

THE UNIVERSITY OF HULL

PRE-SERVICE TEACHER-TRAINING IN IRAQ AND
ENGLAND, WITH SPECIAL REFERENCE TO THE USE OF
EDUCATIONAL MEDIA - A COMPARATIVE STUDY

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by

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(i)

DEDICATION

To my father, mother, my wife, Moulkea,
and my daughters, Maha, Ala, Sana and Asra,
and all my relatives.

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LIST OF ABBREVIATIONS

ABSP	:	Al Ba'th Socialist Party
ATOs	:	Area Training Organisations
AVA	:	Audio-Visual Aids
CATE	:	Council for the Accreditation of Teacher Education (England, Wales and Northern Ireland)
CCTV	:	Closed-Circuit Television
CDT	:	Craft, Design and Technology
CET	:	Centre for Educational Technology
CNAA	:	Council for National Academic Awards
CSU	:	Central Service Units
DES	:	Department of Education and Science
ETV	:	Educational Television
ILEA	:	Inner London Education Authority
ITT	:	Initial Teacher Training
LEA	:	Local Education Authority
NCET	:	National Council for Educational Technology
OU	:	Open University
PGCE	:	Post-Graduate Certificate of Education
TP	:	Teaching Practice
UCET	:	Universities Council for the Education of Teachers (England and Wales)
χ^2	:	Chi-Square

INTRODUCTION

This study is an attempt to examine some aspects of primary and secondary initial teacher-training in England and Iraq, with special reference to the use of educational media in educational institutions. There is no doubt that good teachers are skilled in the effective use of educational media, which play a great role in improving any educational system. The study, which comprises ten chapters, is divided into two main parts. Chapters One, Two, Three, Four and Five make up Part One, which is contextual. Chapter One provides general background, including statement of the problem, the need of educational media, the aims of the study, the limitations and the definition of selected terms. Chapter Two reviews selected literature from England and Iraq, and discusses some aspects of educational media in selected countries. Chapters Three and Four present an historical overview of initial teacher-training in England and Iraq. Chapter Five, which concludes Part One, is concerned with the development of educational media in general, but particularly in England and Iraq.

The five chapters of Part Two are concerned with the empirical dimension of the study. The research methodology is presented in Chapter Six, while the results of questionnaire surveys conducted in England and Iraq are presented in Chapters Seven and Eight. Chapter Nine compares the results of the questionnaire surveys between the two countries. Finally, Chapter Ten presents conclusions

and recommendations drawn from the documentary evidence and empirical findings. Three questionnaires were designed and developed; one for tutors in teacher-training institutions; one for student-teachers, and the third for practising teachers. The Iraqi questionnaires were presented and answered in Arabic.

CHAPTER ONE

1.1 STATEMENT OF PROBLEM

The system of initial teacher-training and education in England and Wales is very active and is wide-ranging and vigorous. The respective education authorities have given considerable attention to this system and to improving the professional competence of teachers. The importance of initial training of teachers is well recognised in England and Wales - as, too, is the role of the teacher in the whole education and learning process. Indeed, there is no doubt that the teacher is one of four major elements - the teacher, the pupils, the school itself, and the community which surrounds the school - which play key roles in the learning process.

Most countries, especially the developed ones, are giving more attention than formerly to initial teacher-training and the use of educational media.

In Britain, the Council for Accreditation of Teacher Education (CATE), Criteria 1984 and 1990 have provided recent expressions of the importance of teacher-training and highlighted attempts to raise the quality of teachers.

"The aftermath of the American government reports, Nation-at-Risk, has produced a variety of proposals to improve the quality and standards of teachers who are being trained in Schools of EducationIn Great Britain as well, the organisation and control of teacher education has been under continual pressure as the government monetarist policies are applied to the university and school sectors." 1

It is acknowledged that the effectiveness of schools depends largely on the quality of teachers, and that teachers play a vital role in meeting societies' objectives. It would seem to follow that initial teacher-training and the content and methods of teacher education need to be developed to meet the demands of our time and of the coming decades. Certainly, developed countries have considered initial teacher-training as a first fundamental stage in the process of continuous education of the teacher. It can also be argued that, since the teacher's role and function reflect changes in society, teacher-training should enable the future teacher to acquire skills which will equip him or her for new roles and functions which can be developed through life-long education for teachers.

In Iraq, there is a strong desire to improve the quality of the education system in general, and teacher-training in particular. This comes from the perception of the role of teachers in achieving the objectives of Iraqi society.

An official interpretation is that:

"As the teacher plays a vital role in the educational process, the Ministry of Education has paid special attention to prepare teachers and improve the whole condition of teachers. Moreover, the Ministry has adopted a new programme for admission to the various types of primary teacher-training institutions and revision of curricula and syllabuses in order to raise the level of teaching staff by supplying these institutions with higher degree holders and experienced lecturers." 2

Nevertheless, there is a general dissatisfaction among educationists with the whole training course and teachers' work. Manifestations of this include the reluctance of the more academically able students to choose teaching as a career, the tone of certain Ministry of Education Reports (Educational Reports) and the writing of educationists.

It tends to be the students with mediocre results in secondary public examination and intermediate school certificate who enter primary and secondary initial teacher-training institutions. It is evident that primary and secondary teacher-training programmes fall below the standard desired by the government. The selection procedure is poor. The curriculum in training institutions is very crowded, and there is a lack of balance between theory and practice. Teaching practice is only of short duration (six weeks) and institutions' tutors lack relevant teaching experience in schools. There is a shortage of educational media devices. Moreover, in most teacher-training institutions, there are no courses expressly concerned with the application of educational media. These factors and others, understandably, have an adverse effect on the quality of teachers. Consequently, it seems desirable to compare systems of teacher recruitment and training in England and Iraq.

This study is designed to highlight significant similarities and differences between the two systems. Tutors', teachers' and student-teachers' attitudes and opinions in England and Iraq are

compared in order to assess how Iraq might benefit, specifically, from the English experience of: teacher education; use of educational media; and from the more general potential applicability of aspects of the English system to Iraq.

1.2 THE NEED FOR EDUCATIONAL MEDIA

The use of educational media has become an important element in pre- and in-service teacher training. Taylor (1970) drew attention to the need on the part of teachers for understanding of relevant teaching techniques, including knowledge of the possibilities of the various media of communication and competence in handling them in relation to the educational scene.³

Every teacher makes at least some use of educational media, no matter what subject, ability, or age groups he or she is teaching. Educational media are found in play groups, schools, colleges and universities.

Studies which have tested the instructional values of educational media have concluded that the effective use of such media is of great value in the learning process. Chadwick, in 1973, provided a list of five areas in which educational media play an important part. This comprises:

- (1) Making the teaching-learning process more visible.
- (2) Increasing labour specialisation among teaching staff.

- (3) Improving concepts of measurement and evaluation of aspects of the educational system.
- (4) Objectifying goals and clarifying intentions of instruction.
- (5) Shifting the factors of production toward less labour and more and more instructional materials and equipment. ⁴

It has been argued that the educational media have a social responsibility because they exercise power in schools; these media do more good than harm in the learning process. It can also be argued that a further important role of educational media is in teacher-training, where they can enable or enhance communication between student-teachers and the pupils they will teach.

At the time of writing, that is to say, April 1990, only one teacher-training institution in Iraq gives its students systematic instruction in educational media facilities, and even this concentrates on very simple equipment training, rather than on the conceptual and educational problems associated with their use. There are then, as yet, no teacher-training institutions offering courses making full use of educational media.

The teacher in Iraqi schools is always overwhelmingly concerned with theoretical aspects of the learning process - optimised by the central place of the textbook. There is a need to redress this

imbalance. What is also clear is that conventional methods of teacher education in Iraq cannot cope with the mass production of teachers. Consequently, there are many reasons for the greater exploitation and use of educational media in Iraqi training institutions and schools. The more important of these can be listed as follows:

- a) The present era is one of extremely rapid development in science and technology; thus, there is a need to integrate modern educational technology with correspondence programmes, including the use of multi-media programmes, to provide the tools to retain and transmit teaching skills and knowledge;
- b) Children's understanding of concepts can be enhanced by the practical use of educational media equipment. In general, the purpose of these devices is to simplify and/or make more appealing (thus, enhancing motivation) the presentation of complex subjects;
- c) Educational media can help students and teachers to increase the professional elements in teacher-training courses;
- d) The rapid change in Iraqi society places demands on school leavers that schools cannot anticipate. Students must acquire new skills and knowledge after leaving school. The educational system needs to be improved to teach students how to learn on their own. Educational media can have an important role to play in this respect;

e) To narrow the gap between the developed and developing countries, it is necessary to revitalise the education system in Iraq and supply it with new and modern devices.

In practice, the above have not been adequately responded to for a number of reasons. These include: lack of skills and knowledge in the use of educational media in most educational and learning institutions; inadequate supply of teaching aids in relation to the number of students; lack of proper facilities for the repair of faulty or broken equipment; the fact that the few materials that are available are often irrelevant to students' needs; staff shortages are a severe problem; and the curriculum is overcrowded.

Obviously, this is an unsatisfactory situation for a country which is trying to encourage modern teaching approaches in its schools and teacher-training institutions.

1.3 THE AIMS OF THE STUDY

The study, then, is concerned with primary and secondary initial teacher-training and the use of educational media in England and Iraq, with a view to assessing how knowledge and understanding of the English experience in this field can be used to advantage in the Iraqi context.

There are obvious differences between the policies of the two countries; the Iraqi educational system is, for example, highly

centralised and controlled by the central government. Moreover, educational, social, cultural, political and economic factors have all combined to produce an effect on Iraqi initial teacher-training which makes it very different from that in England.

Despite this, it was anticipated that in respect of some issues forming the focus of this study, the samples in the two countries would reveal little or no evidence of relationship between countries' background, attitudes and opinions.

The study attempts to investigate tutors', student-teachers' and teachers' viewpoints via their responses to questionnaires designed for the purpose. It seeks to investigate how primary and secondary initial teacher-training can be improved in Iraq, so that training can become more effective. Furthermore, it endeavours to explore ways in which educational media can contribute to this need for increased effectiveness.

In particular, the study attempts to fulfil the following objectives:

- 1) to describe and compare, with some interpretation and comment, primary and secondary initial teacher-training currently available in Iraq and England;

- 2) to consider the past and present use and future possibilities of educational media; firstly, in England and with some reference to other selected countries; and subsequently in Iraq on the basis of insights thus gained;

3) to gather and present empirical data from the two countries, and to reveal the current situation and practice in Iraqi primary and secondary initial teacher-training in order to establish the precise needs for more effective teacher-training, involving the use of educational media.

4) to identify what aspects of initial teacher-training and use of educational media could be implemented in the Iraqi teacher-training system in order to improve the professional competence of teachers;

5) to draw conclusions and make recommendations for the improvement of initial teacher-training, and the use of educational media in Iraq.

The questionnaires that the researcher constructed for tutors, student-teachers and teachers in the two countries were designed to investigate respondents' opinions and thinking about the present situation of initial teacher-training, together with the use of educational media in the educational institutions. In all, six sets of questionnaires were developed, each consisting of two parts. The first part concerned the field of initial teacher-training for primary and secondary school teachers, and was itself sub-divided into a number of sections: four sections in the case of tutors and student-teachers; and three in the case of school teachers.

The second part of the questionnaire was designed to gather information on the role of educational media in the English and Iraqi education systems. Elsewhere in the study are detailed the efforts that were made to ensure the validity and reliability of this empirical exercise and the research methodology as a whole.

1.4 THE SIGNIFICANCE OF THE STUDY

It is clear that initial teacher-training and the use of educational media are, or should be, very important in the professional life of the teacher. In many parts of the world, considerable attention has been given to the training of teachers and new techniques of teaching. Emphasis, generally, has been placed on the development and deployment of skills, knowledge and equipment. However, the specific importance of the study rests on two particular dimensions. First, is the belief that the success of any programmes to be developed in Iraq will depend largely on efficient and effective primary and secondary initial teacher-training, and the use of educational media. Second, it is anticipated that a comparative study of training in England and Iraq may give better knowledge and understanding of the current situation of teacher-training in Iraq; how educational media are used, and the scope for their development and improvement.

1.5 LIMITATIONS OF THE STUDY

The study is concerned with the provision of only some aspects of initial teacher-training, and the role of educational media in England and Iraq. The study is limited by the latitude of variance regarding the information and experiences it is based on.

Data sources include policy documents, published reports, research documents, articles and books. Additionally, visits have been made to selected schools and teacher-training institutions in England and Iraq to administer questionnaires and gather necessary information, and the researcher's own substantial experience within the Iraqi education system has been drawn from.

In the case of Iraq, surveys were carried out in Baghdad and involved primary and secondary school teachers, tutors, and student-teachers in Baghdad. As well as schools, the institutions visited included university/colleges of education, and some selected primary teacher-training institutions in Baghdad.

In the case of England and Wales, survey samples comprised primary and secondary school teachers, college tutors and student-teachers in schools and training institutions in Humberside and North Yorkshire.

A detailed description of the nature of all of the samples is provided elsewhere within this study.

1.6 DEFINITION OF TERMS

Most of the operational definitions of terms used in this study are those to be found in standard dictionaries of education. However, for purposes of clarity, it will be helpful to list here quite how key words are interpreted.

(a) Initial (Teacher Training)

This term is used in this study to indicate:

"Training undertake before commencing upon a Profession (e.g. teaching)"⁵

(b) Teaching Practice

For this term, the definition given by Rowntree is preferred:

"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 college and/or school staff"⁶

(c) Post-Graduate Certificate of Education (PGCE)

What is meant by the PGCE is a

"One year teacher-training course run in higher education establishments for graduates of a subject, rather than education"⁷

(d) Educational Media Centre (Audio-Visual Centre)

For the purposes of this study, the definition provided by UNESCO is, perhaps, most satisfactory:

"The area in a formal educational setting used primarily for the storage, supply and utilisation of learning resources which have been organised into an integrated collection of materials of all types (print, audio, visual, kits, games) along with devices and special setting (e.g. carrels needed to use the materials" ⁸

(e) Educational Media

Before settling on a working definition of this term, it should be noted that the wider concept of educational media embraces a variety of other technical expressions, which include 'educational technology' and 'audio-visual aids'. However, the term "Educational Media" is taken here to mean, quite simply, all

"the devices and materials used in the teaching-learning process (e.g. books, T.V. etc.)" ⁹

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CHAPTER TWO
REVIEW OF SELECTED LITERATURE

This chapter comprises three parts: first, the education and training of teachers, and educational media in England; second, the education and training of teachers, and educational media in Iraq; and third, the educational media in a few selected countries. Through the three sections, the writer attempts to illustrate major ideas as portrayed in the literature.

2.1 The Development of Teacher Training and Educational Media in England and Wales

A considerable amount has been written about teacher education and training in England and also about educational media. From this massive literature, some of which has also informed Chapter Three, the researcher has, of necessity, selected a limited number of writings. An exhaustive coverage is beyond the scope of this exercise, but further sources have been used to service the resume of the history of teacher education in England and Wales which comprises Chapter Three.

2.1.1 Rich, R.W. (1933). The Training of Teachers in England and Wales during the Nineteenth Century.¹

This book was an attempt to evaluate the system of teacher education in England and Wales in its formative period.

The monitorial system initiated by Bell and developed by Lancaster and his supporters in 1806 was to prepare older boys to instruct younger boys in a school. In order to train senior monitors, Lancaster founded a department at the Borough Road School and established a need for teachers to encourage similar developments. A momentum had been set in motion, for the monitorial system was instrumental in setting up systematic provision for teacher training. Bell and Lancaster played an important role in this process which continued to expand during the nineteenth century. New institutions were established and existing ones developed their systems under the influence of the Glasgow experiments set up in 1836:

"Three methods of training the teacher found supporters. Some witnesses considered that the best thing was to improve the normal schools in their existing form....others advocated the establishment of seminaries after the Continental model,.....others again would have liked to see the work of training taken up by the universities." (p.47)

There was at that time movement towards giving the universities a role in the training of teachers, and in due courses took their place, devoting much of their time to matters of secondary education, while the colleges and other bodies devoted themselves to the problems of elementary education.

The Battersea Training College was opened in 1840, and Kay-Shuttleworth described in detail the instruction it provided.

It aimed to prepare teachers for Poor-Law Schools and similar institutions and the courses consisted of general and professional subjects of education. The 'Battersea method' left its mark on the colleges founded later.

"....a training college was concerned with education as well as professional training, and with education in the normal sense rather than the intellectual, and the importance of practice in teaching, and instruction in the methods and principles of the art." (p.65)

Between 1839 and 1846 there were twenty-five institutions in existence, the length of their courses ranging from eight months to three years. During these years, the training colleges increased the number of their places, provided many classrooms and improved the conditions of teaching practice. The certificate examination was instituted and an attempt was made to develop the training college into a place of general education. This was a time of widespread demand for an exhaustive investigation of the training of teachers and the dissemination of information about courses for prospective trainees.

Despite the reforms of the middle and late twentieth century, many of the characteristics of the formative period of institutionalised teacher training have left their mark on the process.

2.1.2 The McNair Report (1944) ²

The McNair Report provided for the expansion of recruitment and training of teachers and youth teachers in England and Wales, with principles to guide the then Board of Education on what they should do in the future. It put forward possible solutions to some of the problems resulting from the expansion of schooling, including how to secure the number of teachers who would be required for both primary and secondary sectors. This was one of the important issues that faced the education system in the years following the second world war.

The McNair Committee identified and confronted most of these questions arising and made its recommendations in the light of past and future needs. It recommended the establishment of a Central Training Council and the integration of training institutions and interests on an area basis. The members of this Council, it recommended, should participate in presenting and discussing all the problems, with the training colleges, universities and other interested parties in this field, in order to push the organisation of teacher-training forward and establish new facilities for the formation of qualified teachers.

The universities were seen as focal institutions, participating with others in this work. The Report recommended:

"that each university should establish a School of Education, it being understood that some universities may find it desirable to establish more than one such school"; (para a, p

"the work of all students who are seeking to be recognised by the Board of Education as qualified teachers." (para c, p.54)

Thus, universities were to oversee the preparation of teachers, and share that work with teacher training colleges, between them constituting one network. The Report indicated suitable training courses and considered their length, distinguishing between two main courses: those comprising of "professional subjects" and those of "general subjects". Three year training courses were suggested by the McNair Committee for the following reasons:

"First, the need for better-educated men and women in the teaching service; secondly, students have not by 20 years of age, reached a maturity equal to the responsibility of educating children and young people; and thirdly,....a longer amount of time than at present should, during training, be devoted to contact with and teaching in schools." (p.65)

Teaching practice was one of the important elements promoted by the Committee. The aims of teacher-training, the report indicated, was to provide the theoretical bases of schooling, and also to offer circumstances in which the student-teacher could gain practical experience. A term of continuous teaching practice should be available in schools of all types and sizes, including rural schools.

With regard to educational technology in teacher-training, Recommendation 514, covering the role of broadcasting, was in no doubt that this medium influenced learning, giving much help to the teacher in his job and helping the student to understand school lessons and the wider world. Thus, the report noted, in particular, the importance of radio and gramophone in teacher training and predicted the future usefulness of other tools like educational television. It was urged that:

"These aids to education will be found in
every type of educational institution...."
(p.138)

So, as evidenced in the above recommendation, the Committee was impressed by the importance of broadcasting and gave it greater emphasis than before. However, the report gave no further detail about the practical use of these instruments and their value in teacher education.

2.1.3 Jeffrys, M.V.C. (1961) Revolution in Teacher-Training³

Although Jeffrys outlines how events in the field from the early nineteenth century, it is included here for the value of its information and discussion on the early and middle twentieth century.

Initial links between the universities and training colleges were made during the 1930s, and University Institutes of Education

were founded and developed one by one as a result of the already mentioned McNair Report.

Jeffrys gave several answers to the question of what influence the institutes had exerted on the training of teachers by the early 1960s. He reported that:

- a) greater freedom had been given to the Institutes than in their initial years;
- b) Institutes were preparing staff according to many different aims, and at different levels;
- c) one of the most interesting features of the Institutes was their contribution to the growth of educational research in a way that would have been impossible without them;
- d) after 1945, there were developments in in-service training for qualified teachers:

"The programme of an Institute of Education and the U.D.E may show six or seven advanced courses, leading to further qualifications, which did not exist before the war." (p.16)

- e) Libraries had been developed by the Institutes, for the service of practising teachers and for specialist research:

By the time of writing, the basic training course had been increased

from two to three years full-time. Jeffry's offered reasons for this extension and pointed out the advantage of the three-year course:

"Students will be a year more mature when they go out into the schools. Those who have experience of the work in the existing three-year colleges know very well that the value of the third year is much more than one-third of the whole course." (p.30)

On the aspect of teaching methods in the training colleges, he reported that the lecture method was the most often used, but advocated other teaching methods, so that the colleges should:

"....have less formal teaching and more tutorial work and private study, as well as....encourage the students to do more reading." (p.32)

The book also discussed the nature and the needs of the children, the theory of education and the relationships of both to teacher education. Society needs teachers well educated in teaching methods so as to be able to deal with children and to know how to maintain their own professional development.

By the early 1960s, there were three ways in which a non-graduate teacher could get a degree, or improve his professional training, as the writer indicated:

"He can go to a university and take the full degree course of three years; few are likely to do this after having already spent two years at training college. He can work in his spare time for an external degree of London University; many teachers have graduated in this way. A few universities for an advanced diploma to be accepted under certain conditions as an entrance qualification for the Master's degree in Education." (p.75)

2.1.4 National Union of Teachers (1971), The Reform of Teacher Education ⁴

The Executive Committee of the NUT decided to investigate the current sources of supply and the methods of recruitment and training of teachers. They were well aware that teacher training is a complex process with many variables. This object of the NUT was to clarify the situation, first by analysing the development of teacher education in the nineteenth century and the role of the NUT in assisting its improvement. Then the publication proceeded to examine the aims of teacher education and training were defined. Foremost among these were the skills of recognising the qualities of good and potentially good teachers and to strengthen such qualities through training. On these points, the NUT report stated that:

"Teachers in our schools should have a good academic background, professional expertise, a sense of social awareness and a balanced adult personality." (p.93)

On the subject of teaching practice, the pamphlet referred to its value and function and the role of the universities and the colleges in providing a variety of methods within this period of training. It was urged that college staff should hold the final responsibility for the organisation and assessment of students' teaching practice. (p.96)

Regarding the training programme, it was stated that this should include both academic and professional subjects. Student teachers should take special subjects such as psychology, sociology, philosophy and the history of education to provide a basis of mental discipline in their professional education and to help them to solve practical problems in the light of theoretical knowledge during their dealings with children.

The NUT report pointed out that it is necessary to give teachers further opportunities to meet their own educational needs and to improving their own professional field. It suggested that new courses in both the academic and professional subjects required by teachers should be designed within a wider reform pattern of higher education.

Finally, the report proposed that teaching should become an all-graduate profession and expressed the NUT's desire to see the integration of the colleges' and universities' systems for teacher education and training.

2.1.5 The James Report (1972) ⁵

In their report, the James Committee stated their wish to improve the quality and efficiency of the teaching profession. They had important things to say about the personal education of students in initial training which the Committee perceived as comprising two cycles, broadly academic training and then practice, with a third cycle of in-service education and training which should continue throughout the teacher's professional life.

The Report in its proposals laid emphasis on three main ways to improve the quality of teacher training and education:

a) The training and education of teachers should become part of higher education. On this point, the Committee's Report recommended that:

"In future planning, priority should be given to building up existing UDEs, perhaps to a minimum of 200 students." (p.35)

b) The three-year course of education and training of teachers should be extended to four-years, leading to an honours' degree. This meant that successful students from the first cycle who had already completed diploma courses could get the BEd degree after one's successfully completing a further two years of professional training in the second cycle.

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c) The system of education and training should be developed in order to equip the teacher for all the responsibilities to be borne.

"This familiar truth has been given a disturbingly sharper edge in a world of rapidly developing social and cultural change." (p.18)

A very important recommendation was in respect of the achievement of parity of esteem and status as between the teacher trained for any sector or age range.

"The professional training of all teachers should be the same in length and structure, however different in its emphasis and details of its content." (p.67)

The second cycle of the initial training stage was recommended to consist of two years of professional preparation. The first year would be theoretical study and practical work done in a professional institution. The use of educational media and of the workshop would be included. The second year of this stage would be spent in a school or further education college.

"The initial training of teachers in the second cycle should last at least two years (one in a professional institution and one in a school) should be the same for all intending teachers in its organisation and length." (Recommendation 4, p.107)

The Report also made these two important general points:

- a) the existing training system was dual, and this had to be changed;
- b) the best education and training of teachers is that which is built on growing maturity and experience.

So, the report was a radical one, placing emphasis on change and development from the basis of that time in the early 1970s.

2.1.6 Gilbert, J.E. and Blyth, W.A.L. "Origins and Expansion of PGCE Primary Courses in England and Wales before 1970" ⁶

This useful article discusses four main topics: first, the development of the Postgraduate Certificate of Education (PGCE) courses; second, the training of elementary school teachers; third, the expansion of PGCE and BEd courses during the 1950s and 1960s; fourth, the training of primary teachers by means of the PGCE.

The PGCE, devised by universities in association during the nineteenth century, grew and developed during that time to meet immediate needs such as short term shortages of teachers and students. This certificate was planned to prepare elementary school teachers, although traditionally the training colleges had taken responsibility for the preparation of teachers for this

level. From 1908, some grants became available to support secondary trainees in UDEs.

Throughout the twentieth century, considerable expansion occurred in teacher education and training, but especially so after 1945 when many new colleges were established. By the 1950s, some institutions had looked again at their systems and then provided a PGCE course to prepare primary school teachers:

"Most institutions recognised that the establishment of primary PGCE courses was important for the development of the institution as such, as well as being a practical response to an identified teacher shortage." (p.284)

The 1960s was a decade of rapid expansion and the development of the colleges toward offering the PGCE course for the primary and secondary graduates.

This article also considers the development of the BEd course, and the increase in the range of institutions and cross-sectoral relationships involved:

"The production of the needed primary teachers through BEd degrees, as well as through the PGCE route, was welcome to many....and thus, the foundation was laid for BEd and PGCE work later in the polytechnic sector." (pp.286-288)

Finally, without the benefit of hindsight, the article concludes that the courses developed during the expansion period had become formerly established.

