-based. Hence the suggested criteria here (see table 63) are:

#### A. Planning and Preparation

Empirical evidence obtained from Egypt and England and Wales showed that under the planning and preparation the following might include: 1) the quality of lesson preparation; 2) the formulation of clear lesson objectives; 3) the organization of materials and equipment for the lesson.<sup>1</sup>

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(1) Norris, A., An Examination of Schedules of Criteria Related to Teacher Competence, p. 90.

B. Classroom Performance

Under this main criterion the following criteria are to be included: 1) the ability of the student-teacher to stimulate an interest in the lesson, 2) the quality of the relationship between the student-teacher and pupils, 3) the variety of teaching techniques and maintenance of lesson objectives, 4) the personality of the student-teacher in the classroom, 5) the clarity of presentation, 6) the pupils' achievement in the lesson, 7) the efficient organization of practical work, 8) the skilful use of pictures and other audio-visual aids.

C. Evaluation

Under this main criterion the following subsidiary criteria appeared to be of importance for assessment purposes: 1) the skills of questioning to sustain an interest in the lesson, 2) the supervision of pupils' work, 3) the efficient use of self-evaluation by the student-teacher, 4) the appropriate use of a variety of classroom tests.

D. Desirable qualities in the student-teacher

Under this criterion the following subsidiary criteria may be presented: 1) the ability of the student-teacher to communicate with the pupils, 2) how well the student is prepared in terms of the knowledge of the subject being taught, 3) is the student enthusiastic about teaching the subject?, 4) does the student show an interest in working outdoors?, 5) does the student show a willingness to use topical issues to improve his explanation?, 6) is the student-teacher keen to co-operate in school activities?, 7) the student's punctuality in attending the teaching practice school throughout the school day.

E. Classroom Management and Control

This main criterion may contain the following subsidiary criteria:

1) the timing of activities, 2) whether the time for lesson starting and ending is maintained, 3) good discipline, 4) an appreciation of what pupils offer in their oral, written or practical work, 5) whether instructions are clearly recorded on the blackboard.

F. Professional Commitment

This main criterion may contain the following subsidiary criteria:

1) the relationship with school staff, 2) the professional attitude at work.

Implementation of the Schedule

The suggested schedule delegates the primary authority for student-teacher evaluation to the faculty supervisor, the subject inspector and the school administrator. They are expected to plan and administer the evaluation with the involvement of the student-teacher. The suggested criteria seem to be applicable for the Egyptian context as it used a five point rating scale. This pattern of assessment is currently in use in Egypt. The interpretation of the scale is: 1) Outstanding, which is equal to the estimation excellent, falls inbetween 85 to 100%, 2) Superior, which is equal to the estimation very good, falls inbetween 75 to 84%, 3) Strong, which is equal to the estimation good, falls inbetween 65 to 74%, 4) Average, which is equal to a pass grade, falls inbetween 50 to 64%, and finally 5) Below average, which means that the student-teacher failed or has been unsuccessful on teaching practice. The application of the assessment criteria might be in accordance with the following procedure:

1. Introductory meeting

One week before starting the period of teaching practice, the faculty supervisor, the subject inspector and the school administrator should hold a meeting either in the Faculty of Education or in one of the teaching practice schools. They should develop a well organized framework for this meeting and adhere to it, although they should be flexible in emergency situations when there is a need for change. This meeting, hopefully, might bring the faculty and the school closely together and thereby link theory with practice. The meeting will also serve to explain the general concepts of evaluation, and make the purpose of evaluation clear to the participants. This meeting can be more feasible if the time schedule for classroom visitation is determined in advance. The teaching practice schools should be notified ahead of the time, the place, and the information needed from each school for the meeting. Distributing copies of the general aims of teaching practice should also be a part of this process. The second meeting should be at the end of the first term. In order to conduct an effective meeting the supervisor(s) in charge should

- 1) create an atmosphere that allows everyone the freedom to talk, to ask or to suggest;
- 2) make sure that everyone in attendance understands the criteria and the procedures for carrying it out;
- 3) discuss the time schedule for classroom visits;
- 4) write notes about the strengths and weaknesses of the student's teaching in the place of general comments which may reveal something of importance in addition to the determined criteria.

The evaluation would include a collection of data via classroom observation, the comments of the supervisors, student's colleagues and through self-evaluation by the student-teacher. It will also include

the analysis of the evaluative data and writing the report in detail (see the criteria in table 6<sup>3</sup> for more detail).

c) The Role of Self-Assessment

In the previous chapters it has been suggested that participation by the student-teacher in the compilation of self-evaluation schemes is essential. One of the outcomes of such participation is a growing awareness of the student's attitudes and values which underpin the teaching. Every student-teacher should work towards improving his teaching performance because improvement of teaching quality does not come automatically. The successful student-teacher cares about whether or not he is effective. Self-evaluation provides opportunities for independent responsibility.<sup>1</sup>

Tibble (1971) indicated the importance of self-evaluation as it may reduce the conflict of assessment.<sup>2</sup> Self-evaluation by the student-teacher is closely related to the student's capacity which could encourage a change in his own inner attitudes from needing support to independence.

In the review of the literature it was indicated that the effectiveness of evaluation depends on the data collected as well as the analysis of such data in the appropriate way. Student-teachers are working in groups during teaching practice (cf. chapter three) so that self-evaluation may be introduced. Psychologists have indicated that self-image is one of the central and stable features of personality, and a person such as a student-teacher cannot be fully understood

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(1) Decoteau, O.G.

2 Tibble, J.W., The Organization and Supervision of School Practice.

unless the content and structure of his self-image are known.<sup>1</sup> Therefore, any kind of confirmation which would appear as a feedback may be provided by the supervisor of the self-evaluation made by the student-teacher. The more the student-teacher has discussed his teaching difficulties with his supervisor(s) the more clearly he is likely to evaluate his own teaching performance. During the discussion between the student-teacher and his supervisor, the supervisor may provide the themes which the student-teacher can use to organize his discussion of his teaching performance. One method of helping the process of self-evaluation is by the use of audio tapes. The student-teacher can use a tape recorder in his classroom and later listen to the 'play-back' of his verbal behaviour. Colleagues can listen to the tape and give feedback to the student-teacher. Wragg (1974) claimed that a student's own perceptions plus peer analysis were among other sources of feedback in teaching.<sup>2</sup>

The student-teacher should be given every facility from the faculty supervisor and school supervisor, as well as from colleagues, to strengthen his powers to evaluate information and to control his own behaviour. Peer analysis can replace supervisor analysis when available supervisory time is at a minimum. The discussion of chapter three showed that student-teachers are working, during the teaching practice, in groups and therefore it would be beneficial to use peer analysis as a second source of data, although it must be remembered that student-teachers lack the expert analytical skills of the experienced supervisor. Bigge (1964), in his discussion of 'what is a person', has indicated

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1 Argyle, M., p. 192.

2 Wragg, E.C., Teaching Teaching, pp. 129, 131.

that the normal process of development produces self-involvement with objects, people, groups, and social organizations in a physical and social environment. In a negative sense, a human organism growing up in complete isolation probably would not develop a self-concept and would thus be incapable of abstract thinking.<sup>1</sup>

Each student-teacher should observe his teaching outcomes by writing down after each day what has been accomplished, answering the following questions: a) what are the good features of the classroom performance? b) what are the features which have been ignored? c) what are the features tried that were not successful and why? This process can be quite helpful, because the student-teacher will examine his own teaching performance regularly. The student should be trained to use all the activities of self-evaluation before the actual start of teaching practice. The self-evaluation by the student-teacher should be seen by the supervisor from time to time and also be analyzed by the student and his supervisor.

#### Some of the Strengths and Weaknesses of the Assessment Schedule Proposed

Some of the strengths are: 1) the main purpose of the supervision framework and assessment schedule is to serve as a structuring device to help supervisors to focus upon essential components in teaching, and by which the improvement of the teaching/learning process should occur; 2) the student-teachers are informed as to the purpose, the procedure, and the criteria that will be used in the assessment programme; 3) the student-teachers participate in developing their

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(1) Bigge, M.L., Learning Theories for Teachers, p. 196.

assessment programme; 4) colleagues provide data about the student-teacher being evaluated; 5) self-evaluation is emphasized in the assessment schedule, to enable the student-teachers to keep an accurate check on their performance; 6) the assessment is a continuous process and is conducted throughout the whole term; 7) the assessment schedule will be implemented co-operatively by the student-teacher himself, the subject inspector, school administrator and the lecturer of the method course or other faculty staff.

The limitations of this assessment schedule are as follows:

1) student-teachers might not be ready to participate in the assessment schedule since this is a new procedure which they have not tried before; 2) the schedule might require some rearrangement of administrative responsibilities. For example, the faculty supervisor will be involved in the supervision and assessing the student performance in the teaching practice schools. At present most secondary school administrators are not capable of a major role in the evaluation of the student-teachers and some of them have been overloaded with administrative responsibility since there are not enough professional deputy administrators who could help the administrator. The Local Education Authority will have more responsibility than before. In addition there are the problems of financing the schedule, for example the supervisor(s) needs an introductory meeting with a clearly defined framework before starting the actual teaching practice period. The schedule needs more visits made by the supervisor(s) to the student-teacher. It also requires that the assessment of student teaching performance should be relevant to the general aims of teaching practice. In addition to that it requires participation by the student-teacher himself in the assessment process to determine his own professional identity.

## II. Summary and Recommendations for Research

The issue of evaluating the system of teacher training has raised controversy among educators in Egypt during the last ten years. The issue has been studied by the institutions responsible for education in Egypt, and by individuals since the 1970s. They have all started to give greater priority to teacher training and preparation particularly after the increase in pupil numbers in preparatory and secondary education and the increase in student numbers in the faculties of education to approximately 54,000 for the year 1978/79. This situation led to the quality of supervision and assessment of student-teachers on teaching practice appearing to be in urgent need of examination and revision. The development of a systematic plan for the improvement of supervision and assessment is not an easy task. The role required of the student-teacher and the supervisor in teaching practice must be clearly determined. A good supervisor must have special qualities and an objective schedule, as well as generally acceptable criteria to permit the provision of help and guidance from the supervisor.

In the supervision process, the school supervisor can offer more help than the faculty supervisor because he has his own insight regarding teaching. It is, therefore, necessary to provide him with some guidelines before starting the actual supervision if a high standard of performance is sought. The school supervisor is able to reduce the anxiety of the student-teacher during the teaching practice period. By these means it is hoped that teaching practice would be improved and the relationship between school and the faculty maintained. The available evidence concerning criteria for the assessment of teaching performance appeared to reflect very little agreement on which aspects should be looked for when teaching performance is assessed.

This serious situation, owing to the expansion of pupil numbers and student-teacher numbers, becomes more acute as each supervisor reveals different patterns of needs and abilities and therefore different interests in teaching.

The quality of supervision and assessment of student-teachers in teaching practice was the focus for investigation. To fulfil this purpose the research concentrated on five areas: 1) development of teacher education and teaching practice in Egypt, the U.S.A., England and Wales; 2) the description outline and interpreting of the development of teacher education in Egypt, noting the range of influences which have shaped this development: historical, demographic and pedagogical, with a concluding description of the present assessment and supervision procedures in the system of teaching practice using the El Sharkia Governorate as a case study; 3) a study of the nature, scope and effectiveness of the current system of teaching practice in the El Sharkia Governorate exemplifying the general procedures in operation; 4) an assessment of the current practices in selected English and Welsh universities in the supervision and assessment of geography students and a consideration of how applicable they are in the Egyptian context; 5) the development of a framework for supervision and an assessment schedule, proposing them for the supervision and assessment of geography student-teachers in Egypt.

Five different questionnaires related to the purpose of the research were self administered. Meetings, personal letters and interviews with people interested in teaching practice formed the sources of information of the research. It showed that there was a need for a well planned framework of supervision and an assessment schedule for student-teacher evaluation.

The development of a supervision framework and an assessment schedule depended upon a review of the literature in Egypt, the U.S.A. and England; interviews and consultation with English tutors who were deeply involved in the field of supervision and assessment; information received from the empirical work carried out in Egypt; interviews with Egyptian personnel interested in the supervision and assessment of teaching practice. Some techniques are recommended in the supervision framework and the assessment schedule that have not been used in Egypt before, but comparing this framework and schedule with those in current use in England, they may or may not appear to have shortcomings.

It is difficult, if not impossible, to evaluate a new pattern without real field implementation to discover the strengths and weaknesses of the pattern and the reaction of those who are going to use the pattern. It is hoped that the supervision framework and the assessment schedule can be implemented in Egypt and allow for further evaluation.

#### Recommendations of the Research

1. This study has demonstrated that the interview as an appropriate instrument for selecting students for entry into the teaching profession could be developed and improved for ensuring student success in the teaching profession.
2. It is recommended that pupil perspectives of teachers and teaching might be beneficial although it has not been shown conclusively.
3. The supervision framework or model suggested here should be tried and tested as it appears to offer a promising framework in achieving positive personal and professional growth.

4. The assessment schedule presented here should be tested for one year at one teaching practice school before the procedure is standardized for use. The purpose of the one year test is to discover the strengths and weaknesses before further implementation.