2.1.7 Alexander, R.J., Craft, M. and Lynch, J. (1984).
in Change in Teacher Education: Context and
Provision Since Robbins ⁷

This important book aims to analyse and assess the needs of teacher education and training during and after the Robbins Report, and in the future. Beginning with a description of most of the events related to teacher training from 1944 to the 1980s, it then gives special attention to the period covering the 1960s to the 1980s.

The increased birth-rate immediately after the Second World War and again in the mid 1960s produced the need for more teachers and an associated improvement in the quality of teacher preparation. Consequently, the two year certificate course was expanded to three and closer connections were established between the training colleges and the universities with the latter validating the new BEd degree of three (general) or four (honours) years.

The authors noted a stronger role for Central Government:

"The Central Government had involved itself much more closely in the education and training of teachers than almost any other aspect of the education service." (p.31)

They also comment on the aforementioned James Report which, they feel, strengthened teacher-training by suggesting new degrees for preparing teachers: a two-year course leading to a Dip.H.E, the B.A(Ed) and the in-service training course leading to the BEd and MA(Ed).

During this period, great attention was given to the development of the curriculum in schools, and the universities and colleges had a role in sharing this work with other organisations, especially The Schools Council. They note the establishment of the Council for National Academic Awards (CNAA) in 1964, which is now the largest degree-awarding body in the U.K. It has taken an increasing share of BEd, PGCE, Advanced Diploma and MEd validation.

In general, the writers conclude that there had been many impressive changes in teacher-training in England and Wales since the James Report. These changes cover major elements in the areas of teaching practice, training curricula, teaching qualifications, teaching staff and the redesigning of the degree and certificate programmes.

"These issues relate to wider aspects of curriculum change in initial teacher education which concern the BEd as well as PGCE." (p.126)

The general aura of satisfaction with developments in teacher education, despite constraints on the quantitative side

from 1974 onwards was to receive a severe check by the establishment of the Council for the Accreditation of Teacher Education (CATE). An evaluation of the first phase of the work of CATE has not been published at the time of writing, but an account of its work to date appears at the end of Chapter Three.

2.1.8 Central Committees of Advisers and Teachers (1971).
The Training of Teachers and Educational Technology ⁸

This is the first of four items selected for review in respect of the use of media in teacher education in England and Wales. The development of educational technology during the 1960s and 1950s is described. It aims essentially to assist teachers with the use of equipment that would enable them to communicate more material to children and also to teach the same themes more effectively to a larger number of people.

"Technology has now provided education
 with the means to stimulate thinking
 and communicate ideas with real impact." (p.1)

The Committee reported that educational technology was now being developed more rapidly to meet the increasing need for education and to improve participation rates. Specifically, it was improving the quality of the training of teachers. It would be wrong, they considered, to say that the term "technology" could be used in teacher-training unless suitable circumstances were provided in the institutions involved. It had become possible

to use technology in education to provide a common form of reference for tutor and student and to establish a fixed conception of teaching with educational technology, such as to regard this term as a combined part of learning and teaching as well as the acquisition of specific skills. It was not a specialist matter, rather:

"Such media must be seen as part of the inherent pattern of the process of education." (p.3)

The importance which the institutions attached to the improvement and development of the skills and knowledge of the teacher during his/her initial training was indicated by the role of the relevant training which many of them provided. As technology became more widely applied in education, the institutions would be increasingly bound to develop, to meet the changing purposes for which their students were being prepared.

"We need teachers skilled in the arts of communication and able to harness various media to the needs of the learner." (p.4)

It would be necessary for the staff in the Departments and Colleges of Education to develop their qualifications and experience in the use of educational technology in their own teaching. Moreover, there would have to be courses provided with adequate facilities and opportunities for trainee teachers to learn about and use the latest educational technology. This training must include the right conditions and the latest technological advances.

"Before initial training of teachers can adequately begin to prepare students for their role in a modern educational system, the training staff themselves must have absorbed the basic philosophy into their attitudes and techniques." (p.5)

Accordingly, it was considered that there would have to be changes within the institutions concerned. Programmes of teacher-education, needed to be changed, buildings extended, and new equipment acquired.

"We are concerned, then, to see established in Colleges of Education and Departments of Education a training which reflects at every level the essential place of educational technology." (p.7)

Thus, the Committee emphasised the need to develop the use of educational technology in teacher training:

"Both the academic and the professional courses must reflect the high regard which educational trends have for educational technology." (p.7)

In order to promote the effectiveness of educational technology in pre-service training, to expound and demonstrate significance of this medium in the teaching situation, a new plan should be designed:

"...for an initial training period which gives more adequate opportunity for the observation, and subsequent study and discussion, of actual training situations in which educational technology has been effectively used to stimulate and facilitate learning." (p.7)

This point led the Committee to emphasise the need for training institutions to be well-equipped with educational technology to develop the study and use of educational technology in initial training, as well as to enable its use by the staff. It was envisaged that up-to-date audio-visual aids would play a role in this professional development.

2.1.9 The National Council for Educational Technology (1971),
"Educational Technology and the Training of Teachers"⁹

This article was based on a memorandum sent to Area Training Organisations by the National Council for Educational Technology (NCET). It described the concept of technology in education and its relation to teacher education and training, and stated that technology offered much help to the educational system in general, but it had even more importance for teacher-training and re-training. According to the authors, educationalists were seeking guidance in the values and use of educational technology, and it was for this reason that this article was written. It referred to the importance of the new communication media, their values, the role they were playing in rebuilding the educational process, and their practical uses. A variety of media may be used for effective communication between teacher and students, also giving the teacher extended

opportunities at various levels not only to make the learning easier, but also to make the classes more enjoyable and interesting.

This article also advocated designing learning programmes based on the 'systems approach'. It was concerned with the detailed consideration of each element and the careful designing and overall 'programming' of learning activities. It also gives consideration to the roles of elements such as the selection of processes and environments and display elements, and stresses that learning aims should be specified and related to the quality of the pupil:

"Thus, the increasing tendency of teachers to use a variety of groupings, methods and resources according to specific needs can be taken as indicating an increasing interest in the application of educational technology in the broadcast sense, and one can expect the trend to continue." (p.101)

At this point, the article noted that because of the increasing use of technology, there is a need for teachers to develop new skills of classroom management. This means that teachers would also need to evaluate the information, the medium and the outcome in pedagogical terms.

On the implications of educational technology, the NCET suggested that all trainee teachers in colleges should be given at least a simple introduction to educational technology at the

conceptual as well as the practical level. This would mean a radical reform of existing courses, including more opportunities for students to participate in the design and operation of programmes.

The article gave more detailed suggestions, based partly on notes provided by Miss Brown, then Principal of Coventry College of Education, in a paper written for the Council. The main points were as follows:

- a) Development of Student Skills: Educational technology should form a core of teacher education and training, and permeate the whole process.
- b) Development of Staff Understanding: Radical changes of attitude as well as skill would be required. Accordingly, it would be necessary to build a stock of staff specialising in the use of educational technology and keen to apply their skills to the professional development of their colleagues.
- c) Provision of Resources: The implication is of a massive development of technical resources and the means to undertake programmes to utilise them to the maximum effect.

2.1.10 Gilbert, L.A. (1973), "Educational Technology in Teacher Education and Training - a Three-year Development Project" 10

Here, the writer discussed the content of teacher preparation programmes and its relationship with educational technology. He stated that:

"...the attitude in the colleges towards educational technology is still sometimes cautious, even doubtful," (p.2)

and that the work of teacher trainers should be assessed in relation to their use of current educational technology.

The article argued some questions about the importance of educational technology in teacher education and training:

"What then can be done to try to ensure that at least a goodly number of students leave college with a sympathetic attitude towards educational technology, some expertise in its application and an inclination to have a go? Why do colleges not run courses on 'The Book and its Potential Contribution to Learning?' (p.3)

At that time, clearly students and teachers preferred learning from books because they had been taught that way. Accordingly, there is a need to change the attitude of training staff and school teachers towards using new media and equipment. On this matter, the writer declared that:

"It is no use leaving it to the dedicated few to advocate educational technology to the students; unless and until educational technology is applied as a matter of course throughout the College students will be likely to be left with that fatal gap between intellectual assent and attitudinal acceptance which is inimical to action." (p.3)

It is not easy for trainers and teachers to accept this fact; it requires the widening of horizons as an essential part of the teacher-training process.

Gilbert makes reference to the aims of a three-year project under way at the time of writing for developing such work in the training colleges, and comments on the possibility of realising these aims, making the following points:

- a) it seemed that the colleges need more experience in how, where and when they should use the media effectively in the education and training of teachers;
- b) there was a need for more involvement of training staff themselves in choosing suitable equipment so as to encourage in the students, at relevant points in their training, to adopt a positive attitude towards the principles and techniques of educational technology;

c) there was a widespread demand to give this matter increased attention and to regard the use of technology as a normal part of the learning process in teacher education. Hence, some effort had been made as well as money spent to help the college staffs in their work and to improve their attitude toward the use of educational technology, and also to introduce new programmes (course structures) and give attention to the necessary supportive materials. The National Council for Educational Technology has taken the responsibility for achieving the aims of the project.

Finally, this article called on all those with national responsibility for the training of teachers to promote educational technology in the training institutions, and to make the necessary arrangements for its future continued use.

2.1.11 Collier, K.G. (1977), Educational Technology and the Curriculum of Teacher Education" 11

This article was concerned with two main subjects:

- a) What are the problems of course-design which, following the current reorganisation, face colleges of higher education and other institutions engaged in the education of teachers?;
- b) What is the role of educational technology departments/course development units in the handling of these problems?

In order to answer the first question, three problem areas were discussed. First, there was the replacement of the course for a teacher's certificate by a three-year BEd course. This change provides the opportunity to take into account the role of educational technology which has become more important in the education and training of teachers. The demand of teachers is that flexibility should be offered in the design of new courses in order to answer their education and training needs and the needs of a technological society.

The second problem is the exposed situation of college staffs in negotiating the content of new courses by validating bodies and by regional advisory councils, in open competition with others who would claim a right to influence this content. The course designers should give more regard to the institutions' staffs and inform themselves as to the understanding of staff in respect of new skills, attitudes and motivations in association with educational technology developments.

The third problem arises from the adoption of modular structures for many of the new courses. These courses are aimed at satisfying needs of society in an increasingly technological century. All modern societies want to change their educational system partly because technology is growing rapidly.

The writer indicated that teaching media may offer more

appropriate means of learning, and consume less of the teacher's effort and time, allowing him more opportunity to deal with difficult individual cases and needs.

The success of the new courses, it was suggested, would depend greatly on the clarity of the aims. The planner should identify the range of new techniques which the teachers are to promote by means of such courses. For their part, the tutors should select the most suitable ways of achieving these aims, including the teaching methods they use in the classroom.

"Two aspects stand particularly in need of attention: the planned experimentations with techniques for assessing students' intellectual progress; and the systematic study of the extent to which the more suitable and elusive aims have been achieved, involving the imaginative appreciation of situations and relationships." (p.6)

The writer's second main question, concerning the role of an educational technology unit is offered two answers concerned respectively with the function of the unit and the distinctive roles of its staff members and those of the teaching departments:

a) regarding the task of monitoring schemes for new courses, it is very important for designers to have studied all of the situation before starting work on a course. Different educational technologists with newly built courses may have differing ideas as to the various

probable effects, according to their educational and social views and the power to which their senses respond to the various audio-visual stimuli.

b) the official approval for the utilisation of the new courses within the teaching institution is necessary after discussion by the authorities or by committee(s).

The writer adds a general point about the importance of interaction between course designers and teaching staff:

"The relationship between the course development unit and departments will depend partly also on the unit's success in establishing personal contacts among the departments; and here the disparity of scale is a major obstacle." (p.9)

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This brief selection of literature from England and Wales illustrates the background and the position to date. Some of the points included will be taken further in the following chapter on the development of teacher training in England and Wales, but the point is clear that the significance of modern technology was not lost on the leaders of educational provision.

2.2 PRE-SERVICE EDUCATION AND TRAINING OF TEACHERS, AND EDUCATIONAL MEDIA IN IRAQ

This part deals with selected writings on Iraqi primary and secondary school teacher training, and the use of media in the education system.

2.2.1 Al Kassim, B.M. (1975), 'The Effect of Educational Technology on the Professional Training of the Teacher'', The New Teacher¹²

The writer introduces the advantages of using technology in our lives and particularly in education. He attempts to describe the role of educational technology in preparing teachers, as well as its functions in improving teaching methods and curricula. Moreover, he says that some of these devices are used as a part of the human role in the learning process.

Within educational technology, he identifies equipment such as educational television, programmed learning, satellites, learning by correspondence and the computer. He also discusses the use of educational technology in creating new methods and techniques in teaching and learning in a 'life-long education', and developing the continuity of the learning process through preparing teachers who are able to adjust themselves to the ongoing change which inevitably confronts the teaching profession.

Relating the progress of educational technology to the

professional training of the teacher, the writer concludes that most of the countries which use educational technology started with teacher-training programmes, in the belief that the teacher should be well qualified to use this equipment in order to face the changes in the learning process. He therefore lays emphasis on in-service training as a complement and natural follow-up to pre-service training. In designing teacher-training courses, teachers will improve their teaching and learning skills when they use educational technology. National education standards will not develop unless teacher-training programmes are improved through the use of technical equipment. Some experiments have been made in the Arab World, where institutions have responded and attempted to use educational technology in preparing teachers - for example in Algeria and indeed in Iraq; namely, the Multi-Media In-Service Teacher-Training Project.

2.2.2 Ministry of Education Directorate-General of Pre-Service and In-Service Training (1980), Working Plan for Pre-Service and In-Service Training ¹³

In evaluating the curricula of the primary teacher training institutions, this paper stated that they were below the standard required to accomplish the Ministry's educational objectives. These curricula were beneath the level of the students' abilities, did not encourage them to study or to question their own thinking. Furthermore, the curriculum was overcrowded, especially in the teacher-training institutions (three years after intermediate

level), and they stressed the theoretical at the expense of the applied and practical aspects. (p.9)

2.2.3 Ministry of Education (1980), The Working Paper of the Education and Higher Education Sector for the Years 1981-1985 ¹⁴

In studying the whole education system, this paper reported that most primary school teachers were not well qualified, and in addition, the in-service training courses were not competent to increase primary school teachers' qualifications and renew their skills. (p.15)

In considering secondary school teachers, the paper indicated that most who had graduated in the previous years were not adequately qualified academically and professionally, because of the faulty process of their selection and training. Moreover, most of them were not being prepared in the use of modern educational technology which could help them to practise their profession well. (pp.33-34)

The paper identifies the following weaknesses related to the preparation of secondary school teachers:

a) copying and literal translation from references had become common in the writing of textbooks and did not follow the stated guidelines for this process;

- b) textbooks lacked coherence and consistency in the arrangement of their chapters, so that there were gaps between one stage of the instruction and the next;

- c) there was a weak relationship between the curricula in the Colleges of Education and those laid down by the Curricula Foundation attached to the Ministry of Education, which caused some dissimilarity between the academic preparation of teachers and the curricula in the secondary schools they were to teach in;

- d) there was a lack of theoretical and applied studies related to aspects of the curricula, textbooks and teaching methods.

In respect of teaching aids, the paper indicated the following:

- a) studies and specialist staff were lacking in this area;

- b) there was disorder and a failure to complete work, especially regrettable in the period allocated for building projects to supply the needed halls, rooms and laboratories, and importing equipment to use in them;

- c) primary and secondary teacher trainees are not being taught how to produce teaching aids.

In order to confront the perceived failures in the preparation of teachers, the paper recommended some ways forward, as follows:

- a) emphasis generally on the selection and preparation of secondary school-teachers and on continuing the improvement of the programme content of pre-service training;
- b) co-operation among Colleges of Education to add some professional subjects to the training programmes, such as evaluation, educational statistics, and educational research, to enable teachers to pursue careers in an informed way;
- c) more attention in pre- and in-service courses to the national culture and heritage: the Arabic language, Arabic society and Arabic/ Islamic civilisation.
- d) the provision of in-service training courses for unqualified teachers, to cope with the developments in scientific knowledge in general, and particularly in the subject(s) of their own interest.

Some comments were made by the paper on the selection of candidates for the universities (including Colleges of Education). It noted that:

- a) the central acceptance system did not distinguish between students who had passed the secondary public examination at the

first attempt, and others who needed a second attempt;

b) this system did not differentiate between students who passed the public examination in the first year of the course and others who passed in the second year. They were selected according to their school achievement only.

2.2.4 Ministry of Education (1981), Final Report of the Seminar on Pre-Service and In-Service Training¹⁵

The report paid great attention to the role of educational technology in preparing primary school teachers, and investigated the actual provision of this equipment. It was found that the teachers were not well qualified to use the equipment and that there were inadequacies in the facilities needed for this area of the training, as follows:

a) a lack of relevant workshops in most of the training institutions, and some of those existing were inappropriate to the curricula of the primary schools;

b) a shortage of technicians to operate the equipment, particularly the closed-circuit television;

c) a lack of both unused tapes and films for use with the available closed-circuit television (CCTV). Most of these CCTVs were not used at all by anyone in the institutions;

d) overcrowding of the timetable with classes, so that students lacked opportunities for using the libraries. Moreover, the libraries had no up-to-date books, periodicals or reference resources;

e) a lack of laboratories in most of the training institutions, because their buildings were not designed for such things.

Considering the role of the curricula in teacher-training institutions, the report criticised these curricula and noted that:

- a) they did not relate ^{to} the curricula of the primary schools;
- b) they ignored teaching aids and other educational activities, like music, art and other creative studies in preparing teachers;
- c) the curricula of the central teacher-training institutes did not distinguish between the students' scholastic backgrounds, 'literary' and 'scientific'.

2.2.5 Al-Sahlani, S.K. (1983), Secondary Teacher Competence and Teacher Preparation Programmes in Iraq ¹⁶

Reporting on the competence and preparation programmes as indicated in the title, this thesis described the situation in Iraqi teacher-training institutions and included a short history. The researcher concluded that the provision made for teaching

practice was inadequate to prepare secondary school-teachers for coping with the rapidly fluctuating demands of society on education. The periods allocated to teaching practice were too short to allow the translation of teaching theory into practice. Moreover, the programmes were inadequate to prepare teachers for the secondary school. In particular, the acquisition of the skills of classroom management were found to be neglected as were those attitudes, insights and organisational systems necessary to cope with multi-disciplinary work and polyvalency.

With regard to selecting candidates for entry into the Colleges of Education, the author stated that this process fails to provide successful students because they do not enter these institutions by choice, but because their academic achievements force them to do so.

Considering the curricula training courses, the writer viewed the college courses as irrelevant for the teaching profession. Therefore, he recommended that

"The plan of study should be reviewed in all training institutions to give educational subjects priority and to add more relevant education courses geared to the realities of teaching." (p.66)

2.2.6 Al-Khazraji, K.G. (1984). The Education and Training of Primary School Teachers in Iraq: An Analysis of Needs, Trends and Influences ¹⁷

This study was designed to examine the actual provision of initial primary teacher-training. Among his criticisms, the writer indicated that:

"There is general awareness that the rapid expansion of the school population and of teacher-training has given rise to problems relating to the quality of entrants to the profession, the lack of facilities in training institutions, the out-dated and unmodified curricula and the lack of co-ordination with respect to in-service training." (p.600)

The researcher also concluded that the curricula of teacher-training institutions were irrelevant to the preparation of primary school teachers because some of those curricula were beneath the level of students' ability and did not give them what they needed, so they were inclined to treat them superficially. Concerning teaching practice, the writer stated that the time allowed was too short for the practical work, and suggested extending it. In general, supervision and assessment of student-teachers needed to be improved and a better balance achieved between the practical and theoretical aspects in preparing teachers.

Having considered the context and record of co-operation

between training institutions and school experience, the researcher stated that the practising teacher suffered from neglect, because institutions did not know what was happening in the schools and the teachers, after being awarded the certificate had no further contact with the training institutions.

On the use of educational technology in teacher-training institutions, the writer argued that most of these institutions had no suitable equipment; that which existed was outdated and there were, in any case, no technicians to maintain or repair it.

"The modern history of teacher preparation shows a shortage and lack of concern given to the use of modern educational aids in the training institutions." (p.275)

2.2.7 Ministry of Education (1985), The Eleventh Educational Qualitative Conference: The Development of Pre- and In-service Training of Teachers in the Technical and General Education levels ¹⁸

The report is one of the most important documents in the analysis of the actual provision of all pre-service and in-service primary and secondary school teacher-training, and in pointing to the need for improving the programme of the initial training of teachers. It discusses several areas of the training system.

On the matter of teaching practice, the report states that the six-weeks period of teaching practice is inadequate to prepare

primary and secondary school teachers for their professional life, and this field suffers from a general neglect. There is no real commitment to teaching practice among schools and training institutions; sometimes school staff feel that student-teachers are a heavy burden on them. Finally, some schools refuse to take student-teachers for practice, because these schools are too small to accommodate them in their buildings/classrooms, or otherwise to provide for them.

With regard to the curricula of initial primary and secondary teacher-training courses, the Conference reported the programme as being overcrowded, the theoretical side took more attention than the practical aspect and the main subjects' studies occupied too high a percentage of the timetable compared with other needs, such as professional and general education. It was evident that the teaching methods used lacked the expertise for preparing teachers for the profession. Tutors in these institutions did not concern themselves with improving their own teaching methods because of the nature of the curricula and formal examinations, and also the lack of suitable educational technology in most of their institutions.

Having considered the manner of selecting candidates for entry to the teacher-training institutions, the report disagreed with the present procedures. The aspiration of the Ministry of Education is to have the best students to train as teachers, but the procedures of the central acceptance system for selecting candidates is a

major barrier to reaching this goal. The system selects students according to their achievement at school and does not distinguish between those who want to be teachers and those who do not.

The report also evaluated the availability and use of educational media. It concluded that most of the teacher-training institutions lacked suitable equipment for educational technology, while others which had some apparatus lacked qualified tutors to use them. Moreover, the design of the curricula provided no opportunity to use such aids. The following points were set out by the report:

- a) the available workshops in some institutions were not integrated with the primary school curricula;
- b) there was a lack of specialist technicians to look after the available equipment;
- c) there were no planned programmes for using such facilities as did exist, and most of the institutions did not have closed-circuit television, nor did they receive the programmes on educational technology from the TV station;
- d) there was little use of the school library, and moreover, the available books, articles and other printed matter were mostly outdated;

e) there were no places for installing laboratories in the training institutions, and a general lack of suitable equipment for educational technology training.

The recommendations and suggestions of the report can be summarised as follows:

- a) primary school teachers should be prepared in one main course (a two-year course after secondary school, to be extended to three years);
- b) staff in primary teacher-training institutions should have the freedom to select candidates, and a genuine committee should take responsibility for this task. The status of primary and secondary school teachers should be improved by increasing their salaries, in order to attract the best potential students;
- c) for selecting candidates for study in the Colleges of Education, the authorities should find suitable criteria and methods on which to base psychological and professional tests;
- d) the training courses should maintain an appropriate division of the timetable as between the specialist, professional and general education subjects;

- e) relevant links should be made among the primary and secondary preparation courses and the curricula of primary and secondary schools;
- f) practical work should take its place in the courses of primary and secondary teacher-training programmes;
- g) teaching practice should take place during the two-year preparation programmes in the central teacher-training institutes, within the last three-years of the programme in teacher-training schools and starting in the third year of the College of Education programmes;
- h) professional tutors should arrange and supervise teaching practice;
- i) new devices of educational technology should be used to improve the effectiveness of teaching practice;
- j) teacher-training institutions should be supplied with modern and relevant educational technology equipment;
- k) tutors in teacher-training institutions should have teaching experience in both the primary and secondary school, and be well qualified and experienced for their responsibilities.

2.2.8 Ghafar, M.T. (1987). An Evaluation of the Natural Sciences Teachers' Preparation Programme in College of Education from the Tutors' and Students' Points of View¹⁹

In this evaluation, the researcher concluded that the methods of selecting candidates are inefficient, and that it is important to know in what kind of study the student is interested. The writer also found that the six-week period of teaching practice, is insufficient to prepare secondary school-teachers for the classroom. He suggested that the period of teaching practice should be increased to a full course after the theoretical programme.

Regarding the curricula of the training courses, the researcher noted that the percentage of specialisation subjects is higher than the professional and general subjects, and accordingly he suggested that the specialisation programmes should be reduced to 65-70% of the whole training course. The General Education subjects were found to be sufficient in themselves. However, the writer suggested that some extra general instruction should be given in certain subjects, such as Islamic Education, English Language and Arabic Language. With regard to the professional education subjects, this programme is considered to be sufficient, however, the writer did indicate that the number of units given to this side should be increased somewhere between 15 and 35. Some professional subjects should be added to the present course, such as School Curricula, Teaching Technology, Psychological Health and the Philosophy of Education.

Finally, the researcher argues that it is very important to have the training courses evaluated from time to time by selected committees.

2.2.9 Al-Hassun, A. (1987), Teaching Practice in Initial Training of Secondary School Teachers; Suggestions and Substitutes. The New Teacher (Al-Mu'Allim Al-Jadid) ²⁰

This article consists of four parts and argues the present position of teaching practice. The author also suggests steps for improvement. In describing teaching practice, he states that:

"The different aspects of teaching practice suffer from an inertia that holds it back from achieving its objectives." (p.10)

He adds that the six-week period of teaching practice for preparing secondary school teachers is inadequate for effective classroom performance. At a time when most educational systems in the world are following carefully planned objectives, methods and programmes in preparing teachers in Iraq, these procedures are still modest and ill thought out. He suggests some ways to improve these approaches as follows:

a) reconsider the percentage of professional subjects in the curricula of Colleges of Education. The present percentage is 12-14%;

- b) establish in each college a central committee to look after teaching-practice affairs, to make the application to school easy, solve problems, divide students among schools and make links with the Ministry of Education and schools so as to co-ordinate what is relevant to the assessment of student; teachers;
- c) give proportionate responsibility to head-teachers and main subject teachers for visiting and assessing student-teachers in the schools;
- d) establish co-operation between the Ministry of Education and the schools, so as to find ways of changing the attitudes of teaching-staff in schools towards teaching practice, student-teachers and supervisor-tutors;
- e) set up an institute or centre of educational technology in each College of Education to train students in the use of educational tools for improving both their learning and teaching skills;
- f) select six intermediate schools (4 for boys and 2 for girls) and three secondary schools (2 for boys and one for girls) to provide school experience; these schools to be located as near as possible to the college. In the future, the writer would prefer to establish new schools inspired by the Colleges of Education and used for practical teaching;

g) set up a committee which should include a variety of specialists and interested persons, to survey, discuss and solve the problems of teaching practice.

The writer also suggests some designs of and substitutes for teaching practice, as follows:

a) the first scheme is the fourth year as teaching practice: in this scheme, students would be divided among the schools at the beginning of the fourth year course, to teach on two successive days for an average of three hours a day;

b) the second scheme is the term as the period of teaching practice: students would be divided among the schools during the second term of the last year, and teach on three successive days a week for an average of three hours a day. For the other three days, students should return to their college;

c) the third scheme is the six-week period: this is the usual allocation for teaching practice at the present time. As the writer says, it is a useless procedure.

d) the fourth possibility is to have no teaching practice: this scheme would ignore the general teaching practice but should not neglect another practical teaching activity. For example, observation and personal practice should start at the beginning

of the second term of the second year and should continue until the end of the training course, by using various aids of educational technology. The author found this procedure to be insufficient to train teachers for the practical work because of obstacles like the unavailability of educational technology equipment and the shortage of trained tutors.

2.2.10 Ministry of Education, Directorate General of Educational Planning, International Conference Education, 41st Session, Geneva (1988), Development of Education: 1986-1987, National Report of Iraq ²¹

This report sketches the development of the education system in Iraw up to the present day. It describes the system of primary and secondary school teacher-training institutions, policy orientations, educational reforms and innovations, and other ventures in the educational system.

A selection of some of the policy orientations indicated by the report are as follows:

- a) modernising and developing the educational system by increasing its internal and external efficiency as well as improving the efficiency of teaching personnel, acquainting them with the latest innovations in educational fields;
- b) making use of the educational technologies and mass media in developing the educational process in all its various aspects,

including training programmes and self-teaching by means of TV, radio, video cassettes, programmed teaching and computers;

c) continuing the development of the structure of curricula for all levels, scientific methods and facilities by using scientific techniques of evaluation and new technology, and to improve the performance of the teacher to increase the efficiency of the educational process continually by adopting researchers and studies.

In the field of educational reforms and innovation, the Ministry of Education has continued its efforts to rebuild the educational system in Iraq according to the demands of change and the framework of educational and social philosophy by giving special attention to modernising textbooks, methodology and technical methods, by encouraging experimental education and relating the curricula to the environment, to society and to the needs of students. In the light of the new educational trends, the Ministry is endeavouring to implement some prominent innovational projects in education. A selection of these are:

a) a technical arts project as a new experiment aimed at strengthening the integration between academic and vocational education;

b) this introduction of the language laboratory at the secondary stage within the framework of experimenting with modern techniques;

- c) the development of a multi-media teacher-training project based on indirect in-service teacher-training;
- d) the continuation of the efforts involving educational television;
- e) the implementation of the comprehensive school library project, which includes multi-services.

2.3 EDUCATIONAL MEDIA IN SELECTED COUNTRIES

2.3.1 United States of America:

It is not possible to gather all the information bearing on the use of educational media in such a leading country in this field. The development and utilisation of new technologies in assisting primary, secondary and tertiary education has been phenomenal and teachers programmes on the use of educational media have been shaped as the result of a number of influential groups. Examples would be the National Council for the Accreditation of Teacher Education and the Association for Educational Communication and Technology.

Such programmes have been developed by local institutions such as colleges or universities within their own individual

governance and sometimes with the auspices and assistance of states or districts. Many new techniques are now regularly used in an integrated manner to help teachers/trainees improve their skills. All teacher-training institutions now offer courses and programmes to develop the use of educational technology. These courses consist of materials production and utilisation/application of educational technology. Moreover, in the USA there has been a strong movement to prepare educational technology personnel for all types of schools.

As a result of continuing efforts by professional leaders to improve the education system, educational institutions use various types of equipment and techniques to train teachers for a technological society. The notions regarding the teacher's key role teacher change as time goes by, and the modern teacher is seen as a professional.

"He knows that if he plans to teach others how to think, he must provide a model of thinking man, one who does not confuse training with education, one who understands the difference between the acquiring mind and the inquiring mind." 22

Consequently, to meet the instructional needs, teacher-training institutions in the USA have become working cells for improving the quality of the learning process and creating a new and highly powerful manipulator of learning materials.

2.3.2 The U.S.S.R: Kerr, S.T., (1982), Innovation on Command: Instructional Development and Educational Technology in the Soviet Union ²³

The author conveys very important information on Soviet educational technology, describing some substantial work that has identified Soviet attempts in the use of educational technology. In raising the qualifications of teachers, Soviet educators at all levels are aiming to use the materials and equipment of industry more effectively in their classes.

Educational technology and the instructional system have converged and their interrelationship may have been aided by the well established philosophy of polytechnical approaches to the curriculum. The Scientific Research Institute for School Equipment and Educational Technology (NIISHOTSO) is one of the research and development institutes associated with the Academy of Pedagogical Science of the USSR. It tackles three main tasks in the Soviet educational system:

- a) instructional design of materials used in elementary and general secondary school in all subject areas;
- b) technical design of audio-visual equipment of all sorts;
- c) dissemination and planning activities connected with both instructional and technical design.

In the area of pre- and in-service teacher education, the SHOTSO provides various opportunities through which teachers in the USSR learn about educational technology. As part of their training, they must attend a course in audio-visual techniques, including about 30-40 hours of classroom contact. The course consists of both theoretical and practical aspects of using educational technology, and the teachers must take a certification examination. They are expected to know about key items from a catalogue of materials in their specialist subject areas.

Soviet educators are still encouraging wider use of educational technology in schools. There are numerous teams working on hardware and software for use in higher education, and on planning the production and the use of ITV at all levels. Various groups are co-operating to produce the best and most up-to-date educational media materials to serve the education system, such as films, TV programmes and overhead transparencies. One way they are encouraging professional development in this area is through programmes offering improved qualifications at the end. There are a large number of qualification-raising departments located throughout the USSR.

2.3.3 France: Lefranc, R. (1987). Methods of Teacher Training in Audio-Visual Media and Educational Technology in France ²⁴

France has experienced a period of rapid evolution in the training of teachers in educational technology to meet a wide range

of needs. In this paper, the author describes five examples of the activities undertaken to advance the use of educational technology.

In 1980, the French teacher-training institutions introduced a project designed by the Training Unit (UF). It is a comprehensive, full and complete project designed to help student-teachers in their future careers. Its objectives were to equip teachers for using and teaching the functions of audio-visual media so as to further the development of French society and enable the children to adjust their lives to the more advanced devices of communication.

In outlining the content of initial training courses, the author lists topics which include both the theoretical and practical aspects of the use of such tools in preparing student-teachers. The following are some methods of training teachers in the use of audio-visual media which are provided by the student-teachers' course:

- a) pragmatic knowledge of the media to develop systems for the analysis of messages and for observation of children in front of these messages, followed by analysis of their reactions;
- b) school projects integrating these messages in multidisciplinary practice;
- c) production activities (in teams);

d) readings;

e) debates with producers of media and teachers using audio-visual materials in their classroom. (p.17)

There are several other UFs which deal with the problems of integrating the media with the pedagogical preparation of some student-teachers who do not choose the above UF. These other UFs cover, for example, the following topics:

a) arts (aspects of expression, plastic messages and modes of expression);

b) experimental science (communication and information processing);

c) history and geography (media and sociological environment);

d) French (language and messages);

e) psychology (psychological and sociological approaches to the media). (pp.17-18)

The Ecole Normale Superieure de Saint-Cloud offers a wide range of training courses for tutors. This course devotes approximately 1100 hours to training tutors in the practical and theoretical aspects of audio-visual media. This institution also

offers shorter courses of professional training and up dating for specialist teachers. The author of the article concludes that the aims of these courses, and others in initial and in-service teacher training, are the development of skills in the application of audio-visual media and multi-media techniques, and the design and manufacture of media products.

2.3.4 The Netherlands: Van den Berghe, A.F.M. et.al., (1986), Teacher Training in the Netherlands ²⁵

This article describes the five-year plan (1984-89) of Dutch educational development, which contains a supplement entitled 'Accelerated Introduction of Information Technology in Education'. The plan has aims at improving the education system and especially initial teacher-training. Indeed, initial and postgraduate training of teachers has a high priority in the context of the informatics stimulation plan. All teacher-training courses have recently been giving more attention to information technology, through the increased resourcing of these institutions with hardware and their promotion of expertise in curriculum development across the whole subjects range. The Dutch government invested heavily in this initiative.

The following funds were made available for the financing of this plan (in ECU), (p.109).

<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>
million	million	million	million	million
14.8	20.8	20.8	23.8	26.8

In addition, the authors of the article estimate that six to eight million ECU were spent in 1984, and that all these figures would probably have been increased in the following years. These amounts and other funds are being devoted to develop the quality of the educational system, including teacher-training, partly through improving the use of educational technology.

2.3.5 Yugoslavia: Yukadinovic, G.Z. (1986). Educational Technology and Teachers: The Yugoslavian Experience ²⁶

The use of educational technology 'took-off' during the 1950s with the acquisition and operation of apparatus for projection, reproduction and transmission of information, as well as the process of preparing teachers for its use in the classroom. Training in educational technology is today integrated into all educational disciplines, including courses and specialised programmes of teacher-training at university level. The characteristic features of these programmes which involve technology are as follows:

- a) the idea and the importance of educational technology;
- b) innovations in methods and teaching aids;
- c) teaching aids and other training resources;

- d) use of teaching aids (operation, preparation of materials and use in classroom);
- e) television in teaching;
- f) programmed learning - individual and personalised;
- g) computers in education. (p.117)

Those institutions which have specialised courses, designed in most cases for 'pedagogues',* or 'masters',** provide more detailed study of the characteristics of particular media and of their applications and potentialities for advancing the quality of teaching at all levels.

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This brief series of comments on selected countries other than England and Iraq is included merely to illustrate that the concern with and for the significance and potential of educational technology, included in the training of teachers, is very widespread internationally. We must now proceed, however, to consider the context and development of teacher education in England, Wales and Iraq.

* This term refers to those who train the specialists in educational fields, such as theory and methodology.

** This term refers to those who provide training in the individual subject areas, such as mathematics and history.

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CHAPTER THREE

ASPECTS OF THE DEVELOPMENT OF TEACHER TRAINING AND EDUCATION IN ENGLAND AND WALES

3.1 FROM EARLY NINETEENTH TO MID-TWENTIETH CENTURIES

3.1.1 Introduction:

The learning process consists of three elements: teacher, student and curriculum. The teacher has the task of relating theory to practice:

"The ability to apply theory successfully is not acquired automatically with theory itself. Practical training is just as essential for professional competence as theoretical training." ¹

The end of the last decade of the eighteenth century and the first of the nineteenth century saw a realisation of the need of a formal schooling and the need to generate and train a teaching force. This was in response to the social, economic and political implications of industrialisation. Parallel with this was a rapid population increase plus migration from rural to urban areas, vastly increasing the number of children without schools.

In his 1931 book, Smith ² explained the role of certain factors in changing the social life of England and Wales at that time:

"....a new industrial civilisation was arising as a result of new machinery and new process of manufacture, and the workshop and the factory were becoming the familiar signs of new life for the worker....One of the remarkable quantitative expressions is to be found in the rapid growth of population, which almost doubled in the period between 1760 and 1830." ²

Although responding to these major social forces, Hewett claims that:

"....the education service has been the major agent of social change in this country." ³

In a rather gradual way, reform in education, including Governmental interest, began to emerge in the early nineteenth century. Initially, this was through the influence of individuals and societies, and gathered momentum. Although some significant attempts were made to organise the training of teachers in England in the early nineteenth century, ⁴ three great periods of development in the teaching profession were initiated by the Education Acts of 1870, 1902, and 1944 respectively. ⁵

3.1.2 From 1800-1870

In England, the first systematic training of teachers was instituted in the first decade of the nineteenth century in the Bell and Lancaster Monitorial Schools. ⁶ In 1798 under a plan

which provided cheap mass education, Joseph Lancaster built a free school in his father's house in Southwark to teach the poor. He thereby established the first training system for teachers in England in that he instituted the monitorial system whereby certain knowledge and tasks were taught to the younger pupils by selected older boys.

Subsequently, teachers for elementary schools were trained in the monitorial schools built on the Bell and Lancaster system:

"...the monitorial system is a turning point in English education. This turning point was not confined to education but must be regarded in connection with social, political and economic changes in the years before and around 1800." ⁷

The monitorial system was first institutionalised by Andrew Bell, an Anglican clergyman, in 1811 when he founded The National Society for Promoting the Education of the Poor in the Principles of the Established Church. In 1814, Joseph Lancaster, a Quaker school-master, established the British and Foreign School Society to expand the opportunities available for non-conformist children and others.

Under both auspices, the monitorial model developed as an economical and cheap system. One master could effectively teach a thousand pupils by employing this method. ⁸ Accordingly, in many of the rapidly expanding cities of Britain, a legacy was left by the Bell and Lancaster system on the image and status of teachers in England:

"The views of Bell and Lancaster were embodied in two movements of national importance which have exercised and dominated influence on our elementary school system." 9

Even by 1814, a blueprint for today's initial training institutions was in being, looking towards a concurrent course of education principles and professional training with an academic entry qualification, and a final examination, and including practical teaching experience. But there were no real training colleges in the modern sense before the 1840s, when such a school in Borough Road, London, was founded. Until then, teachers were trained in "model" schools or in "centers" attached to schools.

Three routes for the further development of teacher-training began to emerge:

- a) normal schools, like Borough Road;
- b) linked with seminaries;
- c) under the auspices of universities;

each had its supporters and manifestations. 10

However, the next important stage in the history of the education system was made with the introduction of the pupil-teacher

system. A Committee was set up by the government to examine the problems of the education and training of teachers and establish a 'Normal College' at which both Non-Conformist and Anglican religious instruction was to be obtainable. Dr. J.P. Kay (later Sir James Kay-Shuttleworth) was of the view that if the state was not to train teachers, then voluntary bodies must do so and set out to try to gain government grants for them. In consequence, the Battersea Normal School was established by E.G. Tufnell and Kay-Shuttleworth at their own financial risk. The students, minimum age 13, were selected from elementary schools and followed a course of five years. There were also "native" students, aged 20-30 years, who were also eligible for studies in teaching methods and teaching practice under the supervision of experienced teachers.¹¹ In order to gain selection for apprenticeship, candidates would have to be physically fit and be able to exhibit basic skills and knowledge in the areas of reading aloud, writing to dictation, mental arithmetic, elementary grammar, scripture, practical teaching skills and (for girls) sewing and knitting.¹²

The five-year period was to be divided into two phases: three years in training, and two as pupil-teachers, after which they should pass the examination that would make them eligible for employment as assistant teachers. A neat description of the Kay-Shuttleworth system was given by Frank Smith:

"It was educational experiment on a large scale, where new methods of teaching were worked out, where continental reforms were adapted to English conditions, where text-books were prepared, and where methods of training teachers were tested and modified,"¹³

and as Dent has also pointed out:

"Battersea undoubtedly played a leading part in creating the English training college."¹⁴

Several more training colleges were founded in England in the years 1840-1843, for:

"Battersea inspired the foundation of a number of diocesan training colleges. Chester and Norwich began in 1840, and during the next five years another twenty followed. They varied considerably in efficiency and size, but none of them was as big as Battersea with its seventy students."¹⁵

By 1847, there were over twenty such colleges belonging to the Church of England, though the period of training in them ranged from three months to three years. Despite being rigorous programmes, entry to them was keenly sought, and the Queen's Scholarship awards were established to encourage and support the best candidates.

Between 1837 and 1847, the training system for teachers was tending to become systematic and take its official place. By 1847:

"....practising teachers were permitted to take the examinations and so become certificated. The Inspectors continued to conduct the final certificate examinations of training college students...." ¹⁶

The next period, up to 1860, saw further recognition of the emerging profession and Government assistance in the maintenance of the training colleges. By 1851, 25 training colleges had been established, and 1100 teachers had obtained certificates issued by the Committee of Council. ¹⁷ The curriculum for most colleges was established in 1855, comprising: religious knowledge; algebra; reading; English Literature; history; English Grammar; penmanship; arithmetic; geography; physical science; vocal music; measurement; bookkeeping and geometry. ¹⁸

In 1861, the Newcastle Commission Report presented the disliked 'Revised Code of Regulations' which, among other things, further regulated teacher training. By this time, the number of pupil-teachers had risen from 200 to 13,871, but no grants were to be paid for students who did not stay for two years. The Queen's Scholarships were abolished, as were payments by the Committee of Council of pupil-teachers' salaries and head teachers' fees. ¹⁹

3.1.3 From 1870-1902

The 'Forster' Education Act of 1870 and the subsequent Act of 1880, greatly enhanced the state system, increasing the number of teachers, revising the system of examination grants, and securing universal elementary education.

The Elementary Education Act of 1870 was to result eventually in the completion of elementary provision and attendance by creating School Boards with responsibility to rectify the residual deficiencies.

"Between 1870 and 1876, when additional provision was made for about one and a half million scholars, the Churches provided about a million school places." ²⁰

New colleges were built and existing ones enlarged to meet the resulting increased demand for teachers, and with a view to improving teaching methods. The admission year rose from thirteen to fourteen years of age, the working time was reduced and further time devoted to the general education of young children. ²¹ By the 1880s, the training institutions had improved significantly, especially in terms of facilities such as libraries, other specialist rooms and residences. The working of the pupil-teacher system in schools had been reduced to no more than half-time; the remainder being spent working in the pupil teacher centre, which became a practice school. This period also saw the emergence of student societies. ²²

In 1888, the Cross Commission was appointed to inquire into the operation of the elementary education acts. As a result of its report, the provision of training colleges was expanded to fulfil the needs of teachers, and a small experiment with non-residential Day Training Colleges in connection with universities and university colleges was initiated. By 1894, fourteen day

colleges had 761 students.²³ Many of those students were reading for degrees, to gain a teacher's certificate. By 1900, there were sixteen departments of this kind with 1,355 students.²⁴ The universities had begun training teachers in answer to needs of teaching as a profession. A four-year course was set up for which successful students were admitted in the second or third year; those who had obtained a degree could continue to the fourth year, which was devoted to professional studies only. Ten university elementary departments decided to open four-year courses. The first students were admitted to these departments in 1912. Later, six university elementary training departments established four-year courses, but their ideas did not materialise owing to the difficulties of making provision for the concurrent training in three-year and four-year courses.

"There is little doubt that the establishment of the day training colleges gave teacher education a place in the universities, and it has been suggested that their students and grants saved the younger universities from remaining glorified technical colleges."²⁵

On the other hand, the involvement of the universities in the work of teacher-training, and the improvement of educational research which resulted helped to establish the academic respectability of the study of education.

In the 1890s, college teachers established the Training College Association and the Council of Principals which, in due

course, became the Association of Teachers in Colleges and Departments of Education (ATCDE). The dual systems were founded, and a teaching profession took its form. Teachers were given further opportunity to continue their secondary schooling until they were 18 years of age, and also gradually the influence of the universities on secondary education became clearer. In particular, the involvement of 'Oxbridge' increased further the credibility of the exercise. Cambridge had a university day-training college in 1891 and Oxford in 1892.

3.1.4 From 1902 to 1944

The first decade of the twentieth century saw a remarkable change and development in the training and education of teachers. In 1900, there were 61 training colleges in existence for the training of elementary school teachers supported by the Government, and all of them under survey of the Board of Education. The Education Act of 1902 changed the system of pupil-teacher training. The minimum age for pupil-teachers was raised to sixteen in urban districts and fifteen in rural, and the normal period of apprenticeship was reduced to two years. Half their time would be spent in observing teaching in a school, and the other half in the pupil-teacher centre receiving instruction. The Local Education Authorities (LEAs) were established by 1904, and by 1914 had opened 22 colleges of their own, thus doubling the number of teachers in training.

Robert Morant, the first Permanent Secretary to the Board of

Education (1903-11), strongly supported the improvement of teacher training. From 1907, no training college students would be admitted into a degree course unless in his entrance examination he had achieved in the compulsory subjects (English, Mathematics, History, Geography) "a standard somewhat higher than expected in the existing Matriculation examination."²⁶ Morant attempted to rectify what he saw as an imbalance between the academic and the instrumental in the training of teachers, whereby the former had come to dominate the latter. Pupil teachers saw the obtaining of a degree, through the training system, as the prime objective, and after qualification taught in school for as short a period as possible before leaving the profession for 'better' work. In his preface to the 1904 Regulations, Morant attacked this problem by stating:

"the purpose for which a training college is recognised and aided by the Board of Education is the training of teachers for service in Public Elementary schoolsColleges must provide a wide and liberal course of study for....students whose general education had not been carried far enough. No college should aim at obtaining academic distinction for its students if that involves either the overstraining of the powers of the student or the neglect of any part of his professional training."²⁷

Various teaching methods were used in the training colleges, and the length of the new courses varied between two to three years depending on what kind of training the student required. The Code of 1904 required all elementary schools to give facilities for the

practical training of students, and thereby contributed further to the quality of training. Schools employing pupil-teachers were to be certified as suitable and adequate to the purpose. No school would be permitted to have more than four at any one time. The Board of Education gave further support in 1907 by proposing:

"....that any secondary school pupils who had received instruction in the school for two or more years could, if they wished to become teachers, claim bursaries for a year and then pass on to a training college or serve another year as a student teacher."²⁸

Gradually, the universities closed their elementary training departments and used the consecutive pattern of professional training for secondary school teachers only.

According to the Education Act of 1918, the establishment of more colleges was a timely addition to the number already existing, to fulfil the large demand for teachers after the return of peace in 1918. Before the First World War, some colleges had been closed and these were reopened and expanded. New foundations increased the total from 75 in 1918-1919 to 87 in 1918-20. Plans were set up to increase further the number of colleges, students and residences.²⁹

Table 3.1 shows the number of students attending training colleges and university training departments from 1913 to 1921, showing the fall during the war years.

TABLE 3.1: TEACHER TRAINING ENROLMENTS IN ENGLAND
AND WALES: 1913-1921

Year	University	Municipal	Voluntary	Total
1913-14	2,310	3,310	5,533	11,787
1914-15	2,716	3,103	5,129	10,948
1915-16	2,356	2,991	4,803	10,150
1916-17	1,946	2,866	4,221	9,033
1917-18	1,991	3,060	4,066	9,117
1918-19	2,614	3,185	4,278	10,077
1919-20	4,348	3,605	5,583	13,536
1920-21	5,128	4,038	6,285	15,451

Source: Board of Education Report 1920-21, p.51

In 1925, the Burnham Commission was set up by the Government to review arrangements for the training of teachers for public elementary schools and to consider what changes, if any, in the organisation or finance of the existing system were desirable in order that a supply of well-qualified teachers adjustable to the demands of the schools might be secured. The main recommendations were that:

- a) before entering training college, the candidates should have reached the age of 18, and have taken at least the School Certificate;

- b) only trained teachers should be accepted to work in public elementary schools;
- c) teachers must have knowledge of a range of subjects rather than just the will to teach;
- d) the universities should take more responsibility in the training of teachers by sharing in the institution of a Joint Examining Board;
- e) teachers' examination standards should be improved. ³⁰

"Until 1926, the examination and certification of teachers remained the strict responsibility of the Board of Education but in that year, following a recommendation of the Departmental Committee, the examination function was developed upon Joint Examination Board on which the training colleges and associated regional universities were represented." ³¹

There was no real link between university and training college until 1930. During the period 1930-31, additional places were offered for one-year and two-year courses by the opening of a postgraduate training department in connection with some universities and training colleges. ³²

At the end of the stage up to 1939, as Hopkins and Reid in 1985 pointed out, the universities continued to supply just under

25% of all new entrants to the teaching profession. Two kinds of student were attending training institutions: those reading four-year courses for the degrees which included one year of professional training; and graduates taking one year of training as a concurrent system. 33

3.2 FROM MID TO LATE TWENTIETH CENTURY

3.2.1 From McNair to James: an expansion phase:

In 1942, a Committee was set up under the Chairmanship of Lord McNair to investigate the supply and the methods of recruitment and training of teachers and youth leaders and to report on the principles that should guide the Board in such problems in the future. Their report was published in May 1944, with agreement on most problems, but there was a slight disagreement on a major fundamental issue. The Chairman and four members wanted the training of teachers to be administered by a revised version of the existing Joint Board, while the other five members believed that a major essential change was required in the administration and establishment of education and training of teachers. All members of the Committee recommended that the universities should take their place in training teachers by establishing School of Education which would supervise the training of teachers. They recommended that:

"each university should establish a School of Education....University School of Education should be responsible for the training and assessment of the work of all students who are seeking to be recognised by the Board of Education as qualified teachers" 34

It was felt that the two-year course was insufficient for students entering at eighteen years of age. The Committee wanted to give more opportunity to students to mature, by extending the length of the training course to three years. In this new system, the universities played a greater part in the training of teachers, A number of new Schools of Education were founded.

For more information on, and discussion of, the McNair Report, the reader is referred back to Chapter Two.