5. It is further recommended that the co-operating teacher's influence on the student-teachers' teaching performance as opposed to the university supervisor fulfilling the role of instructional leader ought to be investigated.

6. There is an increasing amount of attention being given to school experience, so that students in teacher preparation programmes may be encouraged to examine educational issues, ideas, and practices from a critical, foundational perspective. Therefore, students in faculties of education in Egypt should be encouraged to appreciate the value of taking part in school experience at the primary level before starting the actual teaching practice period. This experience is to allow students to explore teaching methods and styles and to become familiar with the demands of teaching.

7. Another study should be replicated in Egypt to include other aspects of teaching practice and teacher education, such as organization, preparation courses and the structure of the initial teacher education in general.

8. Since it has been concluded that clear lesson objectives, well structured lessons and the relationship with pupils appeared to affect classroom control and discipline, it is recommended that these elements and such relationships should be examined.

9. Supervisory personnel need to identify the critical aspects of the teacher's development which ought to be addressed through an

individual professional development plan, derived through the self-assessment process.

10. Faculties of Education should start a training programme for the existing supervisors.

11. The supervisory position must be enhanced financially and the position must be given more status by the authorities concerned either from the university or the local education authority.

12. Improvement in the current geography method programme in Egypt is needed.

13. It is further recommended that the effect of these variables, i.e. skill of organization, the enthusiasm for working in the teaching practice school, punctuality for the start of lessons, utilization of the available resources, are substantial for professional commitment. Therefore, an examination of this relationship ought to be sought.

14. Supervisory approaches such as clinical supervision, ego counselling, group supervision, situational teaching and the developmental concepts based must be sought against a series of theorists'/researchers' work.

## APPENDICES

7

APPENDIX A

University of Durham School of Education

Leazes Road, Durham DH1 1TA  
Telephone: Durham 64466 (STD code 0385)

Chairman of the Board of Studies:  
P R May, JP, BA

8th November, 1982

Dr. Abraham Homid,  
Embassy of the Arab Republic of Egypt,  
Office of the Cultural Counsellor  
and Egyptian Educational Bureau,  
4 Cuckoofield Gardens,  
London W1Y 8BR.

Dear Sir,

I am in the process of supervising Mr. Mansour Abdel Kadar in his research for a Ph.D. of this University. He is critically evaluating the system of teaching practice for student teachers of Geography in the University of Zagazig. This will involve the administering of five questionnaires to selected groups of people: faculty staff; student teachers of geography; recently qualified geography teachers; school administrators and geography inspectors. He wishes to administer these questionnaires in December.

I should be extremely grateful if you would grant permission for this visit and provide him with the appropriate financial means of support to enable him to undertake this essential part of his research.

Yours faithfully,



M.F. McPartland  
Lecturer in Education

APPENDIX B

TEACHING PRACTICE  
QUESTIONNAIRE

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For the student teacher of  
Geography

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Prepared by: Monneur A.A. Abdol Kador

as a part from Ph.D. research in  
Education (Curriculum and Instruction)

School of Education  
Durham University  
1982.

Dear

I have constructed this questionnaire for my research concerned with a "critical evaluation of the system of teaching practice for the student-teacher of Geography in Zagazig University, Egypt".

An attempt has been made to administer the questionnaire to a pilot sample in England and Waloo (Egyptian research students) for obtaining the first reaction about the statements, clarity of words, the parts individual and the questionnaire as a whole.

You may find yourself agreeing strongly with some items, disagreeing just as strongly with others and undecided about others; whether you agree or disagree with some items, you can be sure that many people feel the same way as you do.

Circle the appropriate response in the appropriate place. I have confidence in your ability to answer the questionnaire, accept my thanks for your assistance.

The Researcher,  
H.A.A. ABDEL KADER.

PLEASE TURN THIS PAGE NOW AND START.

Specific Items

This is just an example to follow :

- The present evaluation system of your teaching practice does help you to improve your teaching.

1	2	3	4	5
strongly disagree	disagree	uncertain	agree	strongly agree
1	2	3	4	5

Start now -

	1	2	3	4	5
	strongly disagree	disagree	uncertain	agree	strongly agree
1. Geography method course prepares you well for constructing lesson objectives.	1	2	3	4	5
2. My supervisor visited me many times guiding my teaching in teaching practice.	1	2	3	4	5
3. Geography is the speciality of my supervisor.					
4. The time the supervisor spent in my class in teaching practice is adequate for making accurate judgements about my teaching.	1	2	3	4	5
5. The way used for my evaluation accurately measured the competence of my teaching.	1	2	3	4	5

	1	2	3	4	5
	strongly disagree	disagree	uncertain	agree	strongly agree
6. My supervisor projects himself into my place of teaching during the lesson presentation.	1	2	3	4	5
7. My supervisor gives me always an appointment for the next visit.	1	2	3	4	5
8. The pupil's achievement on oral questions or written questions strongly influenced the evaluation of my teaching.	1	2	3	4	5
9. Prior to the evaluation, my supervisor discussed with me the objectives of teaching unit.	1	2	3	4	5
10. The geography method course helps me in teaching.	1	2	3	4	5
11. The geography method course helps me only for passing the final exam of the term.	1	2	3	4	5
12. My supervisor used the lesson objectives as a basis for his judgement when he went to observe.	1	2	3	4	5

	1	2	3	4	5
	strongly disagree	disagree	uncertain	agree	strongly agree
13. The process used in evaluating my performance in teaching was adequate for the measurement of actual performance.	1	2	3	4	5
14. My supervisor held a post observation conference with me to clarify the areas which need improvements in my teaching.	1	2	3	4	5

15. The data for the evaluation of teaching practice should be based from which aspect of the following :

1. the inspector and the administrator.
2. the inspector; the administrator and the pupils.
3. the inspector; the administrator; the pupils and the colleagues.
4. the inspector; the administrator and the head teacher.
5. the inspector; the administrator; the lecture of teaching methods and the colleagues.


Common Items

This section for all the categories of the sample to answer about.

Attitudes on teaching practice

1. Is the amount of time spent on teaching practice :

(1) too long

(2) about right

(3) too short

2. What do you think about the time that a student-teacher of geography should spend in total teaching practice in the third year ?

(1) once a week for six months

(2) once a week all the term time

(3) 2-3 times a week for all the time of practice programme

3. What do you think about the time that a student-teacher of geography should spend in total teaching practice in the fourth year ?

(1) once a week for six months

(2) once a week all the term time

(3) 2-3 times a week for all the time of practice programme

4. Define how much of the available time for teaching practice should be spent in the following types of activities :

- (1) observation .....%
- (2) critical discussion of lesson with the supervisor .....%
- (3) team teaching (the student-teacher with class teacher or with other student-teacher) .....%

5. The selection system in the faculty of Education depends on the academic criteria (which means pupils grades in general secondary certificate).

- (1) strongly disagree
- (2) disagree
- (3) undecided
- (4) agree
- (5) strongly agree

6. The selection system in the faculty of Education depends on the subjective criteria only.

- (1) strongly disagree
- (2) disagree
- (3) undecided
- (4) agree
- (5) strongly agree

7. The selection system in the Faculty of Education depends on the academic and the subjective criteria together.

(1) strongly disagree

(2) disagree

(3) uncertain

(4) agree

(5) strongly agree

8. Which criterion should be in student-teacher evaluation in teaching practice :

(1) objectives approach  
(which means the acting of teacher pupil in relation to objectives)

(2) measure pupil changes  
(results)

(3) teacher and personality traits  
(which means special abilities, knowledge, skills, feelings and adjustments acquired through experience).

The effectiveness of teaching practice programme

Please give your evaluation of the effectiveness of teaching practice programme for student-teachers of geography in meeting the objectives listed below by circling the appropriate response.

	1	2	3
	ineffective	uncertain	effective
9. Teaching practice programme develops ability to analyse learning process.	1	2	3
10. Teaching practice programme develops ability for defining objectives for the learning process.	1	2	3
11. Teaching practice programme helps student-teachers to develop their basic classroom skills.	1	2	3
12. Teaching practice programme helps student-teachers to understand teaching situation.	1	2	3
13. Teaching practice helps student-teachers to deal with pupils as individuals.	1	2	3
14. Teaching practice helps student-teachers to deal with pupils who have learning difficulties in geography.	1	2	3

	1	2	3
	ineffective	uncertain	effective
15. Teaching practice helps student-teachers to acquire geography teaching methods.	1	2	3
16. Teaching practice develops ability of self-criticism.	1	2	3
17. Teaching practice develops ability of classroom control and discipline.	1	2	3
18. Teaching practice develops ability of using the available resource correctly and effectively.	1	2	3
19. Teaching practice gives student-teachers greater awareness of the geography syllabus in the preparatory and secondary schools.	1	2	3

Arabic version of APPENDIX B

استبيان الغربية المطبوعة

° لطلاب جمعية الجغرافيا بكلية الغربية °

اسمك

مدرس احد فهد القسم

كجزء من بحث للرسول طي دكتوراه الفلسفة

في الغربية ° طابع وطرق تدريس الجغرافيا °

مدرسة الغربية - جامعة بن

البيضاء

الساكنة الشحده

عنـــــــــــــــــزى ٠٠٠٠

اعد هذا الاستبيان كجزء من بحث دكتوراه في موضوع " تنوير ناقده.

لنظام الاعراف والتنوير في التربية العملية لطلاب الجغرافيا بكلية التربية بجامعة

الاقاويى - دراسة حالة " .

وقد قام الباحث بتطبيتي هذا الاستبيان على هيئة ميدانية من الطلاب المصريين

المسيحيين في انجلترا وويلز من أجل الحصول على الانطبام البدي عن مفردات الاستبيان

ووضوحها والشكل العام لها .

قد توافق تماما على بعض عناصر الاستبيان ولا توافق نهائيا على البعض الآخر

مشارجه الرأي بالنسبة لعناصر أخرى . سواء أوافقت او لم توافق على بعض العناصر ينهني

ان يتأكد لديك ان هذا رأى كثير من الأشخاص .

يمكنك ان تضع دافعه او اية دلالة للأجابة عن الاسئلة وذلك في المكان المــــــدد

لذلك ه واني لأثني تمام القصد في قدرتك على الاجابة عن هذا الاستبيان متقبلا

عظيم فكري على حسن تعاونك .

الباحث

منصور احمد عبد اللطيف

من فضلك اقلب هذه الصفحة الآن

وأبد الأجابة بهدوء ودقــــــــــــــــة .

## عنصر خامسة

مثال يشرح فقط لا تجيب عليه

غير موافق نهارها	غير موافق	غير مؤكد	موافق	موافق جدا
١	٢	٢	٤	٥

- طريقة التعميم الحالي في التربية العملية  
تساعدك في تحسين متراك في التدريس

غير موافق نهارها	غير موافق	غير مؤكد	موافق	موافق جدا
١	٢	٢	٤	٥
١	٢	٢	٤	٥
١	٢	٢	٤	٥
١	٢	٢	٤	٥
١	٢	٢	٤	٥
١	٢	٢	٤	٥

١ - ساعدتني مادة طرق التدريس  
الجغرافيا في كيفية صياغة اهداف  
الدريس

٢ - مشرفي في التربية العملية زارني عدة  
مرات لتوجيهي في تدريس

٣ - الجغرافيا هي مادة تخصصي مشرفي

٤ - ان الوقت الذي يتخذه مشرفي في  
التعلم اثناء التربية العملية كان  
لتحسيني

٥ - الطريقة التي استخدمت في تفهيم

كفاءه ادايتي في الدرس كانت جيدة

٦ - بتدخل مشرفي اثناء عرضي الدرس

غير موافق نهائيا	غير موافق	غير متأكد	موافق	موافق جدا
١	٢	٣	٤	٥
١	٢	٣	٤	٥
١	٢	٣	٤	٥
١	٢	٣	٤	٥
١	٢	٣	٤	٥
١	٢	٣	٤	٥
١	٢	٣	٤	٥
١	٢	٣	٤	٥
١	٢	٣	٤	٥

٧ - يحدد مشرفي موعد الزيارة القادمة  
للمعلم .

٨ - توضح اجابات تلاميذ الفصل على  
الاسئلة الشفهية لو الاسئلة التحريرية  
في تفهم اداة تدريسي .

٩ - يناقش المشرف مع اعداد تدريسي  
وحدات المادة قبل ان يبدأ ملاحظته  
لتدريسي .

١٠ - ساعدتني محاضرات طرق التدريس  
كثيرا في تدريسي .

١١ - ساعدتني محاضرات طرق التدريس  
فقط للنجاح آخر العام في الامتحان

١٢ - يركز مشرفي على الاعداد عند حكمة  
على تدريسي .

١٣ - الخطوات التي على اصحابها  
تقوم اداة تدريسي قامت الاداء  
الفعلية للتدريس .

١٤ - يحدد مشرفي جلسات مناقشة بعد  
ملاحظة للدرس يناقش جوانب الضعف  
والقوة في تدريسي .

١٥ - الملاحظات الخاصة بتقويم أداء التدريسي في التجربة العملية ينبغي ان تأتسى  
من اى عنصر من العناصر الآتية :

١ - من الوجهة المشرف ومدبر المدرسة فقط

٢ - من الوجهة المشرف ومدبر المدرسة وتلاميذ الفصل

٣ - من الوجهة المشرف ومدبر المدرسة وتلاميذ الفصل  
والطالب الزميل .