The years after the McNair Report brought a closer relationship between the universities and the training colleges through the establishment of Institutes of Education. Seventeen Area Training Organisations were founded by 1951, each of which focussed on an Institute which moderated and validated the assessment and certification processes. By 1960, one leading educationist commented:

"The establishment of these Institutes is now virtually complete. They have been coming into existence one by one since 1946." 35

The post-war period saw major improvement, expansion and innovation in the field of teacher-training and supply. In 1945, 'The Emergency Scheme for the Training of Teachers' was launched with the object of supplying the additional teachers that would be required to raise the school-leaving age to 15. There were two main kinds of training institutions: training colleges which mainly trained teachers for primary and secondary modern schools (5-15), and universities concerned with preparing graduates for secondary grammar school teaching. In 1950, the Ministry of Education indicated in Circular 213 that five passes at G.C.E. 'O' level would be the minimum normally required for admission to teacher-training colleges. In 1949, the National Advisory Council on the Training and Supply of Teachers (NACTsT) had been established and stressed the three-year courses through which was reckoned to be possible to produce well-educated teachers rather than merely technically competent practitioners. So Colleges were to aim to broaden the education of their students. NACTsT recommended that:

"....the general training should be lengthened to the three years; that it should be a continuous period of training planned as a whole; and that a three-year course should be introduced for all students at general college at one and the same time." 36

The government agreed to this recommendation and implemented the changes in September 1960, and this in turn led on to the need

for additional colleges and the expansion of existing institutions. The Ministry target was to establish 12,000 additional training colleges places by the Autumn of 1962.³⁷

In 1963, a Committee was appointed under the Chairmanship of Lord Robbins which, in due course, published the 'Robbins Report'.³⁸ The Committee gave considerable attention to the education and training of teachers, and made various critical recommendations. The three-year concurrent course leading to a professional qualification was supported as a way of teacher-training in colleges. The Committee advised that the four-year course, leading both to a degree and professional qualification, should be extended and provided in training colleges and also that the B.Ed degree should be awarded at the end of the four-year course for suitable students. A further recommendation was to increase the number of candidates to over 130,000 by the mid 1970s.³⁹

By this time, there were 22 ATOs in England and Wales, all of which except the Cambridge Institute of Education, were in universities.⁴⁰ ATOs varied considerably in size, from the University of London Institute of Education with over thirty constituent colleges to smaller Institutes, like Hull, with two. Although in general similar, their programmes varied considerably in detail.

There seemed to be a case for rationalisation, so in 1972 the aforementioned 'James Committee' was appointed under the Chairmanship of Lord James of Rusholme, Vice-Chancellor of York

University.⁴¹ The report has been included and discussed in the previous chapter, but the writer would wish to re-emphasise the three 'cycles' envisaged and recommended by them: first, the personal education of the teacher; the second, pre-service education training and induction; the third, in-service education and training. This model has influenced subsequent thinking even though not officially implemented as a Government policy. The cycles were to lead respectively to the Dip.H.E., the B.Ed. and the MA(Ed) or BA(Ed). The strong academic strand in teacher-education policy was re-affirmed by the Government in 1972:

"The Government recognise that the teaching profession will always need men and women with the highest academic qualifications, and that it will be necessary for post-graduate training courses for such entrants to continue."⁴²

In this White Paper, the Government accepted the six objectives of the James Committee:

- i) "a large and systematic expansion of in-service training;
- ii) a planned reinforcement of the process of induction;
- iii) the progressive achievement of all-graduate profession;
- iv) the improvement of the training of teachers in Further Education;
- v) the whole-hearted acceptance of the Colleges of Education into the family of higher education institutions;
- vi) improved arrangements for the control and co-ordination of teacher training and supply, both nationally and regionally."⁴³

But the Government rejected cycle two in its original form, declaring that the B.Ed.ordinary degree after three years should continue with an honours' degree after a fourth year.

The James Report had some severe critics, one of the first being Sir Charles Carter, Vice-Chancellor of Lancaster University. He claimed that the Committee had neglected the role of existing curricula and Colleges of Education and University Departments of Education:

"....it can be criticised: sometimes they are too academic and theoretical, sometimes too much subject-centred, sometimes too superficial, sometimes simply out-of-date." 44

Furthermore, he criticised the concept of the Dip.HE as claiming suitability for both teacher training's academic base, as well as being a foundation for many other advanced courses. However, as another constructive critic mentioned, the radicalism of the report was to be welcomed:

"The James Committee proposes a major change in the place and role of the Colleges that is overdue and I welcome its report so bold and radical are its positive proposals that inevitably and rightly there will be much disagreement about them." 45

In particular, Robinson commended the opportunity given to the Colleges to become more closely associated with other forms of higher education. However, this 'upward drift' and academic orientation attracted severe criticism from others who saw the James Report as neglecting pupils:

"James Committee sight has been lost of the children whom they intended to serve, and attention directed predominantly towards the students who in coming years will be clamouring for the opportunity to further their personal education to a higher level." 46

Along the same lines, Parry warned that:

"An error potentially very damaging to the profession is the concept of professional degrees, B.A(Ed) and M.A(Ed), obtainable cheaply and only by teachers." 47

Other reviewers such as Tekenah⁴⁸ found that while criticism could be made, the 'James Report' did at least look towards a positive phase in the history of teacher education and training, but in the event the period since its publication has been one of unprecedented contraction in the capacity of higher education in England and Wales.

3.2.2 The 1970s and 1980s: decades of contraction

At the time of the James Report, training colleges were still enjoying expansion, along with the higher education sector as a whole, but by 1975 rationalisation was under way. A new sector of teacher education was formed comprising some 110 units through college mergers of various kinds, with each other, with poly-technics, with colleges of higher education and with universities. A few colleges remained 'free-standing'.

By 1980, the beginning of a planned reduction in the numbers of teachers employed by local authorities was evident in response to the falling rolls and the policy for economies in public spending. It was estimated that the primary school population would decline from 4.7 million in 1977 to 3.3 million in 1986, and the secondary school population from 4 million in 1977 to 2.8 million in 1991.⁴⁹ Over the same period, the number of teachers (including the full-time equivalent of part-timers) decreased by 9,000.⁵⁰ The decrease in school population enabled staffing to be reduced, and this was preferred to the alternative of improving the teacher: pupil ratio.

The Secretary of State for Education and Science made the following announcement in the House of Commons on 20 March 1975:

"The Government have reviewed their policy in the light of the continuing fall in the birth rate and the prospective sustained decline in the school population after 1977, and have sought the advice of the Advisory Committee on the supply and training of teachers. The Government aim to ensure that there should be enough teachers to permit the elimination of classes over 30 in the early 1980s, the continuing expansion of education for the under-fives, and programmes of education and in-service training as recommended in the James Report." 51

As a result of this quantitative and contracting policy in the planning of teacher supply, some colleges decided to cease initial teacher training, some in-service as well. Closures also occurred, with buildings being transferred to other purposes.

During the late 1980s, there has been a rise in the birth rate and so an increase in the primary pupil population in the early 1990s is projected. Consequent upon that is a rise in demand for primary teachers and this is becoming recognised in Government policy for teacher-training numbers at this level.

In 1982, the advisory body ACSET published a report entitled "The Initial Teacher Training System". They had been asked to suggest the future size and form of the foundations of teacher training. Recommendations were made to improve the quality of teacher education and training, the content of courses, teaching practice, ⁵² and during the early months of 1983 some radical changes happened in the size and nature of teacher training.

There are now over 130 training institutions in England, training secondary and primary school teachers, and the minimum age of candidates for training is 18. The minimum entry qualifications are: five GCE passes at 'O' level, or a Grade I in the CSE examination, and 2 'A' level passes, but this is a minimum. The number of 'O' level and 'A' level passes held by most successful candidates is well above the minimum, though this varies from one course to another.

In 1984, the Secretary of State for Education established the Council for the Accreditation of Teacher Education (CATE), under the Chairmanship of Professor William Taylor, who, at the time of writing, still holds that position, as well as the challenging post of Vice-Chancellor of the University of Hull. The CATE has laid down criteria by which the acceptability of initial teacher-training programmes will be decided:

"to advise the Secretaries of State for Education and Science and for Wales on the approval of initial teacher training courses in England and Wales." 53

The CATE has been asked to review the whole system of initial teacher training and to prepare proposals for new courses. It was aimed to reassess the initial teacher training courses at regular intervals, over a set period of 3-4 years. In order to achieve this aim, the Council has drawn from those who work at all stages of education.

Primary school teachers, secondary school teachers, teacher trainers, inspectors, advisers, and elected members and officers of local education authorities co-operated with information forming an intelligent and practical response to the challenge provided by CATE.

To review courses of initial teacher-training, the CATE included the following:

"The higher education and initial teacher-training of all intending teachers should include the equivalent of at least two full years' course time devoted to subject studies at a level appropriate to higher education. In B.Ed courses for the primary years, a wide area of the curriculum might constitute the student's specialism and the time allocated to this part of the course should include the application of the subjects concerned to the learning and developmental needs of young children. In B.Ed courses for secondary teaching, the two years should be spent in the study of one or two subjects within the secondary curriculum as it is at present, or as it may be expected to develop in the foreseeable future." (Annex to the Circular, para 7) 54

Over the last ten years, B.Ed degrees have increasingly emphasised the 'professional degree', resulting in an increase in professional and educational studies, and a decrease in the proportion of subject studies. Circular 3/84 has, in many cases, reversed this trend and many institutions have been seeking revalidation of their degrees, diplomas and certificates. This revalidation is controlled by having to meet the 50 per cent

subject studies criterion, and human resources have been a significant consideration on the road to revalidation. ⁵⁵

The CATE Criteria 3/84 include the following to improve ITT:

- Initial teacher-training tutors should have had recent and relevant school experience related to the age-phase for which they were preparing their students to teach;
- CATE admitting institutions must ensure that experienced practising school teachers are involved in selection processes for courses leading to the award of qualified teacher status;
- The minimum length PGCE course should be extended to 36 weeks, including at least 15 weeks' school experience and teaching practice;
- Selection of students (including interviews) to discover students' personal qualities, work experience, qualifications, and ability to communicate effectively in speech and writing;
- Subject Studies, Subject Method and Educational and Professional Studies in the PGCE course to conform to certain criteria. ⁵⁶

The Circular 3/84 Criteria indicated that for secondary teachers, specialist studies should be pursued only in one or in two subjects.

Later additional requirements made by the Teacher Training Circular 7/84 are that these must comprise either two main subjects, or one main subject and one subsidiary subject; or one main subject and a related general area of the curriculum. Subjects for study in a B.Ed course should be taken from "within the secondary curriculum as it is at present, or as it may be expected to develop in the foreseeable future." 57

For the primary teachers, the criteria indicate that all teachers should have had a higher education experience. It is also, of course, important that primary teachers have the depth of specialist knowledge which the equivalent of two years of subject makes possible, and they should command a range of subject specialisms covering as much as possible of the school curriculum. 58

The criteria recognise that, in the case of primary teachers, it may be more convenient to study 'a wide area of the curriculum', rather than one or two individual subjects. The criteria also required that courses for primary teachers should be devoted to studying the teaching of mathematics and language. The minimum time allocation of about one hundred hours for each of these subjects.

The criteria did not overlook professional studies, indicating that both B.Ed and PGCE courses should, through appropriate professional studies, be prepared to undertake the full responsibilities

of a class teacher. This means that students in teacher-training institutions should be introduced to all other relevant areas of the primary curriculum.

The criteria also emphasised the links between training institutions and local schools and teachers, and courses should be provided by these institutions in co-operation with Local Education Authorities. Through LEA advisers, they should establish links with a number and variety of schools, and courses should be developed and run in close working partnership with those schools.⁵⁹ In such schools, experienced teachers should take responsibility, with the training institutions, for planning, supervision and assessment of the students' practical performance.

The CATE criteria reflected three main important points: the organisation, management and assessment of students' teaching practice and school experience; the involvement of school teachers in the selection and training of students within institutions; and the provision of opportunities for the staff of training institutions. These three main areas are those which will have to be designed with the needs of students, trainers and teachers equally in mind.⁶⁰

In the selection of students for admission to initial teacher-training, the criteria indicated in the final sentence of paragraph 7 of the Annex that: "in the case of entrants to PGCE courses, institutions should satisfy themselves that the level and content

of candidates' initial degrees are appropriately related to the work of primary or secondary schools (which is relevant)."

Other conditions are contained mainly in paragraphs 13 to 17 of the Annex to the DES Circular 3/84, which are that students should have "personal and intellectual qualities suitable for teaching, and show evidence of professional potential."

In assessing the personal qualities, institutions should look for some personal aspects such as sensitivity and enthusiasm. Through a centralised application procedure, institutions obtain information about individual candidates. All entrants to initial teacher-training institutions must have either Grade C or above in the GCE 'O' level examinations, or a Grade I in the CSE examinations, in both Mathematics and English, and hold a degree of a British university or an equivalent qualification. Undergraduate students intending to teach secondary pupils should hold an 'A' level pass (or equivalent) appropriate to the discipline(s) intended to be their main teaching subject(s). For students who want to teach primary pupils, a broad base of studies at 'O' and 'A' level is important. The CATE concluded that:

"The Council welcomes this opportunity to emphasise its view that appropriate procedures and practice relating to admission of students to training are crucial elements in the process of requirement to the teaching profession, and make a key contribution to the maintenance of the highest possible standards." 61

In the beginning of 1990, new CATE regulations have been issued. Under these arrangements, CATE has been reconstituted with effect from 1 January 1990, with a wider remit. The new and revised criteria and accompanying commentary reflect many changes during the period of consultation. They are intended to cover the whole initial training system, and also to be clearer in form and content than their predecessors. They reflect the importance of the new National Curriculum (5-16) and the need for newly-trained teachers to address this. The local committees have been given a more important role in recommending courses of initial teacher-training for consideration by CATE.

There are two major changes noted in curriculum studies in primary courses. First, one hundred hours should be devoted to science, including design technology. Secondly, the teaching of religious education should be included in the training programmes. However, Circular 24/89 and its revised criteria and commentary for accreditation of courses of initial teacher-training (ITT), are set out in Annex A to this Circular, and guidance for institutions on their interpretation and implementation is offered in the commentary as Annex B.

The revised criteria and commentary are set out in several sections as follows:

- Co-operation between institutions, local authorities and schools.
- Students' school experience and teaching practice.
- Phase and age range.
- Subject studies and subject application to pupils' learning.
- Curriculum studies in primary courses.
- Educational and professional studies.
- Selection and admission to initial teacher-training.⁶²

The above sections are set out to be a working guide for the institutions to take account of in the need to improve their course of initial training.

An interview was conducted by the writer with the Director of the Institute of Education, University of Hull, and the tutor responsible for the PGCE course, who are both involved directly with initial teacher-training. They are convinced that CATE will bring some benefit to initial teacher-training, but at the same time, creates some new problems such as the increase of the duration of teaching practice to some 26 weeks, which does not gain additional financial support. Staff have to do extra work as a result, or extra staff are needed; both of these situations are problematical. Additional problems are concerned with the National

Curriculum. Students have got to have 100 hours of Science, 100 hours of Language, 100 hours of Mathematics, and various specified hours for the other subjects. Consequently, there is no reading time and no contemplative time. The CATE criteria certainly tighten up some initial teacher-training institutions' procedures, but the previous CATE criteria were already having a significant effect on primary and secondary initial teacher-training. ⁶³

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The empirical work for this thesis, as far as England is concerned, was carried out at two public sector colleges: North Riding College, and The College of **Region York St, John . Aspects** of their programmes comprise Appendix 6, and serve to illustrate some of the variants of initial teacher education in England.

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CHAPTER FOUR

HISTORICAL REVIEW AND CRITICAL ANALYSIS OF INITIAL TRAINING AND EDUCATION OF PRIMARY AND SECONDARY SCHOOL TEACHERS IN IRAQ

4.1 INTRODUCTION

Iraq is one of the countries working hard to develop the educational sector to enable it to participate actively in the general progress of the country. The political report of the Eighth Regional Congress of the ABSP in 1974 and the Central Report of the Ninth Regional Congress of the ABSP in 1982 have both pointed out the great importance of this sector when they stressed the decisive role to be played by it through the dissemination of ideas and cultures among the younger generation, and through the plans and programmes aimed at raising the scientific level in the forthcoming phases and in defining the general traits of the society and the realisation of the Revolution's Ba'th Arab, socialist and democratic aims.¹ Teacher training and education has attempted to make its contribution. Teachers in Iraq are seen by the Government as one of the most important groups in the society, with the potential to play a significant role in enriching the life of the country and its human resources.

The 17-30 July Revolution in 1968 brought about a revolutionary and radical change in the structure of society. The teacher-training sector had to face the task of creating a new momentum and develop in both quality and quantity. However, this sector

is still far away from achieving general education objectives of the country and its own aims in particular. The official comprehensive aim of preparing the teacher is given as follows:

"To prepare^a teacher educationist, loyal to his/her motherland; fully believing in the Arab Nation, its unity, and its highly spiritual values; proud of his/her human legacy; adhering to elevated moral, democratic, and social behaviour and principles; contributing to social progress; bringing about economic, cultural, and social changes which Al-Ba'th socialist party looks forward to achieving; following the scientific method of thinking; armed with sufficient knowledge and the essential skills in the subjects which he/she will teach; acquainted with the psychology of the pupils; comprehending modern educational trends which help him/her do his/her job; proud of his/her profession and its ethics; and able to abide by one's obligations and everything leading to the achievement of educational objectives." 2

From this aim, a number of general objectives spring. These objectives comprise the following ten aspects: physical, mental, spiritual, emotional, social, scientific, professional, patriotic, national, and human.

4.2 ASPECTS OF INITIAL TRAINING AND EDUCATION OF TEACHERS BEFORE 1958

In the sixteenth century, the Arab World fell under the rule of the Ottoman Empire and remained under its yoke until the beginning of the twentieth century. The only education available was provided in the traditional mosque school (Al-Mullah). During that time, the Turkish regime established the first state government schools in Iraq.

In 1899, the first teacher-training school for primary teachers was founded in the Nineveh (Mosul) Governorate. In 1913, the number of teacher training schools became three, with 37 students in all. This was still under the direct rule of the Ottoman Empire.³

After World War I, Iraq fell under the British mandate and became an occupied territory ruled directly by British political officers. During the period between 1914 and 1932, two kinds of schools existed:

- a) The Mullah (Kuttab);
- b) The Madarsah (school).⁴

The Mullah (Kuttab) was usually housed in the mosque or in the Mullah's house, and in it the children were taught the Quran and the basic principles of Islam. The state primary school system

began to increase in 1914, by when there were 160 primary schools attended by 6,656 pupils. The first secondary schools for boys were opened in the major cities, like Baghdad, 4 secondary schools with 818 pupils.⁵ By the school year 1919-1920, seventy-five schools were under British supervision.⁶ In order to meet the need for teachers in these years, the first formal teacher-training school was established in Baghdad, teaching three-month courses, and beginning with an enrolment of 81 students.⁷ The courses consisted of general education subjects as well as teaching methods. People who were already serving in schools and who wished to become qualified primary school teachers could attend this training school. At the end of the first three months' session, 29 students passed the qualifying examination and were appointed in the five newly-established schools in Baghdad.⁸ In January 1918, the training duration was extended to six months. The number of teachers graduating from this school had been increased from 125 in 1918 to 300 in 1919.⁹ During 1919, the six-months course was further extended to two years, and in 1922 it became three years. By then it comprised two sections: Arts and Literature, which were changed by Al-Husri into Primary and Elementary. These institutions were to prepare teachers for primary schools, by means of the three-year course. Later, a two-year course was set up to prepare teachers for elementary schools.¹⁰ The training of women teachers followed similar lines of development to that of men, but short, three-month,

professional courses were started in Baghdad and Mosul by the Ministry of Education (Al-Maraf) to prepare women teachers. This soon became six months. In the academic year of 1921-22, ninety-three women teachers were qualified by this course and in 1928, a teacher-training school for women was opened, starting with a three-year course for the post-primary stage: ¹¹

"Since the occupation and during the years of the mandate, there was a general drive in the country to extend the opening of schools to supply them with the required number of teachers. This drive was caused mainly by two factors: the increasing demand for education on the part of nation for its children; and second, the country was building up its life, and the need for more educated persons was very urgent." ¹²

The British occupation forces and the Iraqi Ministry of Education issued the First Education Law in 1929 for the organization of teacher-training institutions for the training of women and men teachers for all kinds of schools. These institutions were:

- (a) Primary Teachers' Training Schools (later known as "colleges").
- (b) Elementary Training Schools (later known as "Rural Training Schools").
- (c) The Higher Teachers' College. ¹³

The first two institutions were established to prepare primary school teachers, while the third was to prepare secondary school teachers. The primary teachers' course was three years from the elementary stage and the course for teachers in the elementary schools was four years from the primary stage. Despite these developments, it cannot be said that an adequate professional preparation for teaching had been provided.¹⁴

In 1921, the national government was established after agreement between the British political officials and the Iraqi government. As a result of the new life of the Iraqi people, primary schools were rapidly expanded. The number of public primary schools increased from 88 in 1921 to 376 in 1932-33.¹⁵ The demand for more teachers to meet the needs of the expansion of primary school education was accompanied by a demand for higher academic standards and better trained teachers. During this period, the number of teachers trained in the primary training schools for boys and girls was only 1,006.¹⁶

Table 4.1 illustrates the type of curriculum offered to primary teacher trainees in the 1940s. It was predominantly academic.

Earlier, in the 1920s, Rural Teachers' Colleges had been established to train men teachers for the village primary schools by means of a two-year course. In 1929, this was extended to

TABLE 4.1: PROGRAMME OF STUDIES FOR PRIMARY TEACHERS'
GENERAL COURSE, QUEEN ALIYAL INSTITUTE; 1945-1946

Subject	Hours per Week	
	1st year	2nd year
Religion	1	1
Arabic	5	5
English	3	3
Psychology and Education	6	8
History	2	2
Geography	2	2
Mathematics	2	2
Science	4	3
Drawing and Manual Arts	4	4
Physical Education and Singing	2	2
Hygiene	1	1
TOTAL	32	32

Source: Matthews, R.D. and Akrawi, M., Education in Arab Countries and the Near East, American Council on Education, 1949, p.183.

three years but was abolished in 1931 for no clear reason.¹⁷

Following the recommendation of the Monroe Commission Report¹⁸ in 1934, the new Rural Teachers' College was established to meet the need for village teachers:

"Courses were adopted in consideration of this theory: practical and theoretical training in agriculture, hygiene, first aid and simple medical treatment, sociology and visits to villages were started."¹⁹

This institution started with a four-year course, later five-years, after completing primary level. The first Rural Teachers' College was opened in southern Iraq, near Shatra city on the Gharraf River, and was later transferred to South Baghdad at Rustumiyah. Students from villages were preferred; city students were not usually admitted. The selection of students was made on the basis of school record, a quota according to provinces, a medical examination, and interview.

In 1934 and 1944, two further rural teachers' colleges were opened; plus also in 1934, the first Elementary Teachers' College for Women, in Diwanayah Province. In the first three years, the college followed the same course as the men's college, but in the fourth-year some subjects were offered specially for women teachers, such as sewing. Students were required to pass the public intermediate school examinations before being admitted to the fourth year.

During the 1940s and 1950s, some notable developments happened in teacher-training institutions. New establishments for the primary training were opened, such as the Home Arts School (for Art and Craft subjects). This was established with a five-year post-primary course. A one-year course was founded (post-secondary stage) as an emergency course to meet the need for more primary school teachers. Later, fourteen provinces in the country opened similar training institutions.

In 1956-57, further teacher-training schools with a three-year course of study after the intermediate stage were established and some of the old institutions were expanded. By the academic year 1957-58, the number of students enrolled at all the primary training schools had risen to 6,681. However, in 1958-59, the enrolments rose even further in response to the demand for more primary teachers and the operation of emergency training schemes. ²⁰

4.3 SINCE THE 1958 REVOLUTION

A new era was opened in 1958 when the revolution came on the 14th of July. Iraq became independent under the new government, and there was a marked expansion in education at all levels. Aims and objectives were designed for the education system, and new schools were opened.

In 1960, a new regulation (No.49) governing the education of teachers for the primary school system was issued, according

to which teacher education and training was carried out in the following institutions:

- a) a short teacher training course of one year after the secondary stage (later known as a teacher training institute);
- b) teacher training school; a three-year course after the intermediate stage;
- c) Fine Arts Institute: a three-year course after the intermediate stage to prepare specialist teachers;
- d) Home Economics Institute: a five-year course after the primary stage;
- e) Physical Education Institute: a three-year course after the intermediate level. However, these institutions were abandoned in 1969. ²¹

Another Revolutionary Government gained power in Iraq in 1968, and so there was yet another 'new start' or period of reform and expansion. The Ministry of Education, through its Directorate of Curricula and Textbooks and national curriculum committees, established in 1969 the basic curriculum objectives of the teacher-training institutions, confirming the usual balance between general education and professional studies/skills.

However, the following year such institutions were abandoned, only to be reopened in 1971-72, joining Baghdad University with a two-year post-secondary course until 1972-73. From the beginning of 1974 up to 1978, teacher-training institutions followed the Regulation of Teacher Training Institutions No.49 Year 1960, with some adjustments in the light of the aims and the new political system in Iraq.

The Political Report of the Eighth Congress of the Arab Ba'ath Socialist Party in 1974 pointed out the great importance of the education system, particularly the training of teachers. It stressed the decisive role to be played by teacher-training through the dissemination of ideas and cultures among the younger generation.

The decision of the Revolutionary Command Council on 7 February 1974 to make education at all stages from pre-primary to higher levels of study free, resulted in a substantial increase in the number of enrolled primary school students. At the same time, all subsidised and private education institutions were nationalised. These two decisions constituted a landmark in the history of the Iraqi educational system. In 1974-75, the total number of students enrolled at primary schools was 1,544,334. This led the government to increase the number of enrolled students in teacher-training institutions. In 1974-75, there were 9,621 such students engaged in primary school preparation.

The years 1976 to 1979 saw a decrease in the number of students admitted for training (see Tables 4.2 and 4.3). Nonetheless, as a result of the free and compulsory education ruling for all stages of study, the number of pupils enrolled at primary school continued to rise, as shown in Table 4.4. This massive increase in the number of pupils enrolled in primary school led the government to revise the number of training institutions and their intakes as part of the National Development Plan for 1976-80 (see Table 4.4).

There are now three main kinds of teacher-training institutions for primary school teachers:

- a) Teacher-Training Schools, which offer a three-year course post-intermediate stage. These institutions have been changed as from 1983/84 to teacher-training institutes of five-year course post-intermediate stage.
- b) Central Teacher Institutes, which offer a two-year course post-secondary stage. The graduates of these institutions are entitled to teach in pre-first and first-level schools.
- c) Four Institutes of Fine Arts, offering a five-year course after the intermediate stage for teachers who are intending to occupy specialist posts in teaching of plastic and practical arts, theatrical and cinematic arts, and music. ²²

TABLE 4.2: DISTRIBUTION BY YEAR OF THE NUMBER OF TEACHER-TRAINING SCHOOLS, STUDENTS AND TEACHING STAFF

Year	No. of Training Schools	No. of Students Admitted			No. of Students in Class			No. of Teaching Staff		
		M.	F.	Total	M.	F.	Total	M.	F.	Total
1976/77	31	1796	4109	5905	4040	9481	13521	192	398	590
1977/78	32	982	3709	4691	4652	12685	17337	201	465	660
1978/89	33	1351	3847	5198	4217	11823	16040	515	467	682

Note:

The duration of study at teacher-training schools is three-years post-intermediate school level.

Source :

TABLE 4.3: DISTRIBUTION BY YEAR OF THE NUMBER OF TEACHER-TRAINING INSTITUTES, STUDENTS, AND TEACHING STAFF

Year	No. of Institutes	No. of Students Admitted			No. of Students in Class			No. of Teaching Staff		
		M.	F.	Total	M.	F.	Total	M.	F.	Total
1976/77	12	1878	2118	3996	3420	4245	7665	165	82	247
1977/78	13	1218	1042	2260	3019	3233	6252	155	86	241
1978/79	13	1140	981	2121	2358	2090	4448	171	86	257

Note:

The duration of study at teacher-training institutes is two-years post-secondary level.

Source: ibid.

TABLE 4.4: SHOWING THE NUMBERS OF STUDENTS, CLASSROOMS AND TEACHERS IN THE PRIMARY STAGE

Year	No. of Pupils	No. of Classrooms	No. of Teachers
1974/75	1.544.34	48.650	65.387
1975/76	1.692.313	51.878	70.804
1976/77	1.841.915	55.073	76.097
1977/78	1.991.055	58.215	81.154
1978/79	2.043.507	58.675	82.065
1979/80	2.188.265	60.785	87.626
Total increase	643.931 (43%)	12.135	22.236
Average increase	128.786 (9%)	2.427	4.447

Source: Republic of Iraq, Ministry of Information, The Economy of Iraq: Development and Perspectives, 1958-76, 1980, 1984, p.140.

There have been rationalisation and mergers as in England, as provision seeks to adjust to demand. The Institute of Baghdad is located in the capital city; there are two institutes in the north of the country, one located in the Arbil Governorate, representing the Kurdish Governorates and the Nineveh Institute. In the south is the Institute of Misan, representing the southern Governorates.

There are 39 teacher-training institutes offering a five-year course after the intermediate stage, and located in thirteen Governorates. ^{28,29,30} The following tables, (4.5, 4.6 and 4.7) show the number of institutions, students, and teaching staff for 1986/87.

The mid to late 1980s have seen a dramatic decrease in the number of teachers in training. The total number of registered students of both sexes in the first year in training institutions was 9.273 in 1985/86, while it was 4.964 in 1986/87, a decrease of 46.5%. The number of female students decreased from 5.030 in 1985/86 to 2.612 in 1986/87, a decrease of 48.1%; while the total number of male students decreased from 4.243 in 1985/86 to 2.302 in 1986/87, a decrease of 44.6%.

The total number of students of both sexes enrolled in training institutions at all levels was 36,208 in 1985/86, while it was 22,966 in 1986/87. The decrease is 36.6%. The total number of female students decreased from 20,888 in 1985/86 to 13,817 in

TABLE 4.5: DISTRIBUTION AND COMPOSITION BY TYPE OF TRAINING INSTITUTIONS
FOR PRIMARY SCHOOL TEACHERS FOR THE YEAR 1986/87

Type of Institution	No. of Institutions			No. of Staff			No. of Students			No. of Classes	
	Boys	Girls	Mixed Total	Male	Female	Total	Male	Female	Total		
Fine Arts. Inst.	-	-	4	4	200	38	238	1216	657	1873	140
Teacher-Training School (3 years after Interim.)	-	-	-	-	-	-	-	2028	2045	4073	108
Teacher-Training Inst. (5 years after Interim.)	17	20	2	39	567	602	1169	9149	13817	22966	690
Central Teacher-Training Institute (2 years after secondary level)	-	-	4	4	224	50	274	1335	3863	5198	134
TOTAL	17	20	10	47	991	690	1681	13728	20382	34110	1072

Source: Ministry of Education, General Directorate of Educational Planning Department of Statistics. Summary Data of Education in Iraq for Year 1986/87. Baghdad, 1987.

TABLE 4.6: GRADUATES OF TEACHER-TRAINING INSTITUTIONS FOR
PRIMARY SCHOOL TEACHERS FOR THE YEAR 1985/86

Type of Institution	Graduates		Total
	Male	Female	
Fine Arts Institute	287	105	392
Teacher-Training School (3 years after intermediate)	2070	1841	3911
Teacher-Training Institute (5 years after intermediate)	-	-	-
Central Teacher-Training Institute (3 years after secondary)	1525	1802	3327
TOTAL	3882	3748	7620

Source: Ibid.

TABLE 4.7: NUMBERS OF STUDENTS (MALE AND FEMALE) REGISTERED AT TEACHER-TRAINING INSTITUTIONS FOR PRIMARY SCHOOL TEACHERS FOR THE YEAR 1986/87

Governorate	No. of Students		
	Male	Female	Total
Baghdad (Rusafa/Karkh)	1642	2515	4157
Nineveh	226	186	412
Basrah	876	1424	2300
Slaladin	344	539	883
Al-Ta'miem	526	840	1366
Diyala	451	667	1118
Al-Anbar	388	713	1101
Babil	542	864	1406
Kerbala	435	671	1106
Najef	523	771	1294
Al-Qadissiya	464	754	1218
Al-Muthan	464	517	981
Thi-Qar	819	1040	1859
Wasit	472	784	1256
Misan	480	728	1208
D'hok	120	511	631
Arbil	148	106	254
Sulaimaniya	229	187	416
TOTAL	9149	13817	22966

Source: Republic of Iraq, Ministry of Education. Conference No.13, held 12-14 September 1987, Document No.(1-B), p.239, Table No.2.

1986/87, the difference being 7071, a decrease of 33.9%. The total number of male students enrolled in these institutions was 15,320 in 1985/86, while it was 9,149 in 1986/87. The difference between the two years was 6,171, a decrease of 40.3%. The following tables (4.8 and 4.9) show the number of students, male and female, enrolled in pre-service teacher-training institutions in 1985/86 and 1986/87. ²³

It was indicated that this decrease has no negative influence on the process of teacher training, as the admission policy in these institutions is based on the compulsory primary education plan and its requirements of teachers. ²⁴

As a result of the Iraq/Iran War, most of the education sectors have been modified either by an increase in the number of staff, students or funds, or by a decrease in some sectors such as the number of students enrolled in teacher-training institutions, as we see in Table 4.10.

4.4 THE STAFF OF TEACHER-TRAINING INSTITUTIONS

Members of teaching staff in training institutions for primary school teachers are classified as 'lecturers'. They are required to hold a diploma at least, and many hold the highest scientific, technical or professional degrees in the field, demanding at least three or four years beyond the secondary level.

TABLE 4.8: NUMBERS OF STUDENTS, MALE AND FEMALE, ENROLLED IN THE FIRST YEAR OF TRAINING INSTITUTIONS IN IRAQ

Type of Institution	YEARS						Differences between the two years			%		
	1985/86			1986/87			M	F	Total	M	F	Total
	M	F	Total	M	F	Total						
Teacher-Training School (3 years post-Intermediate stage)	1,016	600	1,616	-	-	-	1,016-	600-	1,616-	100-	100-	100-
Teacher-Training Institute (5 years post-Intermediate stage)	2,080	1,752	3,832	2,352	2,612	4,964	272	860	1,132	13.7	49.8	29.54
Central Teacher-Training Institute (2 years post-secondary stage)	933	2,509	3,442	627	1,226	1,853	306-	1,283-	1,589-	32.79-	51.13-	46.16-
Fine Arts Institutes	214	169	383	200	170	370	14-	1	13-	6.54-	.59-	3.39-
TOTAL	4,243	5,030	9,273	3,179	4,008	7,187	1,064-	1,022-	2,086	25.07-	20.31-	22.49-

Source: Ministry of Education: The Educational Conference No.13, from 12-14 September 1987. Document No.1-A, p.97.

TABLE 4.9: NUMBER OF STUDENTS IN TEACHER-TRAINING INSTITUTIONS FOR THE YEARS
1985/86 TO 1986/87 IN IRAQ

Type of Institution	1985/86			1986/87			Differences between the two years					
	M	F	Total	M	F	Total	M	F	Total			
Teacher-Training School (3 years post-intermediate stage)	2,928	2,355	6,283	-	-	-	2,928-	2,355-	1,283	100-	100-	100-
Teacher-Training Institute (5 years post-intermediate stage)	8,075	12,409	20,484	9,149	13,817	22,966	1,074	1,408	2,482	13.30	11.24	12.11
General Teacher Training Institute (2 years post-secondary stage)	3,008	4,411	7,419	1,335	3,883	5,198	1,673-	548-	2,221-	55.62-	12.42-	29.9-
Fine Arts Institute	1,309	713	2,022	1,216	657	1,873	93-	56-	149-	7.10-	7.9-	7.4-
TOTAL	15,320	20,888	36,208	11,700	18,338	30,037	3,620-	2,551-	6,171-	23.62-	12.2-	17.4-

Source: Ibid, p.99.

Most of the academic and professional qualifications of these staff are degrees from Baghdad University. Others hold their degrees from five colleges of education affiliated to different universities in the country which prepare secondary school teachers. All of these colleges have the same regulations, systems and programmes of study. Some teachers who hold a baccalaureate from other colleges are eligible to teach in pre-service training institutions such as Colleges of Art or Colleges of Science. Some of the teaching staff hold M.A., M.Ed., M.Sc. and Ph.D. degrees in different subjects from Iraqi, Egyptian, British and American universities, while others hold degrees from Fine Arts Institutes to teach drawing or craft. Others again hold degrees from a College of Physical Education to teach in that area. Teaching staff are appointed, supervised and employed by the Ministry of Education. Table 4.10 shows the distribution of the qualifications of teaching staff in teacher-training institutions for the year 1986/87. This shows that most of the teaching staff have university degrees.

TABLE 4.10: NUMBER OF LECTURERS IN TEACHER-TRAINING INSTITUTIONS FOR THE YEAR 1986/87

Secondary M. F. T.	Diploma			Bachelor			Higher Diploma			Master's degree			Ph.D.			TOTAL		
	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.			
2	3	5	9	2	11	414	550	964	7	11	18	122	34	156	8	2	10	1164

Source: Ministry of Education, Educational Conference No.13, Document 1-A, September 1987, p.27, p.103.

Despite the regulations, it is clear that some lecturers are not qualified to teach in the teacher-training institutions, which means that the education authorities are not adhering to their own set of criteria:

"The actual situation, however, falls short of the official aspiration and of the above regulations, which lack clear criteria for direction and thus for selection." 25

Al-Khazraji indicated that teacher-training institutions suffer from a shortage in the number of lecturers and teaching staff; some of whom are not well-qualified, not competent, and lack teaching experience. Most of the teaching staff and lecturers are holders of degrees, but without professional training. 26

Training institutions face other handicaps in that most of them do not enjoy the standard required in educational equipment and facilities, such as libraries and workshops. Some have the educational equipment and facilities but no qualified staff. Consequently, students graduating from such institutions are not able to take advantage even of basic materials or to make their own teaching aids, even if the schools to which they are posted do have some equipment.

4.5 THE CURRICULUM IN TEACHER-TRAINING INSTITUTIONS

The Ministry of Education, through its General Directorate of Curricula and Teaching Aids, is responsible for developing curricula, textbooks and teaching aids. The national curriculum committees determine the objectives of social and educational philosophy. Different committees have been formed under the supervision of the Directorate of Curricula and Teaching Aids, for designing a syllabus for each subject and they also select the textbooks and teaching aids to be used. This planning makes clear the general, objectives and aims to be followed in preparing primary school teachers.

The Committee for Reviewing Education Affairs in 1976 defined the direction and the trend of teacher-training which attempts to meet the needs of Iraqi society and its environment. In its report, the Committee placed emphasis on the following:

- a) the teacher should be prepared first as an educator, and thereafter, as a specialist in one or more subjects;
- b) curricula should be as comprehensive as possible and reflect a fair balance among scientific, professional and cultural objectives;
- c) academic standards should be kept, and training textbooks should be continually analysed and reviewed;

- d) the content of courses should conform with modern scientific developments and take consideration of the present needs of Iraqi society;
- e) the timetables in teacher-training institutions should be made flexible so that students will be able to make observational visits to nearby schools;
- f) the lecturers at teacher-training institutions are expected to teach subjects and the methodology of teaching subjects. ²⁷

The programme of study, as designed by the Ministry of Education, consists of certain basic elements:

- a) General (Academic) Training
- b) Professional and Educational Training
- c) General Education. ²⁸

The teacher-training institute offering a five-year study course post-intermediate stage is a new type which the Ministry of Education established in 1983, and by extending the three-year study course. Such institutes have been established in most governorates. They involve specialisation and general preparation for teaching. There are five subjects for specialisation available during the two final years of study: Social Science, Arabic and Kurdish Alphabetic in one section; Mathematics, English, Arts

Education, and Physical Sections. Appendix 1A, Tables 1,2,3 and 4, shows the subjects taught in teacher-training institutes.

The curriculum of Central Teacher-Training Institutes of two-years study post-secondary stage (General Baccalaureate Examination GBE) involves general preparation and special subjects required for teaching in primary schools. There are four sections available in these institutes, these being General, English, Physical Education and Arts Education. Specialisation starts at the beginning of the course and follows the same policy and study programmes as in the teacher-training institutes of five years. Appendix 1B, Tables 5 and 6, shows the distribution of subjects taught in these institutes.

The total number of hours being taught in the course of the two-year Central Teacher-Training Institutes is 1,523, while in the Teacher-Training Institutes of five-year courses, the number is 4,165. It is clear that the programme of study is overcrowded and that subject contents lack relationship to one another. Different textbooks contain similar repeated material. This was indicated by a paper on pre-service and in-service teacher-training in 1980.²⁹ It was further stated, in 1981, that the curricula of the Central Teacher-Training Institutes were neglecting the dissimilarity in scholastic background between the students in the 'scientific' and 'literary' sections. In this respect, curricula in these institutions had the weakness of being unrelated to the primary school in its aims and demands, and it was not giving enough

attention to the role of teaching aids, art education and musical education.³⁰ However, the programme of the teacher-training institution remains as it was, in spite of such observations and criticisms.

4.6 TEACHING PRACTICE IN PRIMARY SCHOOL TEACHER- TRAINING INSTITUTIONS

Teaching practice and school observation are regarded as important activities, linking theory and practice in the training of teachers. In both kinds of training institutions, observation through primary school visits is conducted under the guidance of lecturers in these institutions, either by arranging times to visit the nearest primary school, or by trainees' observation of teaching sessions by selected teachers in the institutions. Observation spread over a number of schools offers a greater variety of teaching conditions. A number of students may visit a school once or twice a week with a lecturer, and after each visit students may be required to prepare comments for discussion in class. Sometimes, individual lessons are given by student-teachers in the presence of their fellow students, and under the supervision of lecturers. Teaching practice is usually begun in early April in the second term of the last year of the training course and continues for six weeks in primary schools, under the supervision of all members of staff, particularly those taking the final-year. Members of staff are expected to visit student-teachers two or three times during the period of teaching practice.

Two or three lessons per day are allocated to trainees by the headteacher or by agreement with the subject teacher concerned. Assessment and evaluation of the student on teaching practice depends greatly on the short visits of supervisors, local educational supervisors, or sometimes the headteacher or subject teacher. However, there are unsatisfactory aspects in the system as practised. For instance:

"Supervision and assessment, both by the training institutions' tutors and headteachers or educational supervisors, are subjective and often idiosyncratic." ³¹

An examination is held at the end of the training course. The combined scores of the examination and teaching practice qualify students for the award of the Certificate.

4.7 TEACHING METHODS IN PRIMARY TEACHER-TRAINING INSTITUTIONS

Teachers should be trained well, especially in teaching methods for achieving the aims of the particular subject of study. The present ideal is that training institutions are the workshops for applying and improving current methods, and for creating new patterns in the teaching of the various subjects. Their responsibility in preparing teachers through new and modernised teaching methods should parallel the modern theories and trends in educational techniques and technology. In fact, current teaching

methods used in teacher-training institutions are basically lectures and discussions conducted in the classroom. Sometimes, the students move to workshops for preparing lessons and/or teaching aids, participating in seminars and observing practical demonstrations, but in teacher-training institutions use the classic methods of teaching, and stress is given to the lecture and the demonstration.

The use of educational technology and new modern teaching methods is unfortunately quite limited in the training institutions. There are many factors which hinder improvement of teaching methods and the development of new ones. These are as follows:

- a) weaknesses in the qualifications of teaching staff as regards new, modern methods;
- b) the lack of necessary facilities for study in some institutions;
- c) the method of teaching is largely by textbook, followed closely unit by unit and lesson by lesson;
- d) curricula are overcrowded with subjects and themes, and lecturers are forced to complete the syllabuses;
- e) the nature of the examination itself drives the lecturers to use the out-dated teaching methods;

- f) the lack of reference materials in libraries, and their general condition in teacher-training institutions do not encourage students to use them;
- g) there is a lack of educational technology, audio-visual aids and other equipment, and a lack of experience among teaching staff in the roles and use of the available equipment.

4.8 METHODS OF SELECTION AND ADMISSION OF CANDIDATES IN PRIMARY TRAINING INSTITUTIONS

The Ministry of Education estimates and determines in advance the number of teachers that will be needed to fill the number of teaching vacancies. The number of candidates accepted every year is recommended to accord with the number of such vacancies. Thus, there are two procedures in the selection of candidates to train for primary school teaching which are laid down by the Ministry of Education. These are as follows:

- a) In the teacher-training institutes of five and three-years post-intermediate stage, the selection of candidates depends on the transitional system. The candidate has the opportunity to choose his/her own field by filling in a special application form. Competitions are conducted between the candidates, comparing their total marks obtained in the qualifying examinations, suitability for teaching and freedom from physical handicaps, as decided by interviewing committees which are set up in every institution.

b) In the case of the two-year training course post-Baccalaureate secondary examination, candidates are admitted according to the central admission procedure conducted by the Central Admission Bureau in the Ministry of Higher Education and Scientific Research. Competitions decide between candidates according to their achievement marks. Later, selected candidates should pass the interview of a special committee formed for this purpose.

There are further conditions of admission and methods of selection defined by the Ministry of Education as follows:

- a) candidates must be in sound health, free from organic defect, and in sound psychological health, such as will not impede them from doing teaching;
- b) candidates must be of good morals and reputation;
- c) candidates in which the training institution is located, or of a neighbouring governorate, simultaneously with the transitional principles.

Although there exist the principles and conditions of selection procedures and candidates' entry requirements, these conditions still lack an objective assessment for a more careful selection of candidates by applying these conditions strictly, amalgamating the total marks, conducting good interviews, and carrying out

educational and psychological tests. If thoroughly applied, these procedures could select efficiently and guarantee the provision of suitable persons willing to work in the teaching profession. ³²

In researching this matter, the Ministry of Education, in 1985, stated the following:

- a) Methods of selection and acceptance of students under the standard requirements were not following the modern educational trends;
- b) Committees were not equipped to assess and evaluate candidates and the interviews were not objective and were therefore useless;
- c) Representation of the institutions' administrations were not adequate because some of the accepted students did not hold the professional requirements;
- d) Candidates should not be selected according to their academic achievements only, other factors like personal characteristics should have their place in admission requirements;
- e) Objective committees must discover the overall abilities of candidates by using objective psychological tests. ³³

Despite this matter receiving more attention from the Ministry of Education, there is still much incompetence in the selection of

candidates. The committees are not well-grounded in their role as selectors and fail to meet the teaching profession's needs in respect of the choice of candidates.

4.9 THE TRAINING OF SECONDARY SCHOOL TEACHERS

4.9.1 Historical Review

In 1923, a Higher Teachers' College was opened for primary school teachers to prepare them to teach in secondary schools by providing evening classes. This college later turned into a full-time residential institution giving a two-year course and divided into a literary and scientific section. At that time, the Iraqi government began to send a few qualified students to universities in Syria, Egypt, Europe, the United States, and the United Kingdom.

There were no teacher-training institutions or schools to prepare secondary-school teachers before 1918, a fact which prompted the British under the mandate to use some retired army officers and educated Iraqis as teachers. ³⁴

The Higher Teachers' College of 1923 ran a two-year course with 12 lessons weekly. Candidates were required to hold the Primary Teacher Training School Certificate, and some were holders of the Secondary School Certificate. There were 44 students, 25 of them in the first grade and 19 in the second in the first

session. Most of them went on to become secondary school teachers. ³⁵

In 1935, this college reopened with a course of two years, which later became three years in 1937, and four years in 1939. The policy of preparing secondary school teachers was influenced by the political, economic, social and cultural situation of the day. Six institutions were opened in succession, without any relation to the real needs of national development. These institutions were: the Higher Teacher Training College, the Queen Aliya Institute, the Fine Arts Institute, the College of Religious Education, the College of Art and Science, and the Higher Institute of Education. ³⁶

Matta Akrawi, in his memoranda to the Education Minister (Al-Marf), indicated that it was necessary to raise the standard of education of secondary school teachers, according to the following principles:

- a) encourage good students to apply to college, and strengthen the selection of candidates;
- b) increase the training course to four years post-secondary stage;
- c) admit candidates of a higher standard who have graduated from primary teacher-training school, including those who have spent at least two years serving in primary schools.

According to these principles, conditions and methods of selection became to be revised so that candidates were required to:

- a) hold a secondary school certificate;
- b) pass a health test;
- c) (normally) pass tests in Arabic and English Language, as well as at least the subject(s) relevant to the teaching need;
- d) succeed in the personal interview with the chosen committee;

Alternatively, candidates who had graduated from Primary Teacher-Training School and had a limited amount of teaching experience, as defined by the college council, might be admitted. ³⁷

Higher teacher training in Iraq has been influenced by Al-Husri's ideas. He played a positive role in establishing and reorganising training institutions, reviewing them continuously and supplying them with laboratories and new equipment, and selecting competent Arab and Iraqi teaching staff to teach in these institutes. ³⁸

In 1920, the first Ministry of Education was founded. As a result of the Education Act of 1929, the duration of

secondary school was expanded to five years, the first three years being known as 'intermediate', and the fourth and fifth as 'preparatory'. In the last two years, the secondary stage was divided into branches, the scientific and the literary. After each stage, a public examination was conducted and a certificate was awarded which would qualify the students to enter the higher stage.³⁹ This expansion in the secondary stage led to training more secondary school teachers to meet the needs.

Women were first admitted in 1937 to join the Higher Teachers' College at a time when the Ministry of Education was forced to get women teachers from Syria, Lebanon and Egypt. It was an attempt to defeat the shortage. Entrance requirements were the same as for the men students. In order to raise the standard of training for secondary school teachers, the government reorganised the Higher Teachers' College. Students were free to select branches, but now they had to take the cultural and professional subjects.⁴⁰

In 1955, the Higher Institute of Physical Education was opened to prepare physical education teachers for all types of schools and colleges. A three-year course of study was provided at post-secondary school level, or for primary teachers who had graduated from training schools in the physical education section, or equivalent. In 1958-59, the Institute was incorporated into Baghdad University, and the course was extended to four years.

The Higher Institute of Language opened in 1958 as a part of Baghdad University to prepare English Language teachers for intermediate and secondary schools, starting with a three-year course of study. In 1962, the University of Baghdad Council lengthened the course to four years, and the curriculum was changed to meet the new policy on course study.

In 1960, the Higher Teachers' Institute was founded to train secondary school teachers for the Sciences and Mathematics. This gave a two-year course of study at post-secondary school level. In 1963, it was affiliated with Baghdad University and the courses were extended to three years. Five years later, however, this Institute was closed. ⁴¹

In 1936, the Fine Arts Institute was established to prepare teachers in drawing and other arts. Secondary education level was the minimum requirement for admission and the institute started with a four-year course towards a B.A. degree. There were departments of painting, sculpture and drama. ⁴²

4.9.2 The Queen Aliyah Institute for Women Teachers

The shortage of women teachers and the need for training led to the establishment of the Queen Aliyah Institute in 1945, which gave a three-year course to prepare women teachers for both elementary and secondary schools. Two sections were available in this institute: scientific and literary, and there were 88 students in the first session. Table 4.11 shows the programme

TABLE 4.11: COURSE OF STUDIES, QUEEN ALIYAH INSTITUTE
FOR WOMEN TEACHERS, 1945-46

Subjects	HOURS PER WEEK			HOURS PER WEEK		
	Literary Section 1st year	2nd year	3rd year	Scientific Section 1st year	2nd year	3rd year
Arabic	7	7	7	5	3	2
English	5	4	3	3	3	-
Education (General)	2	-	-	2	-	-
Child and Adolescent Psychology	2	-	-	2	-	-
General Method	-	4	-	-	4	-
Educational Psychology	-	2	-	-	2	-
Special Methods	-	-	4	-	-	4
Philosophy of Education	-	-	4	-	-	4
History	6	6	3	-	-	-
Geography	4	4	3	-	-	-
Social Science and Civics	-	-	2	-	-	-
Hygiene and Physiology	-	-	1	-	-	2
Mathematics	-	-	-	7	6	6
Chemistry	-	-	-	5	5	5
Physics	-	-	-	4	4	4
Biology (Zoology and Botany)	-	-	-	4	4	3
TOTAL	26	27	27	32	31	30

Source: Matthews & Akrawi, Education in Arab Countries of the Near East.
American Council on Education, 1949, p.197.

of studies at the Institute. The entrance requirements were based largely on the students' achievements in the public secondary school examination, a medical examination, and passing a personal interview; and with the agreement of the Ministry, the College Council were able to request candidates to pass a competence test in certain subjects. Later, the course was lengthened to four years, admitting secondary certificate holders. In 1958, this institute incorporated with Baghdad University under the name of the College of Al-Tahreer for Women until 1963, when it became The College for Women.

4.10 HIGHER EDUCATION IN IRAQ

Before 1987, there were six universities as follows:

- a) University of Baghdad, located in Baghdad, established in 1956;
- b) University of Basrah, located in the south of the country, established in 1967;
- c) University of Mosul, located in the north of the country, established in 1967;
- d) Al-Mustansiriyah University, located in Baghdad, established in 1963;

e) University of Salahiddin was established in 1969, located in the north of Iraq, in Arbil city;

f) University of Technology, founded in 1975, and located in Baghdad.