٤ - من الوجهة المشرف ومدبر المدرسة ومدرس اول المادة

٥ - من الوجهة المشرف ، مدير المدرسة ، اساتذ  
طرق التدريس ومن الطالب الزميل .

## عنا صرعا من

هذا الجزء يجيب عليه فئات المينة التي سيطبق عليها هذا الاستبيان وفيه من الاستبيانات والتي تشمل ( طلاب شعبة الجغرافيا بكلية التربية بمدرسوا الجغرافيا حديثي التخرج من ١ - ٢ سنة خبره منتشروا الجغرافيا الذين مارسوا اشراف على التربية العملية مديري المدارس الثانوية التي تم بها تربيته عليه من قبل وهيئة تدريس كلية التربية )

١ - هل ترى ان الرمت المحدد للتربية العملية :

١ - أكثر من اللازم

٢ - كاف

٣ - غير كاف بالبره

٢ - ما رأيك في الرمت الذي ينبغي أن يقضيه طالب شعبة الجغرافيا في التربية العملية في السنة الثالث بالكلية :

١ - مره واحده اسبوعيا طوال سنة شهر

٢ - مره واحده اسبوعيا طوال العام الدراسي

٣ - مرتين الى ثلاثة اسبوعيا طوال التربية العملية

٣ - ما رأيك في الرمت الذي ينبغي أن يقضيه طالب شعبة الجغرافيا في التربية العملية في السنة الرابعة بالكلية :

١ - مره واحده اسبوعيا طوال سنة شهر

٢ - مره واحده اسبوعيا طوال العام الدراسي

٣ - مرتين الى ثلاثة اسبوعيا طوال التربية العملية

٤ - حدد نسبة الرتت الذي ينبغي ان يتغى في الأنشطة التاليه خلال التربية المطلبه بالمدارس :

% ٠٠٠٠٠٠ . . . . . ٠٠

١ - الملا حظـه

٢ - مناقشه ناقد ه مع المشرف عن

% ٠٠٠٠٠٠٠٠ . . . . . ٠٠٠

الدرس الذي تم عرضـه

٣ - التدريس بالفريق ( الطالب المعلم مع

% ٠٠٠٠٠٠٠٠ . . . . . ٠٠٠٠٠

مدرس الفصل أو مع زميل له )

٥ - يعتمد نظام اختيار الطلاب الملتحقين بكلية التربية على السيار الأكاديس ( درجات الطالب في الشهاده الثانيه العامة )

١ - لا اوافق نهائيا

٢ - لا اوافق

٣ - غير متأكد

٤ - اوافق

٥ - اوافق تماما

٦ - يعتمد نظام اختيار الطلاب الملتحقين بكلية التربية على السيار الشخصي ( الذي يعنى مثابه شخصيه يتم بها اخفاء هيئته تدريس الكلية مع الطلاب الملتحقين بالكلية )

١ - لا اوافق نهائيا

٢ - لا اوافق

٣ - غير متأكد

٤ - اوافق

٥ - اوافق تماما

٧ - يمتد نظام اختيار الطلاب المتحتمين بكلية التربية على المعيار الأكاديمي والمعيار الشخصي مما :

١ - لا اوافق نهائيا

٢ - لا اوافق

٣ - غير متأكد

٤ - اوافق

٥ - اوافق تماما

٨ - أية مدخل من المداخل التالي ينبغي اتعاه عند تقييم الطالب المعلم في التربية العملية :

١ - مدخل الأهداف كحجر علية التعلم

( الذي يعنى النشاط المتبادل بين

المعلم والتلاميذ )

٢ - مدى تقدم التلاميذ

( الذي يعنى نتائج فصلهم )

٣ - سمات المعلم

( التي تعنى المثلوات والمهارات

والشاعر والتكيف المهني )

آثار برنامج التربية العملية :

من فضلك قوّم آثار برنامج التربية العملية لطلاب شعبة الجغرافيا من حيث مدى تحقيقه للأهداف الموضحة أدناه .

٢	٢	١
تحقق	غير متأكد	لم يتحقق
٢	٢	١
٢	٢	١
٢	٢	١
٢	٢	١
٢	٢	١
٢	٢	١
٢	٢	١
٢	٢	١
٢	٢	١
٢	٢	١

٩ - يبنى برنامج التربية العملية قدره على تحليل عملية التعلم

١٠ - يبنى برنامج التربية العملية قدره على تحديد الأهداف لعملية التعلم .

١١ - يساعد برنامج التربية العملية الطلاب المعلمين على تطوير المهارات الأساسية للمعلم مع التلاميذ في الفصل

١٢ - يساعد برنامج التربية العملية الطلاب المعلمين على فهم مختلف التدريس

١٣ - يساعد برنامج التربية العملية الطلاب المعلمين على التعامل مع التلاميذ كأفراد .

١٤ - يساعد برنامج التربية العملية الطلاب المعلمين على التعامل مع التلاميذ الذين يعانون صعوبات في تعلم الجغرافيا .

١٥ - يساعد برنامج التربية العملية الطلاب المعلمين على اكتساب مهارة تدريس الجغرافيا .

١٦ - تبنى التربية العملية لدى الطالب المعلم القدرة على النقد الذاتي .

٣	٢	١
تحقق	غير متأكد	لم يتحقق
٢	٢	١
٣	٢	١
٢	٢	١

١٧ - تبنى التربية العملية لدى الطالب المعلم القدره على  
المحافظة على النظام داخل الفصل .

١٨ - تبنى التربية العملية لدى الطالب المعلم القدره  
على اعداد واستخدام المصادر والأدوات داخل  
الدرسة بطريقة صحيحة ومؤثرة .

١٩ - التربية العملية فرصه جيدة للطالب المعلم للتعرف  
على طرائق الجغرافيا ومحتوياتها بالتمسك  
الدراسية المختلطة بالدرسة الاعداديه والثانوية .

APPENDIX C

TEACHING PRACTICE  
QUESTIONNAIRE

---

For the recently qualified  
teacher of geography in Egypt

---

Prepared by M.A.A. ABDEL-KADER

as a part of Ph.D. research in education  
(Curriculum and Instruction)

School of Education  
Durham University  
1982

Dear

I have constructed this questionnaire for my research concerned with a 'critical evaluation of the system of teaching practice for the student-teacher of geography in Zagazig University, Egypt'. An attempt has been made to administer the questionnaire to a pilot sample in England and Wales (Egyptian research students) for obtaining the first reaction about the statements, clarity of words, the parts individually and the questionnaire as a whole.

You may find yourself agreeing strongly with some items, disagreeing just as strongly with others; whether you agree or disagree with some items, you can be sure that many people feel the same way as you do. You can circle, give any sign or give comments as a response in the appropriate place. I have confidence in your ability to answer the questionnaire. Accept my thanks for your assistance in doing the questionnaire.

The Researcher,  
M.A.A. ABDEL KADER.

PLEASE TURN THIS PAGE NOW AND START.

Specific Items

Could you please give your answer by circling, giving any sign or comment if necessary.

1. The geography method course in the faculty of education is of little use for your teaching.

(Please specify in brief)

.....  
.....  
.....  
.....

2. The geography method course in the faculty of education is useful for teaching.

(Please specify in brief)

.....  
.....  
.....  
.....

3. What is your opinion about the way you were evaluated in teaching practice in the light of your teaching experience.

(Please specify in brief)

.....  
.....  
.....  
.....

4. Compare and contrast the system of evaluation used in teaching practice and in your present teaching service.

.....  
.....  
.....  
.....

5. A detailed guide book for teaching practice will be of little use to guide student-teachers in teaching.

- (1) strongly disagree
- (2) disagree
- (3) undecided
- (4) agree
- (5) strongly agree

6. Do you think that the supervision system and evaluation system used in teaching practice :

- (1) effectively motivates the student
- (2) gives a bad impression about teaching as a profession
- (3) differs from any new ideas in geography method and learning theory

7. Which three of the following do you think the most important factors in classroom control and discipline :

1. constructing clear lesson objectives
2. teaching methods
3. relationship with pupils
4. questioning skills of the teacher
5. teacher personality and appearance
6. a well structured lesson
7. size of the class
8. efficient organization of resources

8. How far do you agree that the evaluation method of your performance being evaluated in teaching practice was efficient in measuring performance :

1. Not at all
2. Effective
3. Very effective

9. In the light of your teaching experience, what do you think of the teaching practice programme in regard to :

- (a) system of supervision
- (b) co-operation between faculty staff and school staff
- (c) techniques of evaluation whereby you are being evaluated
- (d) timing, duration, visits made to the student-teacher by the supervisor

(Please comment in detail)

.....

.....

.....

.....

.....

.....

.....

10. Which role was your supervisor acting in teaching practice :

- (a) observer only
- (b) observer and counsellor

Common items

This section for all the categories of the sample to answer about.

Attitudes on teaching practice

1. Is the amount of time spent on teaching practice :

- (1) too long
- (2) about right
- (3) too short

2. What do you think about the time that a student-teacher of geography should spend in total teaching practice in the third year ?

- (1) once a week for six months
- (2) once a week for all the term time
- (3) 2 - 3 times a week for all the time of practice programme

3. What do you think about the time that a student-teacher of geography should spend in total teaching practice in the fourth year ?

- (1) once a week for six months
- (2) once a week all the term time
- (3) 2 - 3 times a week for all the time of practice programme

4. Define the available time on teaching practice

which should be spent in the following types of activities :

- (1) observation .....%
- (2) critical discussion of lesson with the supervisor .....%
- (3) team teaching (the student-teacher with class teacher or with other student-teacher) .....%

5. The selection system in the faculty of education depends on the academic criteria (which means pupils' grades in general secondary certificate).

- (1) strongly disagree
- (2) disagree
- (3) undecided
- (4) agree
- (5) strongly agree

6. The selection system in the faculty of education depends on the subjective criteria only.

- (1) strongly disagree
- (2) disagree
- (3) undecided
- (4) agree
- (5) strongly agree

7. The selection system in the faculty of education depends on the academic and the subjective criteria together.

- (1) strongly disagree
- (2) disagree
- (3) uncertain
- (4) agree
- (5) strongly agree

8. Which criterion should be in student-teacher evaluation in teaching practice :

- (1) objective approach (which means the acting of teacher-pupil in relation to objective).
- (2) measure pupil changes (results)
- (3) teacher and personality traits (which means special abilities, knowledge, skills, feelings and adjustments acquired through experience).

The effectiveness of teaching practice programme

Please give your evaluation of the effectiveness of teaching practice programme for student-teachers of geography in meeting the objectives listed below by circling the appropriate response.

	1	2	3
	ineffective	uncertain	effective
9. Teaching practice programme develops ability to analyse learning process.	1	2	3
10. Teaching practice programme develops ability for define objectives for the learning process.	1	2	3
11. Teaching practice programme helps student-teacher to develop their basic classroom skills.	1	2	3
12. Teaching practice programme helps student teachers to understand teaching situation.	1	2	3
13. Teaching practice helps student-teachers to deal with pupils as individuals.			

	1	2	3
	ineffective	uncertain	effective
14. Teaching practice helps student-teachers to deal with pupils who have learning difficulties in geography.	1	2	3
15. Teaching practice helps student-teachers to acquire geography teaching methods.	1	2	3
16. Teaching practice develops ability of self criticism.	1	2	3
17. Teaching practice develops ability of classroom control and discipline.	1	2	3
18. Teaching practice develops ability of using the available resource correctly and effectively.	1	2	3
19. Teaching practice gives student-teachers greater awareness of the geography syllabus in the preparatory and secondary school.	1	2	3

Arabic version of APPENDIX C

امتحان التربية العملية

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لدراسة الجغرافيا حديث التخرج بمحاضرة الفرقية °

---

اعداد

نصير احمد عبد النعم

مبزه من بحث للحصول على دكتوراه الفلسفة

نسى

الفرقة ° شايع وطرق تدريس الجغرافيا °

مدرسة التربية

جامعة دم - انجلند

السلطنة المتحدة

منهـنـى . . .

أعد هذا الاستبيان كجزء من بحث دكتوراه في موضوع "تفهم" قائد لنظام الامتحانات والتفهم في التربية العملية لطلاب الجغرافيا بكلية التربية بجامعة الزقازيق - دراسة حالة " . وقد قام الباحث بتطبيق هذا الاستبيان على عينة ميدانية من الطلاب المصريين المبعوثين في إنجلترا وويلز من أجل الحصول على الانطباعات الميدانية عن مشردات الاستبيان ووضوحها والشكل المم لها .

وقد توافق تماما على بعض عناصر الاستبيان ولا توافق نهائيا على البعض الآخر وتارجح الرأي بالنسبة لعناصر اخرى . سواء أوافقت او لم توافق على بعض العناصر ينبغي ان يتأكد لديك ان هذا رأى كثير من الأشخاص .

يتأكد ان تضع دائرة او أبة علامة للأجابة عن الأسئلة وذلك في المكان المحدد لذلك . واني لأثق تمام الثقة في صدقك على الأجابة عن هذا الاستبيان متقبلا عظيم شكري على حسن تعاونك .

الباحث

منور احمد عبد النعم

من فضلك اقلب هذه الصفحة الآن

وابدأ الأجابة بهدوء ودقة .

عناصر خاصة

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اجيب عن الفقرات التالية بوضع د اثيره او علامة أو علق كتابة عند الضرورة °

١ - برنامج طرق تدريس الجغرافيا بالكلية قليل الفائدة لتدريسك ° علق بأيجاز

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٢ - برنامج طرق تدريس الجغرافيا بالكلية مفيد للتدريس بالدرجة ° علق بأيجاز °

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٣ - في ضوء تجربتك في التدريس ه تارأيك في الطريقة التي تم تمهيك بها علق بأيجاز °

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٤ - قارن ووازن بين نظام التقييم اثناء التربية العملية وخلال عمله كمدرب . علق بأجازه .

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٥ - وليل للتربية العملية يكون قليل القائه لتوجيه الطالب المعلم في التدريس بالمدرسة .

- ١ - لا اوافق نهائيا  
\_\_\_\_\_
- ٢ - لا اوافقني  
\_\_\_\_\_
- ٣ - غير شاك  
\_\_\_\_\_
- ٤ - موافق  
\_\_\_\_\_
- ٥ - موافق تماما  
\_\_\_\_\_

٦ - ماذا تعتقد في نظام الاشراف ونظام التقييم في التربية العملية :

- ١ - يساعد الطالب المعلم ويدفع التدريس .  
\_\_\_\_\_
- ٢ - يهيئ للتدريس كهننة .  
\_\_\_\_\_
- ٣ - يخلف عن الافكار الجديدة في تدريس  
المادة ونظريات التعلم .  
\_\_\_\_\_

٧ - أية المواقف الثلاثة الآتية تعتقد أنها أكثر أهمية في التحكم في النظام داخل الفصل .

١ - نحدد أهداف الدرس بوضوح

\_\_\_\_\_

\_\_\_\_\_

٢ - طرق التدريس المستخدمة في الدرس

\_\_\_\_\_

\_\_\_\_\_

٣ - العلاقة مع التلاميذ

\_\_\_\_\_

\_\_\_\_\_

٤ - التمكن من مهارة توجيه الأسئلة

\_\_\_\_\_

\_\_\_\_\_

٥ - شخصية المدرس مظهره

\_\_\_\_\_

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٦ - الدرس المحمد جيدا

\_\_\_\_\_

\_\_\_\_\_

٧ - كثافة الفصل

\_\_\_\_\_

\_\_\_\_\_

٨ - توفر الوسائل التعليمية

\_\_\_\_\_

٨ - إلى أي مدى تعتقد أن طريقة تقييمك أثناء التجربة العملية كانت مؤثرة نفسيًا قياس مستوى أداء المدرس .

\_\_\_\_\_

\_\_\_\_\_

١ - غير مؤثرة

\_\_\_\_\_

\_\_\_\_\_

٢ - مؤثرة

\_\_\_\_\_

\_\_\_\_\_

٣ - مؤثرة جدًا



## عنا صر عامة

هذا الجزء يجب عليه نفاك المينة التي سيطبق عليها هذا الاستبيان وغيره من الاستبيانات والتي تشمل ( طلاب شعبة الجغرافيا بكلية التربية ودراسوا الجغرافيا حديثي التخرج من ١ - ٣ منه غيره منفتحوا الجغرافيا الذين مارسوا اشراف على التربية المحلية مديري المدارس الثانوية التي تم بها تربيته عليه من قبل وهيئة تدريس كلية التربية )

١ - هل ترى ان الوقت المحدد للتربية المحلية :

١ - أكثر من اللازم

٢ - كان

٣ - غير كاف بالمره

٢ - ما رأيك في الوقت الذي ينبغي أن يتخيه طالب شعبة الجغرافيا في التربية المحلية في السنة الثالثه بالكلية :

١ - مره واحده اسبوعيا طوال سنة شهر

٢ - مره واحده اسبوعيا طوال العام الدراسي

٣ - مرتين الى ثلاثة اسبوعيا طوال التربية المحلية

٣ - ما رأيك في الوقت الذي ينبغي أن يتخيه طالب شعبة الجغرافيا في التربية المحلية في السنة الرابعه بالكلية :

١ - مره واحده اسبوعيا طوال سنة شهر

٢ - مره واحده اسبوعيا طوال العام الدراسي

٣ - مرتين الى ثلاثة اسبوعيا طوال التربية المحلية

٤ - حدد نسبة الرتت الذي ينبغي ان يقضى في الأنشطة التالبه خلال التربة الملبه بالمدارس :

% ٠٠٠٠٠٠ ٨٠٠٠٠٠

١ - الملا حظـه

٢ - مناقشه ناقد ه مع المشرف عن

% ٠٠٠٠٠٠ ١٠٠٠٠٠٠٠

الدرس الذي تم عرضـه

٣ - التدرس بالفريق ( الطالب المعلم مع

% ٠٠٠٠٠٠ ٢٠٠٠٠٠

مدرس الفصل أو مع زميل له )

٥ - يعتمد نظام اختيار الطلاب المتحتمين بكلية التربية على السيار الأكاديبى ( درجات الطالب في الشهاده الثانجه العامة )

١ - لا اوافق نهائيا

٢ - لا اوافق

٣ - غير متأكد

٤ - اوافق

٥ - اوافق تماما

٦ - يعتمد نظام اختيار الطلاب المتحتمين بكلية التربية على السيار الشخصى ( الذى يعنى مقابله شخصيه يتم بها اخفاء هيهة تدرس الكلية مع الطلاب المتحتمين بالكلية )

١ - لا اوافق نهائيا

٢ - لا اوافق

٣ - غير متأكد

٤ - اوافق

٥ - اوافق تماما

٧ - اِمتد نظام اختيار الطلاب المتكتمين بكلية التربية على المعيار الأكاديمي والمعيار الشخصي مما :

١ - لا اوافق نهائيا

٢ - لا اوافق

٣ - غير متأكد

٤ - اوافق

٥ - اوافق تماما

٨ - أية مدخل من المداخل التالي ينبغي اتباعه عند تقييم الطالب المعلم في التربية العملية :

١ - مدخل الأهداف كحجر علية التعلم

( الذي يعنى النشاط المتبادل بين

المعلم والتلاميذ )

٢ - مدى تقدم التلاميذ

( الذي يعنى نتائج تحصيلهم )

٣ - مهارات المعلم

( التي تعنى المعلومات والمهارات

والمشاعر والتكيف المهني )



٣	٢	١
تحقق	غير متأكد	لم يتحقق
٢	٢	١
٣	٢	١
٤	٢	١

١٧ - تبنى التربية العملية لدى الطالب المعلم القدره على  
المحاضرات على النظام داخل الفصل .

١٨ - تبنى التربية العملية لدى الطالب المعلم القدره  
على اعداد واستخدام المصادر والأدوات داخل  
الدرسة بطريقة صحيحة ومثمرة .

١٩ - التربية العملية فرصه جيده للطالب المعلم للتعرف  
على شتى من الجغرافيا ومحتوياتها بالتمسك  
الدراسية المختلفة بالدرسة الاعداديه والثانوية .

APPENDIX D

TEACHING PRACTICE  
QUESTIONNAIRE

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For the faculty staff

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Prepared by: Monour A.A. Abdel Kader

as a part from Ph.D. research in  
Education (Curriculum and Instruction)

School of Education  
Durham University  
1982.

Dear.....,

I have constructed this questionnaire for my research concerned with a "critical evaluation of the system of teaching practice for the student-teacher of Geography in Zagazig University, Egypt".

An attempt has been made to administer the questionnaire to a pilot sample in England and Waloa (Egyptian research students) for obtaining the first reaction about the statements, clarity of words, the parts individual and the questionnaire as a whole.

You may find yourself agreeing strongly with some items, disagreeing just as strongly with others and undecided about others; whether you agree or disagree with some items, you can be sure that many people feel the same way as you do.

Circle the appropriate response in the appropriate place. I have confidence in your ability to answer the questionnaire, accept my thanks for your assistance.

The Researcher,

M.A.A. Abdol Kader.

PLEASE TURN THIS PAGE NOW AND START.

Specific Items

1. Name of your department :

(1) Curricula and teaching methods.

(2) Educational psychology.

(3) Foundation of education and comparative education.

(4) Mental hygiene.

2. Could you please indicate the nature of your duties :

(1) Lecturing duties only.

(2) Lecturing and teaching practice supervision duties.

3. How satisfied are you with the organization of the geography content in the secondary school :

(1) Very dissatisfied.

(2) Fairly dissatisfied.

(3) Neither satisfied nor dissatisfied

(4) Fairly satisfied.

(5) Very satisfied.

4. The enthusiasm of the student-teacher for the  
geography method course :

(1) Very dissatisfied.

(2) Fairly dissatisfied.

(3) Neither satisfied nor dissatisfied.

(4) Fairly satisfied.

(5) Very satisfied.

5. How satisfied are you with the way that the  
student-teacher of geography is being evaluated  
in teaching practice :

(1) Very dissatisfied.

(2) Fairly dissatisfied.

(3) Neither satisfied nor dissatisfied.

(4) Fairly satisfied.

(5) Very satisfied.

6. How satisfied are you with the way of presenting  
the objectives into the geography method course :

(1) Very dissatisfied.

(2) Fairly dissatisfied.

(3) Neither satisfied nor dissatisfied.

(4) Fairly satisfied.

(5) Very satisfied.

7. The completion of the relationship between the educational studies and the geography method on one hand and teaching practice from the other hand seem :

- (1) Very dissatisfied.
- (2) Fairly dissatisfied.
- (3) Neither satisfied nor dissatisfied.
- (4) Fairly satisfied.
- (5) Very satisfied.

8. How acceptable is the system of allocating student-teachers to schools :

- (1) Very unacceptable.
- (2) Unacceptable.
- (3) Uncertain.
- (4) Acceptable.
- (5) Very acceptable.

9. The number of student-teachers of geography in one group in teaching practice seems :

- (1) Too many.
- (2) Sufficient.
- (3) Few.
- (4) Too few.

10. Are a number of the Faculty staff have you any ideas of teaching practice goals :

(1) Yes

(2) No

11. If you have any ideas of teaching practice goals, could you please add to those goals written down :

(1) to provide the student teacher with a basis for determining his/her responsibility.

(2) to provide a basis for assessing the potential ability of the student-teacher.

(3) to provide the student-teacher with an opportunity to become familiar with curriculum, textbook and materials.

(4) .....

.....

(5) .....

.....

(6) .....

.....

(7) .....

.....

(8) .....

.....

(9) .....

.....

(10) .....

.....

(11) .....

.....

(12) .....

.....

- (13) .....
- .....
- (14) .....
- .....
- (15) .....
- .....

Information about the geography method course

12. Please specify how many students take the geography method in the fourth year in the faculty ?

Total number = (.....)

13. What are the main teaching subjects and subsidiary subjects in the geography method course this year in the fourth year in the faculty ?

The main subjects

- 1 -
- 2 -
- 3 -
- 4 -
- 5 -
- 6 -
- 7 -
- 8 -
- 9 -
- 10 -
- 11 -
- 12 -

The subsidiary subjects

- 13 -
- 14 -
- 15 -
- 16 -

17 -

18 -

19 -

20 -

14. There are some objectives for the geography method course mentioned below, please specify other objectives.

- (1) to provide the student-teacher with the necessary information of the nature of the social studies in general and in geography in particular.
- (2) to help the student-teacher develop skills in formulating lesson objectives and overall lesson objectives.
- (3) to provide an opportunity for the student-teacher to train himself about a variety of teaching techniques.
- (4) .....
- (5) .....
- (6) .....
- (7) .....
- (8) .....
- (9) .....
- (10) .....



18. To what extent do you think a guide book may be useful for the student-teacher, the inspector, the administrator and the system.

1 - Not at all.

2 - To a small extent.

3 - To a great extent.

Common Items

This section for all the categories of the sample to answer about.

Attitudes on teaching practice.

1. Is the amount of time spent on teaching practice :

- (1) too long
- (2) about right
- (3) too short

2. What do you think about the time that a student-teacher of geography should spend in total teaching practice in the third year ?

- (1) once a week for six months
- (2) once a week all the term time
- (3) 2-3 times a week for all the time of practice programme

3. What do you think about the time that a student-teacher of geography should spend in total teaching practice in the fourth year ?

- (1) once a week for six months
- (2) once a week all the term time
- (3) 2-3 times a week for all the time of practice programme

4. Define the available time on teaching practice which should be spent in the following types of activities :

- (1) observation .....%
- (2) critical discussion of lessons with the supervisor .....%
- (3) team teaching (the student-teacher with class teacher or with other student-teacher) .....%

5. The selection system in the faculty of Education depends on the academic criteria, (which means pupils' grades in general secondary certificate)

- (1) strongly disagree
- (2) disagree
- (3) undecided
- (4) agree
- (5) strongly agree

6. The selection system in the faculty of Education depends on the subjective criteria only

- (1) strongly disagree
- (2) disagree
- (3) undecided
- (4) agree
- (5) strongly agree

7. The selection system in the faculty of Education depends on the academic and the objective criteria together :

- (1) strongly disagree
- (2) disagree
- (3) uncertain
- (4) agree
- (5) strongly agree

8. Which approach should be used in the evaluation of student-teachers on teaching practice :

- (1) objectives approach (which means the acting of teacher pupil in relation to objectives)
- (2) measure pupil changes (results)
- (3) teacher and personality traits (which means special abilities, knowledge, skills, feelings and adjustments acquired through experience)

The effectiveness of teaching practice programme

Please give your evaluation of the effectiveness of teaching practice programme for student-teachers of geography in meeting the objectives listed below by circling the appropriate response.