In 1987, four new universities and one college were established to meet the needs of developing Iraqi society; namely: Tikrit located in Salah Al-Deen province, Al-Qadisya located in Qadisya province; Al-Anbar, located in Anab province, and Kufa University located in Kufa city, part of Najaf province, ⁴³ Al-Turath College were established in Baghdad city. In addition, there are six Colleges of Education for preparing secondary school teachers in the country:

- a) Baghdad University, College of Education;
- b) Baghdad University, Women's College of Education, reopened in 1983-84;
- c) Mosul University, College of Education;
- d) Basrah University, College of Education;
- e) Al-Mustansiriyah University, College of Education; and
- f) Salah Al-Dean University, College of Education.

Universities in Iraq are under the supervision of the Ministry of Higher Education and Scientific Research and are financed by the Central Government. Admission requirements include a maximum age (18-23) and Secondary School Certificate. Colleges of Education consist of Social Science Departments and Pure Science Departments for both male and female students. The basic aim of these colleges is to prepare qualified staff to serve in intermediate and secondary schools.

4.10.1 Baghdad University (College of Education)

As we saw in the previous pages, the original college of education was established in 1923 as a Higher Teacher-Training College for secondary school teachers. In 1958, the Teachers' College became part of Baghdad University and was renamed the College of Education, comprising nine departments as follows: Education and Psychology, English, Geography, Arabic, History, Biology, Physics, Chemistry and Mathematics. These departments existed in the year 1955-56 and continued until the College closed in 1969. ⁴⁴

In 1971, the College reopened to train graduates of other academic colleges as teachers in secondary schools. A one-year course following the first degree was awarded, the only higher professional diploma in the fields of the teaching specialisms.

In 1974, the College was reorganised and now offers four-year concurrent courses. It is divided into two sections; each section consisting of several departments: Sciences, which includes Biology, Chemistry, Mathematics, Physics and Home Economics; Literature, which includes Arabic, English, Kurdish, Education and Psychology, History and Geography.⁴⁵ The first degree awarded by the College of Education in all departments is the Bachelor's degree, based on a four-year course, including eight terms of not less than fifteen weeks for each term.⁴⁶ The student has to choose one of the major departments of specialisation. An additional one-and-a-half to three years of study beyond the Bachelor's degree is required for the Master's degree (M.Ed, M.Sc. and M.A.). The highest degree awarded by the College of Education is Doctor of Philosophy (Ph.D.), which requires one and a half to six years of study beyond the Master's degree.⁴⁷ Table 4.12 shows the number of students graduating from the College of Education, Baghdad University, in 1986-87.

4.10.2 Selection Methods and Candidates' Entry Requirements in Colleges of Education

There is only one method of selection of candidates for the colleges of education, and that is by central admission under the conditions assigned by the Bureau of Central Admission which follows the Ministry of Higher Education and Scientific Research. Every year, the Bureau introduces a bulletin outlining the conditions and methods of selection of applicants to the universities and

TABLE 4.12: NUMBER OF GRADUATES FROM THE COLLEGE OF EDUCATION,
BAGHDAD UNIVERSITY, FOR THE YEAR 1986-87

Department	NO. OF GRADUATES		
	F	M	Total
Arabic	74	62	136
English	89	36	125
Kurdish	8	18	26
History	85	75	160
Geography	39	66	105
Physics	35	75	110
Chemistry	84	129	213
Biology	78	84	162
Mathematics	55	68	123
Home Economics	23	-	23
TOTAL	570		1183

Source: Iraq, Ministry of Planning, General Statistical Organisation. Graduates of Higher Education, 1986-87, p.7.

institutes, following the policy of the above Ministry. Among the requirements for admission to Colleges of Education are the following:

- a) candidates are to be Iraqis;
- b) candidates must have completed successfully the secondary school (General Baccalaureate Examination), or the equivalent;
- c) candidates must pass a medical test, according to special conditions presented by these colleges;
- d) candidates must be of good morals and reputation, and have no record of conviction for criminal or political corruption;
- e) graduates of the Literary Section are eligible to enter the Social Science Departments, and graduates of the Scientific Section are eligible to enter the Science Departments.

Other factors to be considered after the announcement of the admission results by the Bureau of Central Admission, are covered by interviews with committees in each department to ascertain whether or not candidates are free from speech defects, psychological weaknesses or physical and organic defects, which do not agree with the requirements of the profession. ⁴⁸

Selection and admission of the candidates is centralised and all colleges of education in the country observe the same admission requirements. However, the ambition of the authority of the Ministry of Education is:

"....to select a high academic student, high educational motivation, and good personal characteristics by using a variety of scientific, educational and psychological measurements and tests. with thorough interviews to discover their interests, abilities, unlike the committees' routine ineffectual ones which exist at present." 49

In fact, most of the candidates accepted at the secondary training institutions are not qualified to be teachers in terms of personal qualities; selection tends to be on academic attainment, without any regard being given to any other factors.

4.10.3 Curricula in the College of Education, Baghdad University

The curricula of the training courses comprise four-year concurrent studies, with an average of 87.5 units approximately for a full course. The Literature Departments consists of an average of 21.8 units yearly, while the Science Departments include an average of nearly 12.95 units yearly. In the Eleventh Educational Conference in 1985, it was indicated that the programme of study for the College of Education, Baghdad University, consists of four major elements, which are: specialisation training;

professional education; general education; teaching practice.

a) Specialisation Training

There are no clear differences between the main subjects and subsidiary subjects; in all departments, the main subject occupies the major part of the course of study - nearly 84.5%, including the theoretical and practical aspects. The average number of hours for the whole course is 116.2 hours, i.e. 29.05 hours in most weeks. In comparison with developed countries, the main subjects take 50-60%, while these subjects carry a high percentage of marks, cover a large number of hours in Iraq. The number of theoretical units is 34, with 31.5% of the marks, while the number of the practical units is 57, with 53% of the marks.

b) Professional Education

This consists of 9 units, with a 8% during the whole course. Two hours of General Psychology are considered important in the freshman year; Educational Psychology and Principles of Education are taught in the sophomore year, covering 4 hours; 6 hours are given to Psychological Development (childhood and adolescence); Curriculum, Teaching Methods and Secondary Textbooks Analysis are studied in the junior year; and the final-year course includes 2 hours for Educational Measurement and Evaluation, and 4 hours for teaching practice.

c) General Education

Generally, these subjects start in the first two years of the training course and continue with two or three subjects added in the last two years. Political and ideological subjects have been added to the General Education, and this occupies 11 units during the four-year course (President Saddam Hussan's Educational Ideas, and National and Socialist Education subjects). Table 4.13 shows the distribution of subjects in the training course (College of Education) in the year 1986-87.

From viewing Table 4.13, it is clear that the number of hours devoted to professional study is less than the average number of hours devoted to specialist subjects. Moreover, the table shows the shortage of the number of hours for both professional aspects (14.4) average and general education average (18.5); that is, together they form 32.9 hours (average) of the programme course of the College. On the other hand, 79.1 is the average number of hours devoted to the specialist-scientific subjects (main subjects). This average is very high when compared to the teacher-training course as a whole.

Abu-Taleb and others (1979) found that the proportions of hours allocated were 50% for the major subjects, 25% for general knowledge, 17% for education subjects, and 8% for political and ideological subjects. The Ministry of Education, in 1985, designated 84% for the specialist subjects, 7.5% for general

TABLE 4.13: PROGRAMME OF STUDY DURING THE FOUR-YEAR COURSE IN THE COLLEGE OF EDUCATION 1986-87

	No. of Hours of Specialisation Subj. %	No. of Hours of Professional Subj. %	No. of Hours of General Ed. Subj. %	No. of Hours Teaching Practice %	Total Hours	No. of Units for Four-Year Course
Arabic	80 70.17	14 12.30	16 14.03	4 3.51	114	97
English	61 61.00	19 19.00	16 16.00	4 4.00	100	84
Kurdish	51 46.00	21 19.00	35 31.41	4 3.60	111	85
History	75 69.44	12 11.11	17 15.74	4 3.70	108	84
Geography	81 69.83	15 12.93	16 13.73	4 3.45	116	87
Home Economics	99 75.57	12 9.16	16 12.21	4 3.05	131	84
Mathematics	73 66.62	13 11.80	20 18.17	4 3.63	110	83
Physics	81 71.68	12 10.62	16 14.16	4 3.54	113	88
Chemistry	90 72.58	14 11.39	17 13.71	2 1.61	124	90
Biology	103 76.20	12 8.89	16 11.85	4 2.96	135	94
Average	79.1	14.4	18.5	4.2	116.2	87.6

Source: Iraq, Ministry of Higher Education and Scientific Research, the Third Conference of Higher Education 21-28 July 1987. Curricula Studies of the College of Education in Iraq.

education and 8% for the professional and educational subjects. It seems to be that the percentage of each component are variable and dependson changes in the conception of the training held by those responsible for it.

4.10.4 Teaching Practice

The first part of teaching practice is normally school observation. This aspect is generally conducted by the educational and professional tutors. In fact, there is no real advance plan for school observation, and it suffers from being ignored. In the College of Education, observation visits are made to the nearest intermediate or secondary schools. Sometimes, demonstration lessons are given by students in the college class.

The other part of teaching practice is the longer teaching experience in schools. Six weeks of teaching at secondary or intermediate schools in the Baghdad area is done from the second term of the last year. It occupies 4 hours - about 3.50% of the timetable of the training course. The average of teaching hours is about 50 to 60 for each student during the teaching practice. Despite the role of teaching practice in linking between theory and practice in the training of teachers, it is given relatively little attention and suffers from this neglect. Moreover, useful educational technologies, such as overhead projectors, videotapes and micro-teaching exercises, are not used in training the students on school observation and teaching practice due to the lack of visits to schools.

The Ministry of Education, in its Eleventh Conference in 1985, pointed to the following reasons as contributing to the general failure of teaching practice:

- a) the attitude to teaching practice and school observation as having little concern with the educational process of teacher-training, and as subsidiary to the other training aspects;
- b) considering the teaching practice period as a recreation time, and a view of it which is inadequate;
- c) teaching practice is affected by the rush caused by the lateness of its preparation, which is left to a month or a week before it begins. Moreover, there is a need to provide a balance between the theoretical aspects of the preparation, and the practice itself;
- d) the procedures of practice are overwhelmed by the administrative aspect (either in dividing students among schools or in distribution of tutors who supervise the process of practice);
- e) lack of interest, and the lack of responsibility of some schools' administrations and staff, where the prevalent view of the process is marginal or conventional, and thus inadequate;
- f) the indifference of the majority of College of Education staff to the importance of the theoretical considerations underlying the practical aspects of school observation and of individual and group teaching practice which precede the period on long teaching practice;

g) the shortness of the practice period, compared with prescribed aims;

h) the increase of accepted students in the Colleges of Education, as the tutor's lot, which has led to the decrease in the number of visits by supervisors to the student-teacher. ⁵⁰

4.10.5 Teaching Staff and Administrative Control

The education system in Iraq at all levels is highly centralised, and responsibility for supervision, control, finance, administration and curricula is vested in the Ministry of Education and Ministry of Higher Education and Scientific Research. Higher Education institutions are supervised and controlled by the Ministry of Higher Education and Scientific Research. Colleges of Education at all universities are "organised and regulated according to the terms of Higher Education and Scientific Research Law No.132 of 1970 and its amendment, Chapter 4 which defines the activities of the "official universities".

Article No.36 of the above Law defines that the Dean of the College and College Council are responsible for college administration. The Dean is appointed by government ordinance (according to Article No.37 of the Law) and must hold the rank of at least assistant professor. The same article defines the form of the College of Education Council, which is the highest academic and administrative body in the College of Education. It consists of

the Dean of the college; the Heads of the Departments or branches in the college; three representatives of teaching staff, elected by the President and the College of Council members for a period of two years, and the Assistant Dean of Student Affairs. The Council may select an expert from outside the college to serve for a two-year term.

Members of teaching staff are classified as Assistant Instructors, Instructors, Assistant Professors and Professors, ⁵¹ much along the same lines as in Europe or North America.

4.11 CONCLUSION

In this chapter, an attempt has been made to give a brief picture of the situation of teacher education in Iraq and its development. This is by way of providing a background and context for the substantive exercise to follow in respect of investigating certain elements of the sector empirically.

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CHAPTER FIVEEDUCATIONAL MEDIA IN ENGLAND AND IRAQ

The aim of this chapter is to provide information on how the concept 'educational media', including 'educational technology' and 'audio visual aids' has come to have meaning; how educational media have been used, are being used, and might be used in the future, in England and Iraq, and particularly the teacher training institutions in these two countries. However, it should also be explained that to more fully appreciate developments in both England and Iraq, it will be necessary to take into some account the influence of developments and research in the USA and beyond.

One of the countries under main discussion is, of course, a so-called 'developed' country, and the other a 'developing' one. Unfortunately, as a result of the differential developmental status and experience, these terms attempt to signify and the implications for the availability of documentary material, an imbalance in the overview presented, is unavoidable. However, it is hoped to confront such an imbalance in a positive way in that an attempt will be made to view the English experience from a perspective which allows lessons to be learned and understanding to be gained from which the Iraqi education system can benefit.

The chapter comprises, therefore, three main sections. Section 5.1 traces the growth and application of a concept.

Sections 5.2 and 5.3 focus specifically on England and Iraq, respectively. These last two sections are further subdivided so that following a more general discussion: educational media and teacher education and training; relevant reports; educational media centres; and educational television, are considered in turn. Section 5.2 also includes a sub-section on the Open University in view of its special significance. The chapter ends with a brief concluding comment.

5.1 'EDUCATIONAL MEDIA': THE GROWTH AND APPLICATION OF A CONCEPT

As Laithwaite has suggested,¹ educational technology can be said to have had its genesis 10,000 years ago when men started cutting spears, launching rafts and making tools. In terms, however, of actual recognition of a concept and its implications, it is possible to trace as far back as the 1600s to the work of Johan Comenius (1592-1670), who stressed that our learning and thinking are based on what comes to us through our senses, and therefore real subjects and illustrations should be used to supplement oral and written instruction.²

In the eighteenth century, Jean Jacques Rousseau (1712-1778), stated the belief that the senses are not only a pathway for effect but are part of a machinery of action for modification to, and control of, conditions. He gave an important role to the natural environment in the process of instruction: "Our first instructors in science are our feet, hands and eyes."³ He stressed the role

of play as a form of education affected according to the degree of the child's physical maturity.

Johann Heinrich Pestalozzi (1746-1827), went so far as to argue that all learning is based on sense impressions: thus, the instruction he advocated was based on the activity of the pupils, and he emphasised the use of media in education, such as models and collections, and achieving learning in a new way by designing the learning process according to the individual differences and abilities of pupils.⁴ Johann Friedrich Herbart (1776-1884), devised a theory of learning based on the influences of the environment on the life of the child. He argued that learning was achieved through experience which, essentially, had to be interesting, and that effective learning depended on the way in which content was presented to the learner.⁵ Herbart saw the learning process as beginning with that understanding which the child has already obtained from experience. This is to suggest that the experiential theory of learning is dependent on supplying pupils with a further wide range of actual or contrived experiences, including form, size, colour, space, motion and their relation to actual things.⁶

Joseph Lancaster (1778-1838), the English educator who established the monitorial system for its advantage of low cost, studied the construction of a special classroom which would make the most effective use of instructional media and student grouping.⁷

Friedrich Wilhelm Froebel (1782-1852), as Saettler indicates, had considerable influence on education through the kindergarten. He stressed the unity of nature's laws and the child. His system included three aspects: (i) games and songs; (ii) construction; and (iii) gifts and occupations. ⁸

Jeremy Bentham, as early as the 1820s, advocated "setting" according to children's specific capabilities in subjects. He tried to develop English schools, through ideas and methods that reveal an early appearance in educational thinking of the specific provision of visual artifacts. He recommended covering classroom walls with instructional charts and diagrams, for example, of animals, plants and stones, and favoured the use of working models of machinery, and actual experimentation by the pupils. ⁹

Another notable English educational innovator was Robert Owen. In 1816, he established an infants' school based on the Pestalozzian principles, which used materials for instruction, such as maps, pictures of animals, plants and the countryside on the walls, and natural objects left about the classroom for the children to touch and view. ¹⁰

By the end of the nineteenth century, some educators and psychologists were moving away from the traditional lines on which most schools were run. Two such men were: Edward L Thorndike (1847-1949), and John Dewey (1859-1952).

Thorndike developed a scientific theory of learning and established empirical research as the basis for a science on the media of instruction, recommending pictures as a labour-saving device in instruction. ¹¹

Saettler (1968) noted that Thorndike's studies on the design of instructional media - printed text-books, maps, object lessons, and so on - as well as the organisation of instruction, individual differences and methods of evaluation, were both extensive and original. ¹²

At the beginning of the twentieth century, there happened a series of events which together might be considered the beginning of a science of instruction. William James, for example, in his book of 1901, Talks to Teachers on Psychology, made one of the first distinctions between the art and science of teaching, calling for a scientific approach to instruction. ¹³ Dewey's contribution to educational technology was his conception of instruction in terms of scientific method, defined in its broadest sense. The essence of his reflective method is contained in his book, How We Think. ¹⁴

During the 1920s, there was increased interest in educational practice based on science. Many attempts were made to solve educational problems by using empirical methods. Franklin Bobbitt (1924) was one such leading pioneer. ¹⁵

What seems likely to have been the first teacher training course in visual instruction was offered by the University of Minnesota (USA) in 1918, under Albert M Field. The course, as described, was:

"Designed to prepare persons for presenting materials by such means as slides, films, and charts. Students assisted in assembling materials for their own use and in acquiring skills and techniques in the preparation and operation of various mediums." ¹⁶

During 1910-1940, in the USA, a number of instructional film distribution agencies came into existence, and most of the universities' departments distributed audio-visual devices for educational purposes, as well as assisted their own institutions in pre-service teacher training in educational media by supplying materials and tools and making their staff members available for the teaching of visual instruction courses. ¹⁷

After World War II, a period of expansion began in the use of educational media. Developments in science and industry were exploited in the classroom. Photography, film, filmstrips, radio, television, tape recorders, language laboratories, teaching by multi-media presentation and early attempts to use computers as teaching machines - all these devices began to provide a stimulus for teaching and learning. ¹⁸ During the period 1955-1965, new and more advanced devices were created. Furthermore, what have come to be seen as 'systems approaches' to instruction:

micro-teaching, language laboratories, individualised instruction, simulations, programmed learning, behavioural objectives, computer-assisted instruction and the like, were introduced into schools.

The Soviet launching of the Sputnik in 1958 had an enormous effect on the education system of the United States of America, and especially on such subjects as mathematics, science, foreign languages, and social studies. Teacher-training programmes also changed to serve the new demands of society and to answer the need to develop instructional materials to implement new curricula. Accordingly, it can be said that the education system of the USA put theories about the value of educational technology into practice by employing a massive amount of materials and equipment in educational institutions.¹⁹ In other words, these developments and others brought the use of educational media into the mainstream of educational practice.

During the 1950s, B F Skinner developed teaching machines which were meant to change the nature of both teaching and learning in American schools. Introduced in 1954, Skinner's programmed machines have had a significant impact on teaching and learning.²⁰ More recently, 'new' technology devices received attention and took significant places in the learning process. What is referred to are such innovations as: instructional television (ITV), computer-assisted instruction (CAI), and communications' satellites. The first educational television experiments were, in fact, made as early as 1932 in the USA at the State University of Iowa.²¹

The use of ETV, did, of course, during the 1960s and 1970s, ²² not only increased greatly in the USA, but spread to most of the world. ETV stations broadcast children's programmes and lessons, and also programmes to train teachers.

Further technological development has led to the transmission of televised instruction by communications' satellites. The first of these were orbited in the middle 1960s, and since then, a number of satellite systems have been used to transmit learning programmes. One particularly significant developing country initiative was the Indian Satellite Instructional Television Experiment, begun in 1976, which transmitted instructional television programmes to 2,400 villages. The programmes served both school and adult audiences, and were transmitted in a variety of local languages. ²³

As was noted above, research in using computers in learning started in the 1950s. This led to increased interest in the idea of individualising instruction by presenting it through the computer. The growth in the use of CAI has been such that many schools and universities in the developed countries, such as the USA, and France, now use micro-computers for instructional purposes, and computers play a role in helping students and teachers to improve learning skills. One should note, however, that actual usage may be less than is popularly perceived.

Gagne (1987), for example, in a recent USA survey, notes that:

"in schools that have micro-computers, on the average, less than 15% of the students in those schools use a micro-computer during any given week. Furthermore, the average amount of time those students spend using the micro-computer is less than one hour per week, and more than half of that time is typically devoted to learning about computers."²⁴

Indeed, in spite of the increased use of micro-computers in learning, as 1983 evidence suggests, computers continue to play a small role in helping students to acquire the skills that are traditionally taught in schools.²⁵ Nonetheless, many educators share Unwin's optimism that:

"the computer will ultimately provide the basis for a new science and technology of instruction. Although CAI has not reached its potential, it promises to develop a rich base for increasingly sophisticated approaches to instructional design. Moreover, it can help effect a resurgence of the humanistic aspects of learning and teaching by freeing teachers, for more creative tasks. More mature computer-assisted systems may have considerable influence on future theories of learning and instruction, and on the design of educational products based on these theories."²⁶

Most^{of} the developments described above, have led in their turn to the growth of huge 'educational media industries'. There are, in the USA, more than 200 commercial producers and distributors, each of overhead transparencies and 8mm films, more than 100 of videotapes and cassettes, and nearly 300 of audiotapes and

cassettes.²⁷ Moreover, an additional important development has been the establishment of institutions, such as the Council for Educational Technology in the UK, and similar bodies in the USA, Europe and other countries. These foundations exist to assist teachers and educational and training institutions. Hundreds of Educational Media Journals have also come into being and in themselves have made no small contribution to giving the field a clear identity.

Table 5.1 provides a useful summary of how media and communications processes have developed over the centuries.

But having provided this broad perspective, it is appropriate to turn now to a much more detailed examination of the development and use of educational media in the countries under specific scrutiny: England and Iraq.

5.2 ENGLAND

The Industrial Revolution, during the eighteenth century, brought innovations, including new machines and equipment, that had a fundamental influence on people's behaviour. The British government and other countries consequently attempted to balance the needs of the Revolution and the training of human beings to adjust them to change. The education system was thus charged with schooling children in an appropriate manner.

TABLE 5.1: DEVELOPMENT OF NEW MEDIA AND COMMUNICATION PROCESSES THROUGH THE CENTURIES

Century	Media and Process
1	Telepathy, speech, gestures, sound, sketches.
2	Paper and ink (developed by the Chinese).
5	Block printing.
9	Books.
12	Moveable types of clay or wood (Chinese).
15	Type printing.
17	Newspapers.
18	Magazines.
19	Photography, telegraphy, telephone, typewriter, wireless, phonograph, motion pictures.
20	Wirephoto, radio, sound and colour, motion pictures, colour photography, telescope, TV, tape recording, stereo recording and playback, satellite, computer and laser beam.

Source: Wilkinson, C.E., Educational Media and You, G.L.C. Educational Materials and Services Limited. Toronto, 1978, p.2.

Many forms of teaching aids were used in the period 1700-1900. The blackboard was commonplace in the schoolroom, and words spoken, written or printed in textbooks, were widely used. Around the schoolroom, wall charts were displayed bearing alphabets and letters, and maps and globes would be found.²⁸ During this period, there were many English educators and psychologists who laid the first stones of what Saettler (1968) considered to be the precursors of modern instructional technology.²⁹ These educators were concerned with instructional method in learning, and produced new methods by introducing certain media into education, and improving the established ones.

In response to the demand for technical people created by the Industrial Revolution, technical institutions were opened in increasing numbers. These institutions used a different range of teaching aids, which encouraged the introduction of such equipment in the teaching and learning in other English educational foundations, such as universities and schools.

The economic and developmental advances that were brought about in what Roderic and Stephens (1972) have described as "the Golden Age of British Capitalism"³⁰ led to changes in the society's methods of communication, and advances in education at all levels. This, in turn, resulted in improved teaching methods in all the educational fields and increased and more sophisticated use of educational media.³¹

The Education Act of December 1902 fundamentally changed the structure of English education. As a result of this Act, Local Education Authorities (LEAs) took responsibility for training teachers, and provided scholarships to make "a ladder from the elementary school to university".³² In 1905, a Handbook of Suggestions for Elementary Teachers was published by the Board of Education. Teachers became free to show initiative in syllabuses and methods. The preface of this book declared:

"Each teacher shall think for himself, and work out such methods of teaching as may use his powers to the best advantage and be best suited to the particular needs and conditions of school."³³

These ideas gave teachers more opportunities to change teaching methods from traditional ones toward new ones, according to the needs of subjects being taught and the conditions of individual schools.

British manufacturers produced a large number and variety of mechanical aids to use in education. Special attention was given to the experimental work of the Department of Education and Science (DES). Teacher-training institutions were given more provision for using closed-circuit television (CCTV) in the training of teachers. In March 1964, eleven 'volunteer' Colleges of Education were involved in an experiment in the use of CCTV in the training and education of teachers by using equipment

paid for by the DES.³⁴ These institutions became known as the 'eleven colleges'.

In 1967, the National Council for Educational Technology was established (NCET), with a brief to cover the whole United Kingdom and all sectors of education and vocational and industrial training. It interpreted the term 'educational technology' broadly and its work has been divided according to function rather than to educational level.

There are many other bodies catering for various operational and professional needs in educational media - such bodies as the National Audio-Visual Aids Centre (1965) and other foundations. These organisations are concerned with many activities: the application of educational technology in schools and other educational institutions; studies in educational technology; the training of support staff for educational technology; meetings and conferences to discuss current problems in schools and further education; and the pre and in-service training of teachers in educational technology courses.

Since the 1960s, very substantial developments in the instruction of educational technology into educational institutions have taken place. Journals and books have proliferated in the field. Especially significant examples of the former are: the British Journal of Educational Technology, and Programmed Learning

and Educational Technology.