	1	2	3
	ineffective	uncertain	effective
9. Teaching practice programme develops ability to analyse learning process.	1	2	3
10. Teaching practice programme develops ability for define objectives for the learning process.	1	2	3
11. Teaching practice programme helps student-teachers to develop their basic classroom skills.	1	2	3
12. Teaching practice programme helps student-teachers to understand teaching situation.	1	2	3
13. Teaching practice helps student-teachers to deal with pupils as individuals.	1	2	3

	1	2	3
	Ineffective	uncertain	effective
14. Teaching practice helps student-teachers to deal with pupils who have learning difficulties in geography.	1	2	3
15. Teaching practice helps student-teachers to acquire geography teaching methods.	1	2	3
16. Teaching practice develops ability of classroom control and discipline.	1	2	3
17. Teaching practice develops ability of self-criticism.	1	2	3
18. Teaching practice develops ability of using the available resource correctly and effectively.	1	2	3
19. Teaching practice gives student-teachers greater awareness of the geography syllabus in the preparatory and secondary school.	1	2	3

Arabic version of APPENDIX D

استبيان التربية العملية

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لهيئة تدريس كلية التربية

اعداد  
منصور أحمد عبد المنعم  
كجزء من بحث للحصول على دكتوراه الفلسفة  
في التربية (( مناهج وطرق تدريس الجغرافيا ))

مدرسة التربية

جامعة دم - انجلند

الملك المتحدة

١٩٨٢

عزيزي . . .

أعد هذا الاستبيان كجزء من بحث وكتراه في موضوع

(( عتيم ناعه لنظام الاعراف والعتيم في التربة العملية لطلاب الجغرافيا بكلية التربية

بجامعة الرقازبي - دراسة حالة )) .

وقد قام الباحث بتعليقي هذا الاستبيان على عينة مبدئية من الطلاب المصريين المبرزين في انجلته رولز من أجل الحصول على الانطباع المبدئي عن مبركات الاستبيان ووضوحها والشكل العام لها .

قد توافق تماما على بعض عناصر الاستبيان ولا توافق نهائيا على البعض الآخر وتارجح الرأي بالنسبة لعناصر أخرى . مراه: أرائك أولم توافق على بعض العناصر ينبغي أن يتأكد لك ان هذا رأي كثير من الأشخاص .

يتأكد أن تضع دائره أو أية علامة للاجابة على الاسئلة وذلك في المكان المحدد لذلك ، وأنى لأنتى تمام الفتحة في مقدمتك على الاجابة عن هذا الاستبيان متقبلا عظيم شكري على حسن تعاونك .

الباحث :

منصور أحمد عبد النعم

من فضلك اقلب هذه الصفحة الآن

وابدأ الاجابة بهدوء ودقة .

عناصر خاصة

١ - القسم الذي تعمل به :

١ - قسم المناهج وطرق التدريس

٢ - قسم طرق النفس التعليمي

٣ - قسم اصول التربية والتربية المقارنة

٤ - قسم الصحة النفسية

٢ - رتبة طبيعة عملك :

١ - محاضر

٢ - محاضر وأقرب بالاشرف على التربية العملية

٣ - تنظيم محتوى مادة الجغرافيا في السنوات الثلاث بالمرحلة الثانوية العامة

من حيث مساعدة هذا التنظيم للعمل لتنفيذه بطريقة اجرائية :

١ - غير مرضى نهائيا

٢ - غير مرضى الى حد ما

٣ - لا مرضى ولا غير مرضى

٤ - مرضى الى حد ما

٥ - مرضى جدا

٤ - يد و حاس طالب شعبة الجغرافيا لمادة طرق التدريس :

١ - غير مرضى نهائيا

٢ - غير مرضى الى حد ما

٣ - لا مرضى ولا غير مرضى

٤ - مرضى الى حد ما

٥ - مرضى جدا

٥ - كانت الطريقة التي تم بواسطتها تفهم الطالب المعلم في شعبة الجغرافيا

اثناء قيامه بالتربية العملية بالدرسة :

١ - غير مرضية نهائيا

٢ - غير مرضية الى حد ما

٣ - لا مرضية ولا غير مرضية

٤ - مرضية الى حد ما

٥ - مرضية جدا

٦ - كانت الطريقة التي قدمت من خلالها الأهداف نظريا وعمليا

في مادة طرق تدريس الجغرافيا :

١ - غير مرضية نهائيا

٢ - غير مرضية الى حد ما

٣ - لا مرضية ولا غير مرضية

٤ - مرضية الى حد ما

٥ - مرضية جدا

٧ - يد والتكامل بين المواد التربوية ومادة طرق التدريس من ناحية

وبين التربية العملية من ناحية أخرى في أنه :

١ - غير مرضى نهائيا

٢ - غير مرضى الى حد ما

٣ - لا مرضى ولا غير مرضى

٤ - مرضى الى حد ما

٥ - مرضى جدا

٨ - يمد و نظام توزيع الطلاب على المدارس في التربية العملية أة :

١ - غير مقبول نهائيا

٢ - غير مقبول

٣ - غير ملاك

٤ - مقبول

٥ - مقبول جدا

٩ - يمد وعدد الطلاب للمجربة الواحدة من طلاب شعبة الجغرافيا

في التربية العملية :

١ - كثير جدا

٢ - كاف

٣ - قليل

٤ - قليل جدا

١٠ - هل لديك فكرة عن أهداف التربية العملية لطلاب شعبة الجغرافيا

في كلية التربية ؟

١ - نعم

٢ - لا

١١ - إذا كان لديك فكرة عن أهداف التربية العملية لطالب عمبة الجغرافيا في كلية

التربية أكتب الى هذه الأهداف المكتوب أدناه :

١ - تزويد الطالب المعلم بالأساسيات ليحدد مراحله للتدريس

٢ - تزويد المشرف ببعض الأسس لتقوم امكانات الطالب المعلم

٣ - تزويد الطالب المعلم بالتركيب ليكون متأهبا في المنهج والشرر

والأدوات الحديثة في التدريس

٤ - .....

٥ - .....

٦ - .....

٧ - .....

٨ - .....

٩ - .....

١٠ - .....

١١ - .....

١٢ - .....

١٣ - .....

ملاحظات عن مادة طرق تدريس الجغرافيا :

هذا الجزء يجيب عنه فقط المتخصصين في مناهج وطرق تدريس الجغرافيا :  
١٢ - اذكر عدد طلاب شعبة الجغرافيا الذين يدرسون مادة طرق تدريس  
الجغرافيا في السنة الرابعة بالكلية :

جملة العدد = ٥٥٥٥٥

١٣ - ما هي الموضوعات الرئيسية والموضوعات الفرعية في مادة طرق تدريس  
الجغرافيا هذا العام في السنة الرابعة بالكلية :

الموضوعات الرئيسية :

- ١

- ٢

- ٣

- ٤

- ٥

- ٦

- ٧

- ٨

- ٩

- ١٥

- ١١

- ١٢

الموضوعات الفرعية :

- ١٣

- ١٤

- ١٥

- ١٦

- ١٧

- ١٨

- ١٩

- ٢٥

١٤ - البرزخ أدناه بعض أهداف تدريس مادة طرق تدريس الجغرافيا من فضلك  
حدد بنية الأهداف :

١ - يهدف برنامج طرق تدريس الجغرافيا الى تزويد الطالب  
المعلم بالمهارات اللازمة عن طبيعة المواد الاجتماعية عامة  
والجغرافيا خاصة .

٢ - يهدف برنامج طرق تدريس الجغرافيا الى تزويد الطالب  
المعلم بالمهارات اللازمة لصياغة أهداف درس أو عدة دروس .

٣ - يهدف برنامج طرق تدريس الجغرافيا الى تدريب الطالب  
المعلم على استخدام طرق التدريس المناسب لمادة الجغرافيا .

٤ - .....

٥ - .....

٦ - .....

٧ - .....

٨ - .....

٩ - .....

١٠ - .....

١٥ - ما هي النسبة المئوية التي يمكن ان تعطى للأنشطة الموضحة أدناه من جملة  
الوقت المخصص للتدريس بالكلية :

١ - الحاضره للطلاب وتسجيل ملاحظات % .....

٢ - مجموعات مناقشه % .....

٣ - ورشة عمل % .....

٤ - العمل في الدرسة مع الطلاب المعلمين

( ويشمل هذا التجربة المعلميه ) % .....

١٦ - كيف يتم تقييم طالب شعبة الجغرافيا في مادة طرق التدريس ؟

١ - امتحان تحريري آخر العام

٢ - تقييم مرحلي طوال العام الجامعي

٣ - النشاط أثناء العام الجامعي + امتحان

تحريري آخر العام

١٧ - كيف تعرف ان طالب شعبة الجغرافيا اكتسب القابله ليكون معلم

جغرافيا جيد ؟ ( رشح بالبرجاز )

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

١٨ - الى أي مدى تعتقد ان دليل للتربية السلية لطلاب الجغرافيا  
ولمعاشر تدريس الجغرافيا ولموجه الجغرافيا المعاون نسي  
الاشرف ولمدير المدرسة قد يكون ذا فائده .

١ - فير منييد نهائيا

٢ - منييد الى حد ما

٣ - منييد الى حد كبير

## منامرعة

هذا الجزء يجيب عليه ففك العينة التي سيطبق عليها هذا الاستبيان وبغيره من الاستبيانات والتي تعمل ( طلاب شعبة الجغرافيا بكلية التربية بمدرس الجغرافيا حديث التخرج من ١ - ٣ منه خبره منقسمو الجغرافيا الذين مارسوا اشرف على التربية العملية بمدري المدارس الثانوية التي تم بها تربيته عليه من قبل وهيئة تدريسي كلية التربية )

١ - هل ترى ان الرمت المحدد للتربية العملية :

١ - أكثر من اللازم

٢ - كان

٣ - غير كاف بالبره

٢ - ما رأيك في الرمت الذي ينبغي أن يقضيه طالب شعبة الجغرافيا في التربية العملية في السنة الثالث بالكلية :

١ - مرة واحدة اسبوعيا طوال ستة شهر

٢ - مرة واحدة اسبوعيا طوال العام الدراسي

٣ - مرتين الى ثلاثة اسبوعيا طوال التربية العملية

٣ - ما رأيك في الرمت الذي ينبغي أن يقضيه طالب شعبة الجغرافيا في التربية العملية في السنة الرابعة بالكلية :

١ - مرة واحدة اسبوعيا طوال ستة شهر

٢ - مرة واحدة اسبوعيا طوال العام الدراسي

٣ - مرتين الى ثلاثة اسبوعيا طوال التربية العملية



٧ - بمقتضى نظام اختيار الطلاب الملتحقين بكلية التربية على المعيار الأكاديمي والمعياري الشخصي من :  
الشمس

١ - لا اوافق نهائيا

٢ - لا اوافق

٣ - غير متأكد

٤ - اوافق

٥ - اوافق تماما

٨ - أ) مدخل من المداخل التالي ينبغي اتباعه عند تقييم الطالب المعلم في التربية العملية :  
ب

١ - مدخل الأهداف كحجر علية التعلم  
( الذي يعني النشاط المتبادل بين  
المعلم والتلاميذ )

٢ - مدى تقدم التلاميذ  
( الذي يعني نتائج فصلهم )

٣ - مهارات المعلم  
( التي تعني الممارسات والمهارات  
والشاعر والتكيف المهني )

آثار برنامج التربية العملية :

من فضلك قوّم آثار برنامج التربية العملية لطلاب شعبة الجغرافيا من حيث مدى تحقيقه للأهداف الموضحة أدناه .

٢	٢	١
تحقق	غير متأكد	لم يتحقق
٢	٢	١
٢	٢	١
٢	٢	١
٢	٢	١
٢	٢	١
٢	٢	١
٢	٢	١
٢	٢	١
٢	٢	١

- ٩ - يبنى برنامج التربية العملية قدره على تحليل عملية التعلم
- ١٠ - يبنى برنامج التربية العملية قدره على تحديد الأهداف لعملية التعلم .
- ١١ - يساعد برنامج التربية العملية الطلاب المعلمين على تطوير المهارات الأساسية للعمل مع التلاميذ في الفصل
- ١٢ - يساعد برنامج التربية العملية الطلاب المعلمين على فهم مختلف التدريس
- ١٣ - يساعد برنامج التربية العملية الطلاب المعلمين على التعامل مع التلاميذ كأفراد .
- ١٤ - يساعد برنامج التربية العملية الطلاب المعلمين على التعامل مع التلاميذ الذين يعانون صعوبات في تعلم الجغرافيا .
- ١٥ - يساعد برنامج التربية العملية الطلاب المعلمين على اكتساب مهارة تدريس الجغرافيا .
- ١٦ - تبنى التربية العملية لدى الطالب المعلم قدره على التقدير الذاتي .

٣	٢	١
تحقق	غير متأكد	لم يتحقق
٢	٢	١
٢	٢	١
٢	٢	١

١٧ - فني التجربة العملية لدى الطالب المعلم القدره على  
الحافه على النظام داخل الفصل .

١٨ - فني التجربة العملية لدى الطالب المعلم القدره  
على اعداد واستخدام المصادر والأدوات داخل  
الدرسه بطريقه صحيحه ومثمره .

١٩ - التجربة العملية فرصه جيده للطالب المعلم للتعرف  
على مميزات الجغرافيا وخصائصها بالتمسك  
الدراسية المختلفه بالدرسه الاعداديه والثانويه .

APPENDIX E

TEACHING PRACTICE  
QUESTIONNAIRE

---

For the Geography Inspectors

---

Prepared by : Mansour A.A. Abdol Kador  
as a part from a Ph.D. research in  
Education (Curriculum and Instruction)

School of Education  
Durham University  
1982

Dear

I have constructed this questionnaire for my research concerned with a "critical evaluation of the system of teaching practice for the student-teacher of geography in Zagazig University, Egypt".

An attempt has been made to administer the questionnaire to a pilot sample in England and Waloa (Egyptian research student) for obtaining the first reaction about the statements, clarity of words, the parts individually and the questionnaire as a whole.

You may find yourself agreeing strongly with some items, disagreeing just as strongly with others and undecided about others; whether you agree or disagree with some items, you can be sure that many people feel the same way as you do. You can circle or give any sign as a response in the appropriate place.

I have confidence in your ability to answer the questionnaire. Accept my thanks for your assistance in doing the questionnaire.

The Researcher.  
M.A.A. ABDEL-KADER

PLEASE TURN THIS PAGE NOW AND START.

Specific Items

Please read these items carefully and give your appropriate response and comments if necessary.

1. Have you any idea about the goals of teaching practice programme for the geography students ?

- 1 - I do not have any idea
- 2 - I have some idea
- 3 - I have a clear idea

2. If you have any idea of the goals of teaching practice, could you please write your assumptions of these goals (please specify not more than ten points).

- 1 - .....
- 2 - .....
- 3 - .....
- 4 - .....
- 5 - .....
- 6 - .....
- 7 - .....
- 8 - .....
- 9 - .....
- 10 - .....



6. Did you have any sort of meeting or conference concerned with teaching practice programme in the faculty of education before starting the programme ?

1 - No

2 - Yes

7. On what aspects do you always concentrate your evaluation of the student-teachers' performance, please write in the space below not more than five points :

1 - .....

2 - .....

3 - .....

4 - .....

5 - .....

8. Did you use any guide lines or criteria in evaluating your student-teachers performance ?

1 - No

2 - Yes

9. If you have any guide lines or criteria for evaluating the geography student-teacher, what guide lines or criteria was it ?

(Please specify not more than ten points)

- 1 - .....
- 2 - .....
- 3 - .....
- 4 - .....
- 5 - .....
- 6 - .....
- 7 - .....
- 8 - .....
- 9 - .....
- 10 - .....

10. Your final opinion about the student teachers performance occurs :

- 1 - after the second time observation of teaching performance.
- 2 - during the first term.
- 3 - at the end of teaching practice programme

11. Are you specialised in the subject matter that you supervise ?

- 1 - No
- 2 - Yes

12. Do you involve others in the evaluation of the performance of the geography student-teachers ?

1 - No

2 - Yes

13. If you involve others in the evaluation of the student-teachers performance, could you please specify (not more than five lines).

1 - .....

2 - .....

3 - .....

4 - .....

5 - .....

14. Do you always make a report about your student-teachers performance and send it to the faculty ?

1 - No

2 - Yes

15. If you always make a report about your student-teacher performance, what aspects do you include. (Please specify not more than ten lines).

- 1 - .....
- 2 - .....
- 3 - .....
- 4 - .....
- 5 - .....
- 6 - .....
- 7 - .....
- 8 - .....
- 9 - .....
- 10 - .....

16. Do you project yourself into the place of your student-teacher imagining how he might be reacting in a similar situation ?

- 1 - Never
- 2 - Sometimes
- 3 - Always

17. Do you give your student-teacher an appointment for the next visit ?

- 1 - Never
- 2 - Sometimes
- 3 - Always

18. Which type of supervision do you set upon :

1 - Assessor

2 - Assessor and Counsellor

19. Do you think that the number of student-teachers  
you supervise affects your supervision and evaluation ?

1 - Not at all

2 - To a small extent

3 - To a great extent

Common Items

This section for all the categories of the sample to answer about.

Attitudes on teaching practice

1. Is the amount of time spent on teaching practice :

- (1) too long
- (2) about right
- (3) too short

2. What do you think about the time that a student-teacher of geography should spend in total teaching practice in the third year ?

- (1) once a week for six months
- (2) once a week all the term time
- (3) 2-3 times a week for all the time of practice programme.

3. What do you think about the time that a student-teacher of geography should spend in total teaching practice in the fourth year ?

- (1) once a week for six months
- (2) once a week all the term time
- (3) 2-3 times a week for all the time of practice programme.

4. Define the available time on teaching practice which should be spent in the following types of activities :

- (1) observation .....%
- (2) critical discussion of lesson with supervisor .....%
- (3) team teaching (the student-teacher with class teacher or with other student teacher) .....%

5. Do you agree that the selection system in the faculty of education depends on the academic criteria (which means pupils grades in general secondary certificate).

- (1) strongly disagree
- (2) disagree
- (3) undecided
- (4) agree
- (5) strongly agree

6. The selection system in the faculty of education depends on the subjective criteria only.

- (1) strongly disagree
- (2) disagree
- (3) undecided
- (4) agree
- (5) strongly agree

7. The selection system in the faculty of education depends on the academic and the subjective criteria together.

- (1) strongly disagree
- (2) disagree
- (3) uncertain
- (4) agree
- (5) strongly agree

8. Which approach should be in student-teacher evaluation in teaching practice :

- (1) objective approach (which means the acting of teacher-pupil in relation to objective).
- (2) measure pupil changes (results)
- (3) teacher and personality traits (which means special abilities, knowledge, skills, feelings and adjustments acquired through experience).

The effectiveness of teaching practice programme

Please give your evaluation of the effectiveness of teaching practice programme for student-teachers of geography in meeting the objectives listed below by circling the appropriate response.

	1	2	3
	ineffective	uncertain	effective
9. Teaching practice programme develops ability to analyse learning process.	1	2	3
10. Teaching practice programme develops ability for define objectives for the learning process.	1	2	3
11. Teaching practice programme helps student-teacher to develop their basic classroom skills.	1	2	3
12. Teaching practice programme helps student-teachers to understand teaching situation.			
13. Teaching practice helps student-teachers to deal with pupils as individuals.	1	2	3

	1	2	3
	Ineffective	uncertain	Effective
14. Teaching practice helps student-teachers to deal with pupils who have learning difficulties in geography.	1	2	3
15. Teaching practice helps student-teachers to acquire geography teaching methods.	1	2	3
16. Teaching practice develops ability of self-criticism.	1	2	3
17. Teaching practice develops ability of classroom control and discipline.	1	2	3
18. Teaching practice develops ability of using the available resource correctly and effectively.	1	2	3
19. Teaching practice gives student-teachers greater awareness of the geography syllabus in the preparatory and secondary school.	1	2	3

Arabic version of APPENDIX E

استبيان التريبة الملبنة

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لنصف الجغرافيا بحافظة التريبة

---

استعداد

مستور احمد عبد العليم

كجزء من بحث للحصول على دكتوراه الفلسفة

في

التريبة " تاسع وطرق تدريس الجغرافيا "

مدرسة التريبة - جامعة ديم

اجلاس

السلطنة العموم

١٩٨٢

عززي ٥٥٥

اعد هذا الاستبيان كجزء من بحث دكتوراه في موضوع تختار فاقده لنظام  
الاعراف والتقوم في الة رينة الملينة لطلاب الجغرافيا بكلية التربية بجامعة الزقازيق  
- دراسة حالة ٥

رقد قام الباحث بتطبيع هذا الاستبيان على عينة سبعة مئة من الطلاب المصريين  
البحريين في انجلترا وويلز من أجل الحصول على الانطباع البدي عن فترات الاستبيان  
ووضوحها والشكل العام لها ٥

قد توافقي تماما على بعض عناصر الاستبيان ولا توافقي نهائيا على البعض الآخر  
وتارجح الرلك بالنسبة لعناصر أخرى ٥ سواء أوافقت او لم توافقي على بعض العناصر  
بمهي ان يتأكد لديك ان هذا رأي كثير من الأشخاص ٥

يمكنك ان تفتح د اعزة او أية علامة للأجابة عن الاسئلة وذلك في المكان المحدد  
لذلك ٥ واني لأعتي تمام الفتة في متدرك على الاجابة عن هذا الاستبيان متقبلا عظيم  
شكري على حسن تعاونك ٥

الباحث

محمود احمد محمد النعم

من فضلك اقلب هذه الصفحة الآن  
وابدأ الاجابة بهدوه ودقة ٥

عنا صراحة

١ - هل لديك فكرة عن أهداف التربية العملية لطلاب شعبة الجغرافيا بكلية التربية .

١ - ليس لدي فكرة

٢ - لدي بعض الأفكار

٣ - لدي فكرة واضحة

٢ - لو ان لديك فكرة عن أهداف التربية العملية لطلاب شعبة الجغرافيا ( من فضلك حدد هذه الفكرة في المكان الخالي باختصار فيما لا يزيد عن عشرة أهداف )

١ - .....

٢ - .....

٣ - .....

٤ - .....

٥ - .....

٦ - .....

٧ - .....

٨ - .....

٩ - .....

١٠ - .....

٣ - هل لديك أهداف للتربية العملية مكتوبة ومدونه حصلت عليها من الكلية

قبل أن تبدأ إشرافك على الطلاب

١ - لا

٢ - نعم

٤ - هل لديك خطة مكتوبة أو مدونة للأعراف على الطلاب في التهيئة العملية ؟

١ - لا

٢ - نعم

٥ - إذا كان لديك خطة مكتوبة أو مدونة للأعراف من فضلك حدد ما باختصار نسي

المكان الخالي أدناه .

.....

.....

.....

.....

.....

.....

.....

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.....

.....

٦ - هل كان هناك نهج من الملاحظات أو المقابلات مع بنك وبنك حديثة تدريس

الكلية ، قبل ان تبدأ عملك في الاعراف على الطلاب ؟

١ - لا

٢ - نعم

٧ - حدد الجوانب التي تركز عليها وتفضلها دائما في اختيارك حينما تقوم أداء الطالب

العلم في التدريس فيما لا يزيد عن خمس نقاط ، وذلك في المكان الخالي أدناه .

١ -

٢ -

٣ -

٤ -

٥ -

٨ - هل استخدمت مابيرا صينة حينما قريت اداء الطالب المعلم في التدريس .

١ - لا

٢ - نعم

٩ - اذا كان هناك مابيرا استخدمتها في تدعيم اداء الطالب المعلم في التدريس

( من فضلك حدد أية مابير كانت فيها لا يزيد عن عشرة نقاط ) .

١ -

٢ -

٣ -

٤ -

٥ -

٦ -

٧ -

٨ -

٩ -

١٠ -

١٠ - رايك النهائي فيها يتعلق بأداء الطالب المعلم في التدريس فاليها بـ :  
١ - بعد ثاني مرة ملاحظة أداء التدريس

٢ - خلال النصل الدراسي الاول

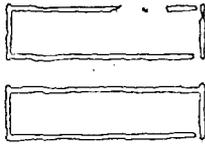
٣ - في نهاية برنامج التربية العملية .

١١ - هل تعلمك الأساس هو الجغرافيا :

١ - لا

٢ - نعم

١٢ - هل تتحرك مع آخره . في تنويع أداء الطالب المعلم ؟



١ - لا

٢ - نعم

١٣ - إذا كان هناك آخرون يشتركون معك في تنويع أداء الطالب المعلم

( من فضلك حدد ذلك في المكان أدناه فيما لا يزيد عن خمسة نقاط )

١ -

٢ -

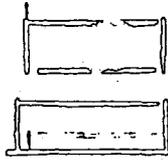
٣ -

٤ -

٥ -

١٤ - هل تعد تغييراً عن أداء الطالب المعلم في التدريس أثناء التجربة العملية وتعدده

إلى الكلية .



١ - لا

٢ - نعم

١٥ - إذا كان هناك تغيير تعدده وتعدده للكلية عن أداء الطالب المعلم في التدريس

ما هي العناصر التي يمثل عليها . وضع في عشرة نقاط ؟

١ -

٢ -

٣ -

٤ -

٥ -

٦ -

٧ -

٨ -

٩ -

١٠ -

١٦ - هل تعدّ خُل في موقف التدريس أثناء شرح الطالب المعلم للتدريس بطريقة له صورة حينئذٍ للتدريس الجيد .