The University Grants Committee has promoted a national policy in universities by setting up centres corresponding to the central service units of the Brynmor Jones Report, and has provided funds to create eight high-activity centres, and to enable another sixteen universities to initiate other kinds of central services. CCTV facilities have been installed in some 45-50 Colleges of Educational Technology, and other audio-visual techniques have been employed in the training of teachers. ³⁵

The current economic recession and reduction in educational spending makes it essential that financial investment in educational technology is carefully planned. This was the theme of the 1976 UK Report on Educational Technology in Time of Economic Stringency. ³⁶ Recent demands have been reflected in the greatly increased numbers of educational technology courses in UK institutions. The results of many studies between 1945 and 1971 are reported by The National Committee for Audio-Visual Aids in Education. This big survey of British research ranges from studies about non-projected media to multi-media and combined media systems. It also includes some studies on computer-assisted instruction, and a section on related research which includes studies of perception, and of sociological, physiological or psychological responses to stimuli not related to one particular medium but having implications for the production of audio-visual aids in general. ³⁷

The use of educational media in schools has increased significantly from the early 1960s, as School Boards and Local Educational Authorities increased the availability of funds for the purchase of equipment. Teachers' acceptance of the new media was considerably enhanced by the availability of commercially produced educational media devices, such as educational film, slides, overhead projectors, and other 'software'.³⁸

5.2.1 Relevant Reports

Many educational reports in Britain have dealt with the role of educational media in schools and teacher-training programmes.

The McNair Report (1944) on teachers and youth leaders gave particular attention to the use of educational media in the pre-service training of teachers. Reference was made to broadcasting, the cinema, and other aids, and their influences in shaping the opinions and habits of people. The Report emphasised that teachers should be trained to exploit these as part of their professional preparation in training institutions. The Report indicated that, in 1942, some 12,000 people were listening to broadcast lessons, and it is estimated that some 850 schools had film projectors before the outbreak of War.³⁹

The Brynmor Jones Committee (1965) was set up to survey the use of Audio-Visual Aids in Higher Scientific Education in Great Britain, in the field of Science. The important recommendations

of this Committee may be summarised as follows:

- a) There should be a National Centre for Educational Technology, including a Resources Collection;
- b) Institutions of Higher Education should set up Central Service Units (CSU) with the functions of providing aids equipment, of materials, consultation, information and advisory services. The aims of the CSUs would be to "improve teaching and strengthen communication throughout the field of higher education";
- c) Teacher-training institutions should provide courses for student-teachers in which the value of these techniques should be taught;
- d) Summer schools and other vacation courses in the use and potential of communication media should be arranged for teachers. ⁴⁰

The Plowden Report (1967) exercised a formidable influence on the thinking of designers of The New Curriculum. The Report devoted a chapter entitled "Aids to Learning and Teaching", describing some instructional media and their role in the learning process in the primary school. The Report emphasised that teachers should use these tools in learning to bring into the classroom personalities and voices, scenes and places, that could never appear there by

any other means. ⁴¹

The James Report (1972) gave attention to the role of educational technology in pre- and in-service training of teachers. This subject constitutes a small part of the Report, but it says that "all teachers should have opportunity to acquire a better understanding of the principles and methods of educational technology, especially if this was not important to them in initial training." ⁴² The fact that pre-service training programmes are not adequately responding to the national educational needs of young teachers was noted by this Report. One direct outcome of this Report has been the establishment of the University of Sussex Centre for Educational Technology. ⁴³

The Bullock Report (1975) recommended the exploitation of educational broadcasts by teacher-training colleges and placed a premium on the trainee teacher's ability to make use of the broadcasting media for instruction, rather than to be able merely to operate equipment:

"We do believe that he should have learned how the media can be made to serve his purposes, and should have had experience of their use in the teaching he himself received." ⁴⁴

The Report described the function of educational media in teaching and learning:

"They give the teacher extended opportunities at various levels of activity, from individual tuition to full class involvement." 45

The Report also advocated the appointment of Media Resources Officers to work with primary teachers in devising and producing audio-visual media.

5.2.2 Educational Media and Teacher Education and Training

Teacher-training institutions in Britain now normally regard the use of educational media as an essential ingredient in the training of all students. In an attempt to enable teachers to cope with technical developments throughout their career, colleges arrange for media studies of some kind. Most colleges/universities go so far as to offer courses in the field. However, this has not long been the case as will be shown below.

The National Council for Educational Technology (NCET) reported in 1971 that training in the use of educational media would help teachers to adjust themselves to the changes in teaching methods that can be expected to occur during the next few decades. Moreover, NCET discussed the question of which educational technology could or should be used in education and the professional training of students, both in respect of the colleges' programmes, and the provision of learning materials in the different media for use by the students themselves. 46

The Council for Educational Technology for the UK (CET), which in 1973 replaced and took over the resources of the NCET, suggested that, in initial training, the educational technology courses should take place within the context of professional studies programmes.⁴⁷ In general, CET try to provide 'trainers in educational technology' at all levels, and they encourage those concerned with teaching educational technology in the initial training of teachers to make their requirements clearly known.

Gilbert (1973) reported that the task is to encourage training institutions to move from training about to training through, educational technology.⁴⁸

In 1969, only one-third of teacher-training colleges were giving their students any systematic instruction in audio-visual facilities, and most of these colleges were concentrating on tool training, rather than on conceptual and educational problems associated with their use.⁴⁹ Most of the colleges had instituted educational technology as a main subject area for students.

During the 1970s, many in-service courses were opened to train teachers in ways of using newly-developed media. Most of these courses consisted of the following types of programmes:

a) Familiarisation Courses: which would typically include discussions of principles of educational technology, and demonstrations of modern oral and visual aids;

- b) Technique courses: which provided teachers with opportunities to learn how to operate specific aids, and to use them in a variety of teaching and learning situations;
- c) Materials courses: which helped teachers to make materials for all the media;
- d) Courses concerned with the use of ETV: these provided basic training programmes in educational technology. ⁵⁰

5.2.3 Educational Media Centres

There is a range of 'institutions' concerned with the use of media in education and training - such establishments. This includes CETs, Education Centres, Resources Centres, and so on. Despite their different nomenclature, these 'centres' can be said to all share the same aim, which is to serve the education system.

As was noted above, one of the Brynmor Jones Report's (1965) recommendations was that a National Council for Educational Technology should be established to provide a focal point for future research and development. It was envisaged that this Council would consist of a membership of various bodies, such as trade unions, LEAs, universities, Colleges of Education, schools and radio and television authorities. It would be a national body and its remit would cover all forms of educational technology, and their use in all sectors of education and training. Subsequently, the

National Centre for Educational Technology was established in April 1967, under the Chairmanship of Sir Brynmor Jones:

"Its concern, as its First Report makes clear, is with the development, application and evaluation of systems, techniques and aids in the field of human learning, no less; its interest must be to survey what is already going on, to facilitate collaboration, to encourage existing bodies along desirable lines of development, to promote developments which no other body is undertaking, and to spread as widely as possible a proper understanding of what educational technology is doing and what it can do." ⁵¹

It was with the consideration of the role of educational technology in all aspects of education that, in 1967, the Sussex Resources for Learning Project was established, with the support of the DES, as a pilot co-operative venture between the Centre of Educational Technology at the University of Sussex and five education authorities in the region. One of the first objectives was a review of the audio-visual resources available in schools. However, in an evaluation of this experiment, Mackenzie et al (1970), ⁵² found that in all the schools concerned (primary and secondary), there was a shortage of facilities and equipment, and teachers were not adequately trained to use the equipment that was available. ⁵³

The higher education system has already made considerable provision for the application of technology through the estab-

lishment of central institutional facilities. Most of the universities and colleges of education have their own educational technology centres and computer centres, and provide a large proportion of the leadership of professional educational technologists. Some of these institutions offer full courses for educational technology for in-service training and teacher-training.⁵⁴ Lecturers and students have access to published and prepared materials, information services and reference materials, as well as equipment which can be used to produce original material for course activities.⁵⁵

Trebble (1972) made an analysis of media centres in several countries, including the United Kingdom. He reported that resource centres offered a variety of facilities, including systems for reproducing printed materials, library services for teachers, various audio-visual aids equipment, and courses and activities designed for both individuals and groups. In addition, staff were available to teach beginners, and to teach the fundamentals of selected subjects. These centres provided various kinds of assistance to all educational levels for which they were intended, i.e. from 'pre-school' to 'college'.⁵⁶

During the 1950s, some schools had already been supplied with technical staff to administer resource centres in schools, and to help teachers in operating educational equipment. By 1973, urban authorities had appointed 200 media resource officers,

prepared for working in secondary schools. Recently, most schools, especially large and comprehensive secondary schools have been staffed with new technicians.

After the establishment of the Council for Educational Technology in 1975, a national network of teachers' centres gradually emerged to give secondary school teachers audio-visual aids (AVA) support and to develop curricula. Teachers at all levels showed enthusiasm for producing their own AVAs to help their students. Some LEAs instituted area resource centres for providing AVA services, media resource centres libraries, TV and radio recording facilities, and so on.⁵⁷ These resource centres were often staffed by teachers, as well as editorial and technical staff. Nearly all LEAs have their own educational technology resource centres designed to serve schools in their area. These centres are well-furnished with media equipment and qualified staff.

The experiment of the comprehensive school required the LEAs to increase their interest in library resource centres. This has led to improving the idea of library centres from the USA and Canada, especially in respect of non-print learning resources, such as audio and video tapes. Since the 1970s, multi-media teaching and resource centres have taken their place in large secondary schools, and in-service training in educational technology is offered to teachers in most LEAs.⁵⁸

5.2.4 Educational Television

The first use of ETV in Great Britain was in May 1957, when Associated Rediffusion School Ltd in London pioneered the broadcasting of television programmes for schools. In October 1963, the Independent Television Authority experimented with "Dawn University", a series of six lectures from Cambridge University. Other experimental programmes included some for primary and secondary schools, and some for teacher-training institutions.⁵⁹ These, however, did not result in any increased use of TV in the British universities, for two reasons: first, some universities demonstrated an unwillingness to import teaching equipment, a resistance which could not be broken down overnight; second, there was a shortage of technical staff and equipment to support any regular exchanges of programmes for teaching.⁶⁰

By the end of 1965, the Brynmor Jones Report had indicated that TV is a powerful and influential medium of mass communication. The Committee found that a few institutions, departments, and colleges of education, were actually using closed-circuit educational television (CCETV), and these institutions, for example, the Training Colleges of Brentwood and Avery Hill, had a cable link installed between them and the nearby schools. In 1964, the 'eleven colleges' were invited to use CCETV in the training of teachers on teaching practice and for the observation of pupils by student-teachers.⁶¹

In 1966, more than 15,000 schools were receiving ETV programmes transmitted by the Independent Television Authority (ITA).⁶² The programmes were transmitted for the three terms in a year, and broadcast twice a day (morning and afternoon). The length of programmes was 20-25 minutes.

By 1968, Colleges of Education had started using TV classroom observation stimulated by these. Teachers and students became interested in making TV programmes and courses teaching the techniques of TV production mushroomed.⁶³

The period from 1970 to 1976 was a time of rapid expansion in educational television, when the great majority of primary schools and over 90% of secondary schools, were able to use ETV programmes.⁶⁴ By the end of this early, introductory period, the strengths of TV were being recognised across a wide range of educational establishments (schools, colleges, training institutions, universities). Soon, the number of programmes being transmitted for primary and secondary schools included a variety of school subjects, such as English, Mathematics and History.⁶⁵ During 1974, 85% of primary schools and 96% of secondary schools were supplied with TV sets.⁶⁶

The use of ETV has now become so widespread in British universities, colleges and schools, that it has long been a part of ordinary life to which children are accustomed. Closed-circuit

educational television, public educational television, and the open university, are among the ways in which learning and education are brought to the British people. It is important to recognise, too, how the use of educational television has recently been revolutionised by the advent and popularisation of video recorders and video cameras. The former, for example, free schools to build up a library of educational broadcasts which can be shown over and over again, in whole or in part, and at times when it is convenient to the teacher and most educational appropriate. Some teachers are now using video cameras in a range of exciting ways, whether this be with their pupils, themselves, making television programmes, as an integrated part of project work, or merely documenting educational experiences. In respect of the latter usage, the important possibilities for changing approaches to educational assessment should not be overlooked.

5.2.5 The Open University

The Open University (OU) marks another phase in the benefits to British society brought about by developments in technology. Through the OU, a considerable number of people have received access to higher education which they might otherwise have been denied.⁶⁷ At first, the Open University system used radio as a component of most of its courses. It now uses the BBC's national radio and BBC 2 television networks as parts of a multi-media distance-learning system. Since 1969, the OU has jointly produced, with

the BBC, over 3,000 TV programmes and 3,000 radio programmes, over 500 audio-cassettes and 100 records. In 1980 alone, the university spent £8 million, 16% of its total annual budget, on broadcast production and transmission. In the same year, it transmitted about 1,600 TV and 1,600 radio programmes. In addition to the forms mentioned above, the university uses audio-visual media such as printed materials, home experiment kits, microcomputers, and telephone and teletext systems. ⁶⁸

The aims of the Open University in Britain could be described as follows:

- a) to offer an opportunity of higher education to adults who, for any reason, did not have or did not take the opportunity to join an institution of higher education;
- b) to provide a facility for continuing higher education;
- c) to change the traditional route to knowledge of the existing universities by experimenting with new teaching methods.

Students at the Open University can study for the whole range of qualifications on offer in 'conventional' universities. Teaching by TV and radio is an integral part of all courses, but students also use carefully prepared texts, and have access to local study centres located throughout Britain. ⁶⁹

5.3 IRAQ

As was explained at the outset to this chapter, the origins of the use of educational media and the way this has developed in Iraq, cannot be as easily traced as for the U.K., where documented history of the field stretches from the early eighteenth century to the present. As an earlier group of researchers themselves concluded:

"Unfortunately, there is no information available as to the extent of the use of audio-visual teaching aids, in Iraq, except for a Ministry study carried out in 1974, which seems to indicate that there was a serious lack of audio-visual teaching aids in the primary schools included in the study." 70

Certainly, in Iraq, before 1955, there was no organisation to concern itself with the potential application of educational media in any sphere of human learning. The pioneers in the use of educational media in the country can be regarded as the first teachers who used such basic aids as the blackboard, charts and maps.

In the first half of the twentieth century, there were, in Iraq, many attempts made to reform the education system, but these dealt with structure rather than content and approaches. The use of educational media, indeed recognition of the concept, has only gradually developed; and such changes as were made, in consequence, were not always a result of long-term planning.

In the second half of the twentieth century, however, in order to meet the demands of the rapid increase in the number of school pupils, the educational authorities began to realise the importance of the role of educational aids in the teaching and learning process. Consequently, in 1955, an Audio-Visual Centre was established in Baghdad. This centre began to function during the academic year 1955-56, under the responsibility and supervision of the Directorate of Curricula and Textbooks, to provide audio-visual materials to various primary and secondary schools in the country.⁷¹ However, textbooks are still practically the only teaching materials used at any level. The majority of these are monochrome, but there is limited use of some colour textbooks at primary level. Other educational media are only rarely used.

Prescribed textbooks, then, are used as virtually the entire basis of teaching and learning. They are compulsory at all levels, even in higher education. Many attempts have been made to improve the use of other educational media in the hope of upgrading the standard of teaching methods in keeping with new developments and new devices in education, but in spite of these attempts, the education authorities have not made much progress. The main reasons for this lack of success can be summarised as follows:

a) The great majority of tutors/lecturers in teacher-training institutions are not qualified to teach with these devices, and most of them have negative attitudes towards the role of educational media in teaching;

- b) Most school teachers prefer using traditional teaching methods to those exploiting educational technology, because of a lack of appropriate instruction in their initial training.
- c) In recent years, the Ministry of Education has supplied most schools with TV sets, but the educational television authority has stopped presenting its programmes in the mornings;
- d) Some schools are equipped with "hardware" such as cassette players and projectors, but have little or no suitable "software" (cassettes and filmstrips).

In 1972, the Ministry of Education set up a new Directorate of Audio-Visual Teaching Aids, and the new Directorate of Educational Television under the supervision of the General Directorate of Curriculum and Teaching Aids. The Directorate of Audio-Visual Aids had a one-year programme, but it did not produce any guidebook for its courses, other than for instructional films. ⁷²

Teachers have insufficient knowledge of educational technologies and methods of their use.

Al-Bazzaze et al, writing in 1973, indicated that teacher-training institutions did not always provide facilities for more than a very simple introduction to audio-visual aids and, accordingly, Iraqi teachers were not receiving adequate training in this field.

This is an issue that will be returned to below. Moreover, most school buildings were not suitable and lacked relevant facilities for implementing the use of audio-visual teaching aids. There were inequalities in the provision of audio-visual facilities in primary schools throughout the country, both among boys' and girls' schools, and in both urban and rural areas. ⁷³

Subsequently, during the 1980s, the Ministry of Education has, according to its plan, produced some educational equipment and furnished some schools with teaching aids, whether imported or locally produced, in order to keep pace with the curriculum development which has taken place under the wing of the Revolution. ⁷⁴ In addition, some sessions have been set up in in-service training to prepare teachers to use such equipment. Some secondary schools have been supplied with physics, chemistry, and biology laboratories.

Each year, the Ministry now holds national, regional and Arab exhibitions of teaching aids, in order to show the progress achieved in manufacturing them and how they can be utilised effectively in education.

The Ministry has continued its efforts to rebuild the education system in Iraq, according to the demands of change and the framework of education and social philosophy, and covering the whole education system, including educational media programmes. Two manifestations of these efforts are the Ministry of Education's annual qualitative

conferences, and its specialised scientific symposia aimed at renovating and updating the education system.

The chief innovations the Ministry is endeavouring to implement in the field of educational media concern:

- a) The use of language laboratories at the secondary level, within the framework of experimental teaching techniques. (Certain selected secondary schools have been provided with language laboratories, equipment, teaching aids, and the necessary programmes for this purpose).

- b) The development of a multi-media teacher-training project based on indirect in-service training. The project uses the method of teaching by correspondence, using study assignments, paperwork, reference facilities, TV and radio broadcast programmes, as well as audio-visual aids, seminars and directive teaching in order to enhance the knowledge of teachers, and to update their methods of teaching in such a way as to see this training reflected in educational progress;

- c) The further development of educational television in order to raise the educational and cultural level of pupils and school teachers in general. The aim is also to guide parents and others concerned with the educational process; to exhibit technical and artistic school activities; to contribute to the comprehensive National Literacy Campaign, and to broadcast general educational seminars;

d) The implementation of the comprehensive school library project. This is an experiment aimed at developing the school library and its services to include books, aids and equipment, such as TV sets, video recorders, slides, photographs and microfilm. ⁷⁵

In spite of these efforts and activities by the education authorities, they have not really achieved the goals set by the leadership for modernising the education system.

Fadel et al, in 1983, tested the effect of audio-visual aids on students' achievement. Their research revealed the following:

a) A problem lay, not in the availability of teaching aids, but in using them well. Moreover, although schools were supplied with materials of educational technology, such as language and chemistry laboratories, most of these laboratories were not useable because of some technical failure, or the approaches set out in textbooks did not take account of these facilities.

b) The great majority of schools could not get copies of educational films from Audio-Visual Centres, because the centres had only limited numbers of these films. The textbook situation was similar, so that some schools had access while others did not.

c) The great majority of teachers were not able to use the laboratories, because there were no laboratory assistants in the school to help them.

- d) Teachers were giving more attention to written examinations and theoretical aspects and they did not care for the practical side, as it did not carry any marks.
- e) Certain schools did not use items of equipment such as cameras, because they were afraid of punishment if the equipment got broken.
- f) There was a lack of some necessary materials such as chemical substances for experiments, special pens for overhead projectors, and so on. This meant that the schools could not benefit from the equipment they did possess.
- g) The size of laboratories was sometimes problematic. While laboratories were available in some schools, their dimensions differed - some were suitable, while others were too narrow.
- h) Some equipment had been imported without consideration of its appropriateness: mainly because teachers had not been represented on important committees. Some teaching aids were pitched below the level of difficulty requires, and others vice versa.⁷⁶

It seems the whole educational system, as portrayed by its administrative and educational practices, both in terms of overt aims and curricula, does not constitute any educational challenge to the teacher to adopt modern technology in the teaching and learning process. Thus, Ali (1984) pointed out that, most of the textbooks were aimed mainly at memorisation, reading and writing

was of primary concern, while other practical activities, such as hand-work and design, received a less important emphasis, and that much of the lesson content was simply memorised in order to pass an examination. 77

There are few educational technology projects in existence, and of these, most are modest in scope. Of particular interest are the CCTV installations in some university faculties and education centres, in multi-media in-service training, and in educational television.

It is argued that many teachers, tutors and lectures, are doubtful of the value of educational media, or unfamiliar with their potential, or unwilling to use them; that there is a shortage of suitable teaching and learning materials for use with available equipment; that funds to buy or to make such materials are inadequate that the capacity to make educational media materials, either in schools or in educational centres, is very limited; and that these media equipment are often adopted at random, rather than selectively and purposefully.

Nonetheless, in recent years, the field of educational media, previously somewhat neglected, has received a considerable amount of interest. This has arisen from the realisation that educational media are part of educational and learning processes, and can be an important means of improving the educational system.

Various attempts have been made to enhance their role in the learning and teaching process. At present, the education authorities in Iraq are trying to increase the number of educational aids in all educational institutions, and to improve their quality. However, the use of educational media continues to be related not only to financial and economic constraints, but to the continuing attitudinal and structural inertia described above, and competing pressures and demands such as those created by the increase in the number of schools immediately after the Law providing universal, compulsory and free primary education.

Ali (1984), regarding the use of educational media in primary schools, indicates that there are:

"A few audio-visual aids available that are commonly used by primary teachers, such as maps, charts and pictures. The new educational media, like educational films, slides, etc., have only recently been received into primary schools or, indeed, made available to the general public." ⁷⁸

In respect of higher education institutions, Al-Rawy (1971) reports that the university and college libraries have a shortage of recent scientific publications and new books. In addition, teaching staff need to have their own skills updated so as to improve the quality of their teaching. Universities are in need of both space and equipment for laboratories, and the range and extent of their audio-visual teaching aids is inadequate. ⁷⁹

Al-Safi, in 1981, questioned 55 heads of departments, 7 technicians and 6 clerks, all from the College of Baghdad University, and found that:

"there was a great lack of suitable audio-visual equipment and trained teachers, classrooms are not equipped to use such materials, and there is a lack of administrative guidance and leadership in this respect." 80

However, here too, the education authorities have continued in their attempts to improve matters. On 25 May 1989, the Education Minister opened the first microcomputer laboratory for learning and teaching, located in the Development and Training Institute, forming part of the Ministry of Education. This laboratory consists of 33 systems designed for the purpose of training qualified secondary school teachers to teach subjects by microcomputer in some secondary schools. A Microcomputer Committee has been formed to support the initiative, and it has recommended an initial focus on Mathematics and Physics secondary school teachers. In Baghdad, 21 secondary schools have been selected for the experiment to teach their subjects by microcomputer. Nineteen of them are academic secondary schools, and the other two are vocational secondary schools.⁸¹ It is too early at this stage to predict how successful or otherwise the experiment will be.

5.3.1 Relevant Reports

It can be argued that the use of educational media has received little serious consideration from either general education or higher education authorities in Iraq. Crucially, as will be shown below, though national educational reports have acknowledged the need for educational technology in schools and teacher-training institutions, they have omitted to recommend practical procedures to facilitate its growth and development.