١- أبدا هذا لا يحدث

٢- يحدث أحيانا

٣- يحدث دائما

١٧ - هل تعدد مرشد زيارتك التاديس للطلاب ؟

١- أبدا هذا لا يحدث

٢- يحدث أحيانا

٣- يحدث دائما

١٨ - أي أساليب الاشراف تتبع في اشرافك على الطالب المعلم

١ - مفهوم

٢ - مفهوم ومرشد

١٩ - هل تعتقد ان عدد طلاب المجموعة يؤثر على كفاءة اشرافك وتقييمك لهم ؟

١ - لا يؤثر

٢ - يؤثر الى حد ما

٣ - يؤثر الى حد كبير

## مناصرة

هذا الجزء يجب عليه فئات المينة التي سيطبق عليها هذا الاستبيان وغيره من الاستبيانات والتي تشمل ( طلاب شعبة الجغرافيا بكلية التربية بمدارس الجغرافيا حد بشر. التخرج من ١ - ٣ منه غيره منتفها: الجغرافيا الذين مارسوا اعرافا على التربية العملية بمدارس المدارس الثانوية التي تم بها تربيته عليه من قبل وهيئة تدريس كلية التربية )

١ - هل ترى ان الرمت الحدود للتربية العملية :

١ - أكثر من اللازم

٢ - كان

٣ - غير كاف بالبره

٢ - ما رأيك في الرمت الذي ينبغي أن يتفقيه طالب شعبة الجغرافيا في التربية العملية في السنة الثالثه بالكلية :

١ - مره واحده اسبوعيا طوال سنة شهر

٢ - مره واحده اسبوعيا طوال العام الدراسي

٣ - مرتين الى ثلاثة اسبوعيا طوال التربية العملية

٣ - ما رأيك في الرمت الذي ينبغي أن يتفقيه طالب شعبة الجغرافيا في التربية العملية في السنة الرابعه بالكلية :

١ - مره واحده اسبوعيا طوال سنة شهر

٢ - مره واحده اسبوعيا طوال العام الدراسي

٣ - مرتين الى ثلاثة اسبوعيا طوال التربية العملية

٤ - حدد نسبة الرمت الذي ينبغي ان يقضى في الأنظمة التاليه خلال التريبة المصليه بالمدارس :

٠٠٠٠٠٠ %

١ - الملا حظـه

٢ - مناقشه ناقدـه مع المشرف عن

٠٠٠٠٠٠ %

الدرس الذي تم عرضـه

٣ - التدريس بالفريق ( الطالب المعلم مع

٠٠٠٠٠٠ %

مدرس الفصل أو مع زميل له )

٥ - يعتمد نظام اختيار الطلاب المنتخبن بكلية التريبة على السيار الأكاديسى ( درجات الطالب فى الشهاده الثانجه العامة )

١ - لا اوافق نهائيا

٢ - لا اوافق

٣ - غير متأكد

٤ - اوافق

٥ - اوافق تماما

٦ - يعتمد نظام اختيار الطلاب المنتخبن بكلية التريبة على السيار الشخصى ( الذى يعنى مقابله شخصيه يتم بها أعضاء هيئة تدريس الكلية مع الطلاب المنتخبن بالكلية )

١ - لا اوافق نهائيا

٢ - لا اوافق

٣ - غير متأكد

٤ - اوافق

٥ - اوافق تماما

٧ - يمتد نظام اختيار الطلاب المنتخين بكلية التربية على المعيار الأكاديمي والمعياري الشخصي مساً :

١ - لا اوافق نهائياً

٢ - لا اوافق

٣ - غير متأكد

٤ - اوافق

٥ - اوافق تماماً

٨ - أية مدخل من المداخل التالية ينهني انجازه عند تفهم الطالب المعلم في التربية العملية :

١ - مدخل الأهداف كحور عملية التعلم

( الذي يعني النشاط المتبادل بين المعلم والتلاميذ )

٢ - مدى تقدم التلاميذ

( الذي يعني نتائج تعلمهم )

٣ - مهارات المعلم

( التي تعني العمليات والمهارات والشاعر والتكيف المهني )

آثار برنامج التربية العملية :

من فضلك قسّم آثار برنامج التربية العملية لطلاب شعبة الجغرافيا من حيث مدى تحقيقه للأهداف المرفقة أدناه .

٢	٢	١	
تحقق	غير متأكد	لم يتحقق	
٣	٢	١	٩ - يبنى برنامج التربية العملية قدره على تحليل عملية التعلم
			١٠ - يبنى برنامج التربية العملية قدره على تحديد الأهداف لعمليّة التعلم .
٤	٢	١	١١ - يساعد برنامج التربية العملية الطلاب المعلمين على تطوير المهارات الأساسية للعمل مع التلاميذ في الفصل
			١٢ - يساعد برنامج التربية العملية الطلاب المعلمين على فهم مختلف التدريس
٣	٢	١	١٣ - يساعد برنامج التربية العملية الطلاب المعلمين على التعامل مع التلاميذ كأفراد .
			١٤ - يساعد برنامج التربية العملية الطلاب المعلمين على التعامل مع التلاميذ الذين يعانون صعوبات في تعلم الجغرافيا .
٣	٢	١	١٥ - يساعد برنامج التربية العملية الطلاب المعلمين على اكتساب مهارة تدريس الجغرافيا .
٣	٢	١	١٦ - تبنى التربية العملية لدى الطالب المعلم القدرة على النقد الذاتي .

٣	٢	١
تحقق	غير متأكد	لم يتحقق
٢	٢	١
٢	٢	١
٢	٢	١

١٧ - تبنى التربية العملية لدى الطالب المعلم القدره على  
الحاثة على النظام داخل الفصل .

١٨ - تبنى التربية العملية لدى الطالب المعلم القدره  
على اعداد واستخدام المصادر والأدوات داخل  
المدسة بطريقة صحيحة ومؤثرة .

١٩ - التربية العملية فرصه جيده للطالب المعلم للتعرف  
على مميزات الجغرافيا ومحتوياتها بالنسبة  
الدراسية المختلفة بالمدسة الاعداديه والثانوية .

APPENDIX F

TEACHING PRACTICE  
QUESTIONNAIRE

---

A form for the secondary  
school administrators in  
Egypt

---

Prepared by : Mansour A.A. Abdel Kader

as a part from Ph.D. research in  
Education (Curriculum and Instruction)

School of Education  
Durham University  
1982

Dear,

I have constructed this questionnaire for my research concerned with "a critical evaluation of the system of teaching practice for the student-teacher of geography in Zagazig University, Egypt".

An attempt has been made to administer the questionnaire to a pilot sample in England and Wales (Egyptian research students), for obtaining the first reaction about the statements, clarity of words, the parts individually and the questionnaire as a whole.

You may find yourself agreeing strongly with some items, disagreeing just as strongly with others and undecided about others; whether you agree or disagree with some items, you can be sure that many people feel the same way as you do. You can circle or give any sign as a response in the appropriate place.

I have confidence in your ability to answer the questionnaire. Accept my thanks for your assistance in doing the questionnaire.

The Researcher.

M.A.A. ABDEL-KADER.

PLEASE TURN THIS PAGE NOW AND START.

Sample Item

First reaction :

Could you please give your answer by circling or giving any sign for the appropriate response.

Example as follows :

1	2	3	4
Very Inadequate	Inadequate	Well	Very Well
1	②	3	4

Student teacher of geography enthusiastic working in the teaching practice school.

Start now :

	1	2	3	4
	Very Inadequate	Inadequate	Well	Very Well
1. Student-teacher of geography shows professional attitudes in teaching practice school.	1	2	3	4
2. Student-teacher of geography punctual starting time of the lesson.	1	2	3	4
3. Student-teacher of geography good consultation with school staff in teaching practice school.	1	2	3	4
4. Student-teacher of geography effective in skills of organisation.	1	2	3	4
5. Student-teacher of geography keeps classroom control and discipline.	1	2	3	4
6. Student-teacher of geography enthusiastically working in the teaching practice school.	1	2	3	4

	1	2	3	4
	Very Inadequate	Inadequate	Well	Very Well
7. Student-teacher of geography uses available resources in teaching practice school.	1	2	3	4
8. Student-teacher of geography punctual of the time of practice school.	1	2	3	4
9. Student-teacher of geography willingly shares out of classroom activities in practice school.	1	2	3	4

Second section :

10. To what extent do you think that the student-teacher of geography is able to face and solve problems of dealing with pupils in teaching practice school ?

.....

.....

.....

.....



Common items

This section for all the categories of the sample to answer about.

Attitudes on teaching practice

1. Is the amount of time spent on teaching practice :

- (1) too long
- (2) about right
- (3) too short

2. What do you think about the time that a student-teacher of geography should spend in total teaching practice in the third year ?

- (1) once a week for six months
- (2) once a week all the term time
- (3) 2 - 3 times a week for all the time of practice programme

3. What do you think about the time that a student-teacher of geography should spend in total teaching practice in the fourth year ?

- (1) once a week for six months
- (2) once a week all the term time
- (3) 2 - 3 times a week for all the time of practice programme

4. Define the available time on teaching practice which should be spent in the following types of activities :

- (1) observation .....%
- (2) critical discussion of lesson with supervisor .....%
- (3) lesson teaching (the student-teacher with class teacher or with other student-teacher) .....%

5. The selection system in the Faculty of Education depends on the academic criteria (which means pupils' grades in general secondary certificate).

- (1) strongly disagree
- (2) disagree
- (3) undecided
- (4) agree
- (5) strongly agree

6. The selection system in the Faculty of Education depends on the subjective criteria only.

- (1) strongly disagree
- (2) disagree
- (3) undecided
- (4) agree
- (5) strongly agree

7. The selection system in the faculty of Education depends on the academic and the subjective criteria together.

(1) strongly disagree

(2) disagree

(3) uncertain

(4) agree

(5) strongly agree

8. Which approach should be in student-teacher evaluation in teaching practice :

(1) objectives approach (which means the acting of teacher-pupil in relation to objectives)

(2) measure pupil changes (results)

(3) teacher and personality traits (which means special abilities, knowledge, skills, feelings and adjustments acquired through experience).

The effectiveness of teaching practice programme

Please give your evaluation of the effectiveness of teaching practice programme for student-teachers of geography in achieving the objectives listed below by circling the appropriate response.

	1	2	3
	Ineffective	Uncertain	Effective
9. Teaching practice programme develops ability to analyse learning process.	1	2	3
10. Teaching practice programme develops ability for define objectives for the learning process.	1	2	3
11. Teaching practice programme helps student-teachers to develop their basic classroom skills.	1	2	3
12. Teaching practice programme helps student-teachers to understand teaching situation.	1	2	3
13. Teaching practice helps student-teachers to deal with pupils as individuals.	1	2	3

	1	2	3
	Ineffective	uncertain	effective
14. Teaching practice helps student-teachers to deal with pupils who have learning difficulties in geography.	1	2	3
15. Teaching practice helps student-teachers to acquire geography teaching methods.	1	2	3
16. Teaching practice develops ability of self criticism.	1	2	3
17. Teaching practice develops ability of classroom control and discipline.	1	2	3
18. Teaching practice develops ability of using the available resource correctly and effectively.	1	2	3
19. Teaching practice gives student-teachers greater awareness of the geography syllabus in the preparatory and secondary school.	1	2	3

امتحان التربة المبلية  
= \_ \_ \_ \_ \_

لدى مربي المدارس الثانوية بمحافظة الشرقية

امداد

مستور احمد عبد المنعم

كجزء من بحث للحصول على دكتوراه الفلسفة

نسى

التربة " مشاهج وطرق تدريس الجغرافيا

مدرسة التربية - جامعة دمن

انجلاند

السلطنة المتحدة

١٩٨٢

منهزى . . .

أعد هذا الاختبان كجزء من بحث دكتوراه في موضوع "تقديم نقد  
لعظام الاغريق والفرس في العربية المملية للطلاب الجغرافيا بكلية العربية بجامعة الزقازيق  
- دراسة حالة -"

وتعد قام الباحث بتعليق هذا الاختبان على هيئة مقدمة من الطلاب المصريين  
السيوفيين في انجلترا وويلز من أجل الحصول على الاطباع اليد في عن نشرات الاختبان  
ووضوحها والشكل المما لها .

تد عوائق تماما على بعض عناصر الاختبان ولا عوائق نهائيا على البعض الآخر  
ومارجع الرأي بالنسبة لعناصر أخرى . سواء أوائق أو لم عوائق على بعض العناصر يعني  
أن هناك ادراك ان هذا رأى كثير من الافخاص .

يمكنك ان تضع دائره او أية علامة للأجابة عن الامثلة وذلك في المكان السد لذلك  
. وأني لأتق تمام الثقة في قدرتك على الاجابة عن هذا الاختبان تقبلا عظيم شكري  
على حسن تعاونك .

البا حك

مستور احمد عبد النعم

من فضلك اقلب هذه المنحة الآن  
وابدء الاجابة بهدوء ودقة .

مفردات خاصة

القسم الاول

من فضلك أجب عن المفردات الموضحة أدناه بوضع دائرة أو علامة للأجابة

المتابعة

مثال يتبع نمطه

جيد جدا	جيد	غير ملائم	غير ملائم نهائيا
١	٢	٣	٤

حاسب طلاب جمعية الجغرافيا للعمل في مدرسة التربية العملية

ابدأ الآن :

جيد جدا	جيد	غير ملائم	غير ملائم نهائيا
١	٢	٣	٤
١	٢	٣	٤
١	٢	٣	٤
١	٢	٣	٤
١	٢	٣	٤
١	٢	٣	٤
١	٢	٣	٤
١	٢	٣	٤

١ - اتجاهات طلاب جمعية الجغرافيا السهوية أثناء التربة العملية

٢ - دقة الطلاب المعلمين، المحافظة وقت بدء الدرس

٣ - تعاون الطلاب المعلمين مع هيئة تدريس المدرسة واستشارتهم في العمل داخل المدرسة والفصل

٤ - مهارات التنظيم لدى طالب جمعية الجغرافيا أثناء التربة العملية

٥ - محافظة الطلاب المعلمين على النظافة داخل الفصل أثناء الدرس

٦ - حاسب طلاب جمعية الجغرافيا للعمل في المدرسة أثناء التربة العملية

٧ - استخدام طلاب جمعية الجغرافيا للمصادر والادوات المتاحة في المدرسة في عملية التدريس

جيد جدا	جيد	غير ملائم	غير ملائم نهائيا
١	٢	٣	٤
١	٢	٣	٤

- ٨ - محافظة الطالب المعلم على وقت  
بمبدأ الدراحة في مدرسة التربية العملية .
- ٩ - استعداد طالب الجغرافيا للمشاركة  
في الانشطة خارج حجرة الفصل أثناء  
التربية العملية .

### القسم الثاني

١٠ - الى ما ي تعتقد ان طالب الجغرافيا أثناء التربية العملية قادر على حل مشاكل  
التعامل مع التلاميذ ( من فضلك حدد باختصار )

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

١١ - تعتبر فترة التربية العملية في الواقع فترة جيدة لطالب الجغرافيا لاكتساب  
المهارات المطلوبة لاعداد الوسائل التعليمية  
( بما رأيك حدد باختصار )

.....

.....

.....

.....



## عنا صر عامة

هذا الجزء يجب عليه فرك العينة التي سيطبق عليها هذا الاستبيان وغيره من الاستبيانات والتي تعمل ( طلاب شعبة الجغرافيا بكلية التربية ومدرسها الجغرافيا حديثي التخرج من ١ - ٣ منه غيره منتسبوا الجغرافيا الذين مارسوا اشرف على التربية العملية مدبري المدارس الثانوية التي تم بها تربيته عليه من قبل هيئة تدريس كلية التربية )

١ - هل ترى ان الوقت المحدد للتربية العملية :

١ - أكثر من اللازم

٢ - كاف

٣ - غير كاف بالبره

٢ - ما رأيك في الوقت الذي ينبغي أن يقضيه طالب شعبة الجغرافيا في التربية العملية في السنة الثالث بالكلية :

١ - مرة واحدة اسبوعيا طوال سنة شهر

٢ - مرة واحدة اسبوعيا طوال العام الدراسي

٣ - مرتين الى ثلاثة اسبوعيا طوال التربية العملية

٣ - ما رأيك في الوقت الذي ينبغي أن يقضيه طالب شعبة الجغرافيا في التربية العملية في السنة الرابعة بالكلية :

١ - مرة واحدة اسبوعيا طوال سنة شهر

٢ - مرة واحدة اسبوعيا طوال العام الدراسي

٣ - مرتين الى ثلاثة اسبوعيا طوال التربية العملية

٤ - حدد نسبة الرنت الذي ينبغي ان يقضى في الأقساط التالية خلال التريبة المطلبه بالمدارس :

% ٠٠٠٠٠٠٠٠

١ - الملاحطه

٢ - مناقشه قائده مع المشرفين

% ٠٠٠٠٠٠٠٠

الدرس الذي تم عرضه

٣ - التدريس بالثربى ( الطالب المسلم مع

% ١٠٠٠٠٠٠٠٠

مدرس النصل أو مع زميل له )

٥ - يعتمد نظام اختيار الطلاب المتخرجين بكلية التريبة على المعيار الأكاديسى ( درجات الطالب في الشهاده الثانويه العامة )

١ - لا اوافق نهائيا

٢ - لا اوافقنى

٣ - غير متأكد

٤ - اوافقنى

٥ - اوافق تماما

٦ - يعتمد نظام اختيار الطلاب المتخرجين بكلية التريبة على المعيار الشخصى ( الذى يعنى تقابله شخصيه يتم بها أمناه هيبته تدريس الكلية مع الطلاب المتخرجين بالكلية )

١ - لا اوافق نهائيا

٢ - لا اوافقنى

٣ - غير متأكد

٤ - اوافقنى

٥ - اوافق تماما

٧ - وتمد نظام اختيار الطلاب المتخرجين بكلية التربية على المعيار الأكاديمي والمعيار الشخصي مما :

١ - لا وافق نهائيا

٢ - لا وافق

٣ - غير متأكد

٤ - وافق

٥ - وافق تماما

٨ - أية مدخل من المداخل التالية ينبغي انهاءه عند ظهور الطالب المعلم في التربية العملية :

١ - مدخل الأهداف كمرحلة العلم

( الذي يعني العطاء المتبادل بين المعلم والتلميذ )

٢ - مدى عدم الفهم

( الذي يعني نتائج تعلمهم )

٣ - مهارات المعلم

( التي تعني المهارات والمهارات والفكر البهني )

أثار برنامج التربية العملية :

من فضلك قوّم أثار برنامج التربية العملية لطلاب شعبة الجغرافيا من حيث مدى تحقيقه للأهداف الموضحة أدناه .

٢	٢	١
تحقق	غير متأكد	لم يتحقق
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٢	٢	١

- ٩ - ينشئ برنامج التربية العملية القدرة على تحليل عملية التعلم
- ١٠ - ينشئ برنامج التربية العملية القدرة على تحديد الأهداف لعملية التعلم .
- ١١ - يساعد برنامج التربية العملية الطلاب المتعلمين على تطوير المهارات الأساسية للعمل مع التلاميذ في الفصل
- ١٢ - يساعد برنامج التربية العملية الطلاب المتعلمين على فهم مختلف التدريس
- ١٣ - يساعد برنامج التربية العملية الطلاب المتعلمين على التعامل مع التلاميذ كالأفراد .
- ١٤ - يساعد برنامج التربية العملية الطلاب المتعلمين على التعامل مع التلاميذ الذين يعانون صعوبات في تعلم الجغرافيا .
- ١٥ - يساعد برنامج التربية العملية الطلاب المتعلمين على اكتساب مهارة تدريس الجغرافيا .
- ١٦ - تبنى التربية العملية لدى الطالب المتعلم القدرة على التقيد الذاتي .

٣	٢	١
تحقق	غير متأكد	لم يتحقق
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٣	٢	١
٣	٢	١

١٧ - تبنى التربية البيئية لدى الطالب المعلم القدره على  
الحاقه على النظام داخل الفصل .

١٨ - تبنى التربية البيئية لدى الطالب المعلم القدره  
على اعداد واستخدام المبادر والأدوات داخل  
الدرسة بطريقة صحيحة ومثمرة .

١٩ - التربية البيئية فرصه جيده للطالب المعلم للتعرف  
على مشكلات الجغرافيا وتهيئتها بالنسبة  
الدراسية المختلفه بالدرسة الاعداديه والثانوية .

APPENDIX G

TEACHING PRACTICE QUESTIONNAIRE

For the P.G.C.E. Geography Tutors  
of the Universities of England and Wales.

Prepared as part of a Ph.D., in  
Education (Curriculum and Instruction)

School of Education  
Durham University

January, 1984

Dear

I am a Ph.D., student at the University of Durham, School of Education, evaluating the system of teaching practice for student-teachers of Geography in Egypt. My supervisor, Mr. McPartland, has suggested that I write to you in the hope that you could provide me with some assistance. One aspect of my research is to survey current trends in the supervision and assessment of student-teachers of Geography on P.G.C.E. courses in England and Wales, not with the intention of undertaking a controlled exercise in comparability, but merely to obtain information which will help me in the formulation of an evaluation schedule for use in the Egyptian context.

The purpose of this letter is to ask if you could kindly complete the enclosed questionnaire which focuses on the system of teaching practice supervision and assessment of the Geography method students on your course. I assure you that the information you provide will be treated confidentially and only the general conclusions will be incorporated into my thesis.

Your assistance would be very much appreciated.

Yours sincerely,

Honour A. Abdel Kader

Please give full details and provide relevant information and documentation wherever you can.

Name of University Department of Education :

Section A. General :

1. How long has this department had a separate course for the training of secondary Geography teachers ?

2. When selecting students for the Geography Method course do you :

(please tick)

- (1) Interview alone
- (2) Interview with colleagues
- (3) Interview with teachers
- (4) Admit without interview
- (5) Use other procedures (please specify)


3. Who has the final responsibility for the selection of students for the Geography Method course ?

4. How many students are selected for the Geography Method course

--

5. What are the most important criteria by which you select students for the Geography Method course ?

- (1)
- (2)
- (3)
- (4)
- (5)

6. How many weeks are spent on supervised teaching practice by the Geography Method students during the P.G.C.E. course ?

--

7. Who takes prime responsibility for allocating students to teaching practice schools ?

8. What do you consider to be the aims of the teaching practice element of the course ?

(please tick)

- (1) provides an opportunity for promoting a student's personal development.
- (2) provides an opportunity for a student to become familiar with school curricula and resources.
- (3) provides an opportunity for a student to develop the skills of lesson planning.
- (4) provides an opportunity for a student to try out a variety of teaching methods.


(other aims please specify)

9. In what ways is the Geography Method Course, in content and structure, devised to meet the aims of the teaching practice element of the course ?

9. (continued)

IN ADDITION, IS IT POSSIBLE FOR YOU TO PROVIDE AN OUTLINE OF THE GEOGRAPHY METHOD COURSE DETAILING THE RANGE AND SEQUENCE OF TOPICS?

Section B. Supervision :

10. How many Geography students do you supervise on teaching practice ?

--

11. What do you see as the optimum number of students per tutor to supervise on teaching practice ?

--

12. Do you actively involve others in the supervision of the Geography students on teaching practice ?

(please tick)

(1) Yes

(2) No


(If yes, would you please specify)

13. How many visits do you make to each student during the entire teaching practice period ?

(please tick)

Less than 4 visits	
4 visits	
5 visits	
More than 5 visits	

14. How long do you spend supervising each student in the teaching practice school on a single visit ?

(please tick)

Less than one hour	
1 - 2 hours	
More than two hours	

15. Do you inform students in advance of your intention to make a visit ?

(please circle) Yes/No

16. Do you ever visit at a student's request?

(please circle) Yes/No

17. Do you discuss the lesson with the student ?

(a) before it has been taught Yes/No

(b) after it has been taught Yes/No

IF YOU HAVE A DOCUMENT PROVIDING INFORMATION FOR THE STUDENT ON THE SUPERVISION PROCEDURE, WOULD IT BE POSSIBLE FOR YOU TO LET HE HAVE A COPY ?

18. Do you ever intervene to assist a student during a lesson ?

(please circle) Yes/No

(If yes, please outline circumstances)

19. What are the main problems of supervision you have to face during the period of teaching practice ?

(please circle)

(1) Having insufficient time for supervising students Yes/No

(2) Relationship with school staff Yes/No

(3) The timing of the Teaching Practice period in the academic year Yes/No

19. (continued)

(please circle)

(4) Location of the school Yes/No

(5) Lack of clear criteria for assessment of students' performance Yes/No

(other - please specify)

20. What recent changes in the supervision process have you or the department introduced?

Section C. Assessment :

21. Here are some criteria previous studies have used in the assessment process. Please indicate how important you consider each to be.

	of great importance	of some importance	of no importance
1. The quality of lesson preparation.			
2. The skills of questioning.			
3. The formulation of clear lesson objectives.			
4. The ability to communicate with the pupils.			
5. The supervision of the pupils' work.			
6. The ability to stimulate an interest in the lesson.			

21. (continued)

	of great importance	of some importance	of no importance
7. The organisation of materials and equipment for the lesson.			
8. The relationship between student-teacher and pupils.			
9. The timing of the lesson elements.			
10. The varied use of teaching techniques.			
11. The knowledge of the subject being taught.			
12. The enthusiasm for teaching the subject.			
13. The professional attitudes at work.			
14. The personality of the student-teacher in the classroom.			
15. The use of audio-visual aids.			
16. The pupils' opinion of the student-teacher.			
17. The clarity of presentation.			
18. The pupils' achievement in the lesson.			

(If you think there are other important criteria involved in the assessment process, please specify)

(IF AVAILABLE WOULD YOU PROVIDE ME WITH A COPY OF THE ASSESSMENT SCHEDULE USED BY YOU IN THE ASSESSMENT PROCESS).

22. Do you use a rating scale in the assessment process? Yes/No

(If not, please give reasons)

23. Do you use self assessment by the student ?

Yes/No

(If not, please give reasons)

24. What are the most recent changes in the assessment process introduced by you or the department ?

Section D.

Please write any other comments you may have with regard to these aspects already raised.

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