In its five-year plan for the years 1980-81 to 1984-85 to improve all the educational levels in Iraq, the Ministry of Education stated general points of development relating to several aspects of educational media at all education stages. These points included planned prospects for the five-year plan, the actual provision of educational media equipment, and how aims relating to the use of these could be achieved. Specific recommendations were listed which covered the nursery, primary, secondary and higher education sectors. These can be summarised as follows:

a) Curricula and textbooks for primary and secondary levels, based on the Al'Bath Party and Revolution principles, and on the conditions of Iraqi society and its future and present needs should be developed. Attention should be paid to clarity of content, and quality of physical production. There should also be continued evaluation of curricula and textbooks every five years;

- b) A variety of audio-visual teaching aids for primary and secondary schools should be provided with attention again given to quantity and quality of production;
- c) Practice in the Audio-Visual Centres in all governorates should be improved. New teaching methods should be adopted which incorporate the use of a variety of teaching aids;
- d) Teaching and learning competence in schools should be improved through the introduction and use of teaching guides; through the development of programmes of educational television; and the use of educational technology in general;
- e) There should be increased use of educational television to cover large numbers of schools;
- f) The quality and numbers of school libraries should rise in response to the increase in the number of pupils, and to specifically ensure an adequate supply of guides for teachers, and stories and journals loved by pupils;
- g) Educational research and studies should be encouraged and supported so as to diagnose problems involved in using educational media. 82

In 1980, following President Saddam Hussain's directives, the Ministry of Education upgraded seven secondary schools. It supplied and furnished them with everything they needed, including laboratories and other educational technology equipment. The intention is to create a good experimental school which will, in turn, aid the development of other schools in the future.⁸³

Higher Education, for its part, suffers from a dearth of relevant literature in the field of education media, and studies are very few in number. Most of the studies that exist deal with educational media in primary and secondary schools, and in primary teacher-training institutions under the supervision of the Ministry of Education. However, a Working Paper in 1980 did consider the position of educational media in the universities. It indicated that all the universities possess a variety of facilities, such as libraries, laboratories, and educational centres, and technical and scientific equipment purchased from different sources to serve as aids to teaching. The Working Paper made the following diagnosis:

- a) There was an absence of planning in the purchasing and importing of specialised and large equipment, sometimes from different sources and thus incompatible; in other words, much equipment was purchased without any consideration as to its utility.
- b) There was a lack of technicians to look after and repair equipment.

c) There was an absence of planning among the higher education organisations and other ministries with regard to the improvement and use of scientific equipment. ⁸⁴

The most extensive recent study of Iraqi education was made in 1985 by the Ministry of Education and resulted in the Eleventh Educational Report. This Report outlined the study's findings on the provisions of the whole education system in order to determine the needs of educational institutions at all levels for the following five years. The study diagnosed a lack of use of educational media in these institutions by examining the programmes of teacher-training institutions. ⁸⁵

In order to better exploit different educational media, the Report recommended that adequate pre-service primary and secondary teacher-training courses be provided to ensure that teachers would be competent to make the optimum use of educational media resources as are available, and also to produce their own materials. The Report suggested certain points which again can be summarised as follows:

- a) The professional preparation of teachers should include the use of audio-visual aids in teaching, and the use of new educational technology;
- b) School teachers should be encouraged to follow courses on educational media (during in-service teacher-training);

- c) Student-teachers should be instructed in the procedures of using audio-visual aids;
- d) Technicians should be recruited to maintain and repair educational equipment;
- e) A centre of educational technology should exist in each College of Education;
- f) Student-teachers should attend workshops set up for producing audio-visual aid equipment, and be given training in its use. ⁸⁶

The 11th-13th November 1986 "Programme for Implementing Educational Progress, for the Years 1986-1990" provided a basis for the Twelfth Educational Report. This Report was concerned to follow-up and implement the recommendations of the Eleventh Educational Conference. Implementation procedures recommended by the Report for improving the position of educational media at all levels included:

- a) Co-operation between Educational and Specialist Supervisors and the Directorate of Curriculum and Teaching Aids to follow up the use of audio-visual aids at schools;
- b) Preparation of a guide for using language laboratories;
- c) Preparation of guides for using audio-visual aids;

- d) Preparation of a guide relating to the use of school-radios and their maintenance;

- e) Co-operation between the Colleges of Education in Baghdad and Al-Mustansiryiah Universities on the one hand, and heads of secondary schools on the other, in order to examine the position of the use of audio-visual aids;

- f) The holding of national and regional exhibitions of teaching aids in the governorates in order to exchange know-how and experience;

- g) The production of programmes on how to make teaching aids from the local natural environment;

- h) The provision of in-service training sessions for primary and secondary teachers to instruct them in using audio-visual aids.⁸⁷

The Report also indicated that 15% of educational television programmes would be devoted to teacher-training lessons during the five-year plan of 1986-90. These were to include a series of thirteen programmes for pre-school teachers. Some of the Report's recommendations have already been, and others are expected to be, achieved during the years set for their implementation.⁸⁸

The Thirteenth Educational Conference, 1987, examined the

developing quantitative trends observed in the Twelfth and Thirteenth Educational Conferences. This Report highlighted the quantitative growth in the governorates at various educational stages - pre-school, primary, secondary, vocational schools and primary teacher-training institutions - and urged the promotion and expansion of the use of audio-visual aids in teacher-training by increasing the provision of educational equipment and developing: the role of educational television; providing language computers to train teachers of English; the training institutions' libraries; the manual workshop centres; and science centres. ⁸⁹

The 1987 Annual Plan of the General Directorate of Curriculum and Teaching Aids was itself an important further step in that its Committee decided that the Plan should represent a continuation of the plans of the preceding years, especially the 1986 plan which set the trends and orientations for the following ten years (1986-1995). The 1987 Plan advocated:

- a) Identification and analysis of the role and purpose of audio-visual aids, educational television, laboratories, libraries and other provisions;
- b) Ascertainment of the present realities. In this part, the Plan analysed the present position in detail. It diagnosed the difficulties and the needs of all educational organisations with regard to audio-visual aids;

c) Implementation of the 1987 General Directorate of Curriculum and Teaching Aids Plan. This was to include working plans for the year 1987. It emphasised the ways to develop the work of the educational media foundation in order to increase the amount of teaching aids and equipment, and improve and expand their use at all educational levels;

d) Finally, in the compilation of the "General Directorate of Curriculum and Teaching Aids' Orientation and Trends for the Years 1986-95". Some orientations and trends were suggested to improve the working of all organisations under this Directorate. ⁹⁰

In spite of these attempts through the official reports to increase and improve educational media usage at all educational levels, the education authorities have made nothing like the progress made in England. There is still much to be done and in this respect, there is clearly much to be gained from study of that country's experience.

5.3.2 Educational Media and Teacher Education and Training

Despite the importance of educational media, there have been no adequate investigations concerning the use of educational media in pre-service or in-service teacher-training, apart from some attempts made by the Ministry of Education through its examination of the whole educational system. However, an attempt will be made here to highlight the use of educational media in teacher-training institutions.

Practical guidelines for using educational media are not readily available to the ordinary teacher in initial, and sometimes in-service primary and secondary school teacher-training. Ayesh (1984), in his article "Why Educational Technology is Under-utilised in Arab World Schools" has concluded that:

In teacher education, educational technology, taught during initial or in-service stages, seems to be a failure. One important reason is that educational technology is taught as an academic subject, with the instructor neither using equipment for teaching his classes, nor preparing his materials to be used and displayed through the use of educational technology. Instead, lessons on educational technology are presented orally, or by the use of chalk-and-talk, with spoon-feeding of information being practised in class." 91

Apart from the central teacher-training institutes for preparing primary school teachers, which are located in the Baghdad, Maysan and Nineveh governorates, there are, in fact, no educational media (technology) courses available in most of the types of teacher-training institutions in Iraq. Where audio-visual learning is taught at all, theory is presented with insufficient opportunity for actual practice. No emphasis is placed on the use of available educational media by student-teachers to support their lessons and make them more successful during the initial training course. Students study lengthy textbooks and time constraints allow little use of techniques using educational media. One cannot escape the conclusion that these courses do not adequately prepare teachers for effective teaching with educational media.

Al-Kazraji, writing in 1984, has observed that:

"The modern history of teacher preparation shows a shortage and lack of concern given to the use of modern educational aids in the training institutions, despite the emphasis of providing these, and training students in their use." 92

There is an especial irony, too, in that most Iraqi teacher-training institutes are well-established and tend to be furnished with such hardware as CCTV, overhead projectors, and VTRs. But the problems described above in respect of other education sectors pervade again here: training staff themselves lack the necessary expertise to use such equipment, with the result that their courses remain theoretical and academic in nature. 93

The teaching of audio-visual courses, per se, is also typically taught by unqualified tutors/lecturers who teach educational and psychological subjects. However, there is a textbook published for the purpose which includes some specific aspects of audio-visual aids (AVA) theory and practice. The duration of the AVA courses ranges from 28 to 30 hours for a full course (in one academic year). Courses comprise a series of workshops and lectures, demanding two hours per week. A small room is likely to be available for teaching this subject. Lectures are given to a class of 40-45 students, with the supreme irony that educational media equipment is unlikely to be used in support of their delivery.

There is no College of Education preparing secondary school teachers offering educational media (technology) courses or any subject in this field. Most of the colleges have centres of educational technology, but most of them have been suspended or closed. In Baghdad University, the College of Education there has a centre available, but no-one uses it, although a few tutors have made limited use of the media available in their classrooms. There is no plan underway to open this laboratory, nor any interest in expanding the media's role in education or the training of secondary school teachers. Not surprisingly, there is little co-ordination among tutors who want to use or to increase the use of educational media in the training of teachers. While there are well-established laboratories for all subject departments in Colleges of Education, facilities are little used. One constraint is that classes are large and practical activity is considered unmanageable. It is hardly surprising, therefore, that secondary school teachers face difficulties in using apparatus and equipment in schools.

In order to try to improve matters, the Ministry of Education, in its Annual Plan for the year 1982, recommended that:

- a) Teacher-training institutions should be supplied with equipment and teaching aids to meet the demands of training courses;
- b) Closed-circuit television should be improved, and it should be possible to use video-cassettes;

c) Demonstration lessons should be recorded and distributed among these institutions. 94

In summary, then, a high percentage of all teachers (primary and secondary) in Iraq, have been inadequately trained in the use of modern teaching aids. This is also despite the Ministry of Education's considerable work over the last few years in opening many sessions of in-service training.

Before attempting to draw this chapter to its conclusion, while some mention has already been made of the actual and potential significance of Educational Media Centres and Educational Television, it is worth considering further their respective contributions.

Educational Media Centres

As was noted above, before 1950, there were no educational media programmes in the real sense. The first Audio-Visual Centre was established in 1955, in Baghdad, by the Ministry of Education. Since then, many attempts have been made to develop educational media centres, and to establish new centres in all the provinces.

By the 1980s there were nineteen centres, two of them in Baghdad. There are six smaller centres, in addition to the above comprehensive centres, producing and reproducing certain media aids, and serving primary and secondary schools in specific areas.

These are located in the following provinces: Baghdad; Rusafa and Kark sectors; Nineveh; Najaf; Basrah and Arbil provinces.

The functions of Educational Media Centres have been defined as follows:

- a) Designing, developing and producing educational equipment aids;
- b) Building, renewing, and offering continuing supervision of all media equipment in schools;
- c) Training teachers and supervisors in the techniques of using audio-visual equipment by setting up training sessions for this purpose. ⁹⁵

Despite the Ministry of Education's activities to improve the function of Audio-Visual Centres, Ali, in 1984, found that these centres needed to improve their functions, staff and equipment, and their relations with the schools. ⁹⁶

Educational Television

In 1956, the first public television channel was opened, and a number of lessons in several subjects for primary and secondary schools began to be televised through that channel.

In 1962, the education authorities experimented with teaching by television in some secondary schools. ⁹⁷

In 1968, the Gulbenkian Foundation awarded television station equipment to the Iraqi government.⁹⁸

In 1971, a new educational television station was opened and devoted completely to schools' activities. This channel was placed under the control of an Advisory Committee representing a number of Ministries and Baghdad University. Control later passed to the new Directorate of Educational Television, which had responsibility for the channel's policy.

At the end of 1971, an experiment was devoted to the transmission during the morning period of a limited number of programmes based on the official syllabus of 50 primary schools in Baghdad. Six weeks later, these programmes were stopped because of an imperfection in the link between the ETV station and the public television centre.⁹⁹ However, ETV programmes continued to be transmitted in the evening for school students.

In 1972, UNESCO sent an expert in the field to help develop the use of ETV in Iraq. He concluded that there was inadequate sound; the transmission timetable was unsuitable for schools; and that there was inadequate vision equipment and maintenance work. Furthermore, many TV sets were out of order in schools, teachers were not provided with timetables, and teachers' guides before transmission. The UNESCO expert also concluded that ETV programmes were dependent on direct teaching and used little more than 'chalk and talk'.¹⁰⁰

In 1972, the broadcast of ETV programmes was restarted for primary schools, with evening programmes for elementary and secondary schools, and literacy programmes for those who needed them. Broadcasting areas were also widened to cover nearly all schools in the country (where TV sets were now available), from 8 o'clock in the morning until 12 o'clock midday for the first shift of students, and again in the afternoon for the second shift.

In 1973/74, a number of programmes were transmitted using the public TV station facilities. Three programmes were transmitted weekly in the literacy project, 184 instructional programmes were broadcast for secondary education, and 116 for primary education.

Despite the advantages of ETV programmes for students, the education authorities have now stopped transmitting morning programmes. Evening programmes are continuing for primary and secondary students and to some extent, too, for trainee teachers. The current position is that the Ministry of Education, through the Directorate of Curriculum and Teaching Aids, in its 1987 annual plan, has suggested some points for developing ETV operations under the title, "Orientation and Trends in the field of ETV".^{The} main recommendations are as follows:

a) The quality of programme production should be enhanced by opening specialist training sessions for ETV staff, both in the country and outside it;

- b) Attempts should be made to attract more technical expertise to work in ETV;
- c) Advanced technological equipment should be introduced and exploited;
- d) Educational and scientific programmes should be produced in co-ordination with other Arab countries. These programmes should be transmitted and received by Arab satellite;
- e) Different Iraqi ministries should co-ordinate in the production of radio programmes for all educational levels and purposes;
- f) Programmes dealing with students' psychological and social problems should be made and broadcast, as should special programmes for children to develop their abilities and personalities, according to Al-Bath Party and Revolution aims;
- g) To cope with educational expansion, two radio studios should be established to produce learning programmes;
- h) Video-tapes (VHS) should be made more readily available for the purpose of recording lessons;
- i) Finally, ETV should receive increased funding. ¹⁰¹

Concluding Comment

On the basis of the above, it would seem reasonable to conclude that, for educational media to be more fully and properly exploited in serving Iraq's educational needs, the provision of additional, but appropriate, equipment is required. There needs to be a continuing emphasis on the development of aid resources for individuals and small groups. Curricula development should proceed side by side with the creation of appropriate aids and materials in a variety of media. The education authorities should offer teachers and pupils resources for learning that can be used systematically, and so promote the growth of a technology of education.

Above all, there is a need for a continuing concerted effort to overcome attitudinal resistance to the use of educational technology. Providing teachers with the technical expertise and understanding to use a range of educational media appropriately and confidently can be a key intervention in this respect. Much of the responsibility must be placed on teacher-training institutions, but only after they and their staff are themselves properly equipped to meet such a challenge.

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CHAPTER SIX

RESEARCH METHODOLOGY AND PROCEDURES

6.1 INTRODUCTION

An attempt is made in this study to compare and contrast empirically, provision of primary and secondary initial teacher-training in Iraq and England, with special emphasis on the role of the educational media (educational technology, audio-visual aids) in preparing teachers and its function in schools.

A substantive questionnaire survey exercise in Iraq and England on different aspects of initial teacher-training and the use of educational media forms the basis of such an undertaking.

It was felt that it would be useful to know quite how tutors (lecturers), student-teachers and school-teachers in Iraq and England perceived initial teacher-training and programmes of educational media. Hopefully, interpretation of the respective outcomes would help in the formulation of suggestions and recommendations for the future development of initial teacher-training in Iraq. Three groups were selected in each country as samples for the investigation, and these were as follows:-

(i) Tutors (lecturers) in primary and secondary training institutions;

(ii) Student-teachers in primary and secondary teacher-training institutions;

(iii) Teachers from primary and secondary schools.

Both males and females were included in this study. A questionnaire was designed for each sample. However, it is important to stress that, for comparative purposes, the six questionnaires were kept as similar as possible. In other words, the only differences existing were necessary to take into account varying practice and organisation, as between England and Iraq, and enquiries which, by the nature of their differing roles would apply to teachers, say, but not students, vice versa, and so on, and so forth.

6.2 CONSTRUCTION AND VALIDATION OF THE QUESTIONNAIRE

Before the process of questionnaire drafting commenced, a general information gathering exercise was conducted in both countries. In respect of the Iraqi situation, the researcher, as an Iraqi national, was also able to draw on his own intimate knowledge and many years experience of the system. The opportunity was also taken to benefit from the literature and research methods;¹ previous studies;² and the experience and insights of Iraqi researchers living in Britain, presently or previously involved in research work, education in general, or teacher-training in particular.

At the preliminary design stage, question drafts were first shown to, and discussed with peers, as is recommended practice.³ Subsequently, the advice, comments and criticisms of several academic staff at the University of Hull, as well as a Humberside headteacher,

was also sought. The process led to the questionnaires being improved in several ways: some items being added, others deleted, others merely being reworded to avoid misunderstanding or ambiguity, and so on. Drawing again on conventional practice,⁴ it was then felt appropriate to proceed to a pilot survey.

Accordingly, the first draft of the questionnaires was distributed to ten Iraqi student-teachers (4 male and 6 female), ten teachers (6 males and 4 females), and ten tutors (lecturers), (7 males and 3 females). All completed the questionnaires. In England, pilot questionnaires were issued to seventeen primary and junior school teachers (7 males and 10 females), nine tutors (4 males and 5 females), and twelve student-teachers (4 males and 8 females). Again, all questionnaires were completed.

As a result of the pilot sample, some criticism and comments were noted.

The pilot study asked respondents whether any of the questions appeared ambiguous or difficult to understand, and to make comments about the structure of any question which they thought could be improved. Included with the questionnaires was an explanation of its aims, the purpose of the research in general, and how, in particular, responses to the pilot survey would assist in the construction of the questionnaire proper.

As a result of the exercise, further refinement was again made and a 'final' version arrived at. One further process was still necessary in respect of the Iraqi questionnaires, however, and this was to ensure the accuracy of translation into the Arabic language. Thus, the questionnaires were scrutinised by several bilingual Iraqi educators, including a former university head of department, and staff at the Iraqi Ministry of Education.

In their final form, the six different questionnaires included full explanations as to the nature and purpose, and comprehensive instructions as to how items should be completed. Respondents were also asked to disclose some personal information, such as their age and sex, but at the same time, names were not asked for in order that confidentiality and anonymity was assured.

All six sets of questionnaires consisted of two parts. The first part concerned the field of initial teacher-training of primary and secondary school-teachers, and was itself sub-divided into a number of sections: four in the case of tutors and student-teachers; and three in the case of school teachers. The titles of these sections and the number of questions they comprised are detailed for each type of respondent in Table 6.1.

TABLE 6.1: QUESTIONNAIRE (PART ONE) FORMAT

Title of Sub-Heading	No. of Questions for tutors	No. of Questions for students	No. of Questions for teachers
1. Teaching practice and school observation.	9	9	8
2. Assessment of student-teachers.	5	2	6
3. Aims and nature of training course.	3	4	3
4. Curriculum courses and training methods.	7	8	-
TOTAL	24	23	17

As can be seen, school teachers were not asked to answer questions about the curriculum courses and training methods in teacher-training. Not being members of these institutions, it was felt they would not have the appropriate insights.

The second part of the questionnaire was designed to gather information on the role of educational media in the English and Iraqi education system. This part consisted of fifteen questions in the tutors' questionnaire, seventeen questions in the students' questionnaire and fifteen questions in the teachers' questionnaire. All six sets of questionnaires included closed questions, with multiple kinds of answer. Some items used a three-point rating scale, and others a

five-point scale. Some questions were either open or included open-ended elements. Where questions were open, respondents were asked to answer as briefly as possible by giving important details only in the spaces provided.

6.3 QUESTIONNAIRE ADMINISTRATION

In Iraq, the questionnaires were distributed after authorisation was obtained from the Ministry of Education, and after key personnel in the institutions that would be involved were notified in writing of this decision. (See Appendices 3B, 3D, 3K and 3M).

The researcher himself, during the period 18th February to 10th April 1987, distributed and collected the questionnaire to the Departments of the Colleges of Education, Primary Teacher-Training Institutions and primary and secondary schools in Baghdad in person. In England, the primary and secondary school teachers' questionnaires were distributed and collected in person by the researcher, after appropriate permission for the exercise had been granted by the Humberside Local Education Authority. This survey was conducted during the six months from December 1988 to May 1989. (See Appendices 3P, 3Q, 3R and 3S).

After permission was granted, (See Appendices 3F and 3H) by the respective training institutions selected to conduct a survey exercise of tutors and student-teachers, the researcher himself

distributed the questionnaires to the English training institutions and these were subsequently returned by post. These surveys were effected during the period December 1989 to March 1990.

The data collected from the Iraqi and English samples were coded for statistical analysis. A numerical system was used to present tutors' (lecturers'), student-teachers' and teachers' scores. The statistical package for the Social Science (SPSSX) programmes was used for this purpose. This allowed for calculation of the responses, percentages and CROSS-TABULATION (2×2), this making possible identification of any relationship between independent and dependant variables within and between the Iraqi and English samples.

6.4 DEFINING THE POPULATIONS

It is necessary to define more precisely the populations involved. The six groups identified above were selected as a main study sample from Baghdad (the capital) in Iraq and Humberside and North Yorkshire (York and Scarborough) in England. The English sample of tutors was selected from two colleges of education: North Riding College, Scarborough and the College of Ribon and York St. John. (See Appendix 6)

The Iraqi tutors (lecturers) sample was chosen from three types of institution: Baghdad University/College of Education, which offers a four-year course preparing secondary school teachers; the Baghdad Central Teacher-Training Institute, offering a two-year course for secondary school graduates preparing them to teach in

primary schools; and the Teacher-Training Institutes offering a five-year primary teacher-training course for students who hold an elementary school leaving certificate only.

Student-teachers surveyed in England, included third and fourth year B.Ed(Hons) students and one year PGCE (Postgraduate Certificate of Education) students in the two primary and secondary training colleges. A small number of students in the sample were following a two-year B.Ed course in design and technology in secondary schools. Iraqi student-teachers were selected from the fourth-year of College of Education, the second year of Baghdad Central Teacher-Training Institute, and from the fifth year of the Teacher-Training Institutes.

School teachers in England were chosen from the Humberside education area and those from Iraq in Baghdad.

While the Iraqi school teachers' sample was confined to Baghdad, it can be regarded as fairly representative of the whole of Iraq, in that it is a requirement of the school service regulation that all school teachers in Baghdad must have served for at least three years in governorates other than Baghdad. Thus, the knowledge and experience of Baghdad teachers is not confined only to the situation pertaining in the capital.

Table 6.2 summarises the definition of the population in the two countries. Thirty-one tutors and one hundred and seventy-three

TABLE 6.2: DISTRIBUTION OF THE WHOLE OF THE ENGLISH AND IRAQI SAMPLES

ENGLAND		IRAQ	
Type of Institutions	No. Total	Type of Institutions	No. Total
Primary Schools	140	Primary Schools	150
Secondary Schools	146 286	Secondary Schools	150 300
North Riding College (primary) (NRC)		Central Teacher-Training Institute (Primary) (CTTI)	80
Student-Teachers	112	Student-Teachers	
College of Ripon and York St. John (CRY)		Teacher-Training Institute (Primary) (TTI)	70
Student-Teachers	61 173	Student-Teachers	150 300
NRC (Primary) Tutors	20	CTTI Lecturers (Primary) TTI Lecturers (Primary)	15 10
CRY (Secondary) Tutors	11 31	College of Education (Tutors) (Secondary)	25 50

students, were chosen from North Riding College and the College of Ripon and York St. John - North Yorkshire - in England, and fifty tutors (lecturers) and 300 student-teachers from the teacher-training institutions located in Baghdad in Iraq.

Two hundred and eighty-six teachers in 13 primary schools and 4 secondary schools were chosen from Humberside in England, and three hundred teachers from 11 primary schools and twelve secondary schools were selected from Baghdad* in Iraq.

6.4.1 Distribution of English and Iraqi Tutors' (Lecturers') Sample of the Main Study according to Different Variables

Forty-two questionnaires were distributed to the sample of male and female English tutors in two colleges (the College of Ripon and York St. John for secondary school teachers, and York, North Riding College preparing primary school teachers). The total number of returned questionnaires comprised 11 copies from the College of Ripon and York St. John (there being only twelve tutors at this college) and 20 questionnaires from North Riding College. Thus, the total number of tutors' questionnaires returned was 31: representing a rate of return of 73.81%.

In Iraq, 60 questionnaires were distributed between the three kinds of teacher-training institutions detailed above. Firstly, 30 copies were distributed to the College of Education, University

(*) Baghdad, the capital city, is divided into two, . education area: Karhk and Rassafa sectors.

of Baghdad (chosen as a representative example of institutions preparing secondary school teachers); 25 questionnaires were returned. Eight departments were involved in this study. These were: Departments of Arabic, English, Geography, History, Mathematics, Physics, Chemistry and Educational and Psychological Science. Twenty males and 5 females were included.

Secondly, and thirdly, the main sample of primary teacher-training institutions consisted of 25 lecturers: 10 lecturers from Baghdad Central Teacher-Training Institute (9 male and 1 female), and 15 lecturers from four Teacher-Training Institutes selected in Baghdad. Two of the last mentioned institutions are preparing male teachers and the others are preparing female teachers (7 male lecturers and 8 female lecturers).

Table 6.3 illustrates further the distribution, by sex and institution, of the English and Iraqi tutors' (lecturers') samples.

In respect of differentiation by sex, Table 6.4 shows men and women well represented in English and Iraqi samples, but with the percentage of females markedly greater in the Iraqi sample.

In respect of age distribution, the most striking difference between the two samples, as Table 6.4 shows, is the much greater proportion of Iraqi tutors (50.0 per cent) are under the age of 40-49, as compared to 32.3 per cent of tutors under the age of 40-49 in the English sample.

TABLE 6.3: DISTRIBUTION, BY SEX AND INSTITUTION, OF THE MAIN SAMPLE OF TUTORs (LECTURERS) IN ENGLAND AND IRAQ

Types of Institution	ENGLAND						IRAQ					
	Male		Female		Total		Male		Female		Total	
	Sample	%	Sample	%	Sample	%	Sample	%	Sample	%	Sample	%
College of Education/ Baghdad University (Secondary)							20	40.0	5	10.0	25	50.0
Baghdad Central Teacher Training Institute (Primary)							9	18.0	1	2.0	10	20.0
Teacher Training Institute for Primary Teachers							7	14.0	8	16.0	15	30.0
North Ridding College for (Primary)	14	70.0	6	30.0	20	64.5						
College of Ripon and York St John (Secondary)	8	72.7	3	27.3	11	35.5						
TOTAL	22	71.0	9	29.0	31	100.0	36	72.0	14	28.0	50	100.0

TABLE 6.4: DISTRIBUTION, BY AGE, PROFESSIONAL EXPERIENCE, QUALIFICATIONS, GRADE OF APPOINTMENT, AND SUBJECT AREA TAUGHT, OF ENGLISH AND IRAQI TUTORS' (LECTURERS') SAMPLE OF THE MAIN STUDY

Variable	Division	ENGLAND			IRAQ										
		No.	%	Total	No.	%	Total								
Sex	Male	22	71.0	31	36	72.0	50								
	Female	9	29.0		14	28.0									
Age	Less than 30 yrs	-	-	31	1	2.0	50								
	30-39 yrs	6	19.4		10	20.0									
	40-49 yrs	10	32.3		25	50.0									
	50 or over	15			14	28.0									
Teaching Experience in Teacher Training Institutions	Less than 5 yrs	9	29.0	31	8	16.0	50								
	5-9 yrs	5	16.1		10	20.0									
	10-14 yrs	4	12.9		8	16.0									
	15 and over	12	38.7		24	48.0									
	Missing	1	3.2		-	-									
Teaching Experience in Schools	Less than 5 yrs	3	9.7	3	4	9.7	9.7	3.2	5	12	2	4.0	2.0	4.0	
	5-9 yrs	3	9.7	4	-	9.7	12.9	-	2	13	-	4.0	26.0	-	
	10-14 yrs	6	16.3	6	-	16.3	19.4	-	5	11	-	10.0	22.0	-	
	15 and over	7	22.6	8	-	22.6	25.9	-	4	3	-	8.0	6.0	-	
	No reply	14	45.2	10	31	45.2	32.3	96.8	31	34	11	48	63.0	22.0	48.0
	Academic Qualification	Diploma in Education	-	-	-	-	-	-	-	-	-	-	-	-	
Certificate of Education		2	6.5	-	-	-	-	-	8	16.0	-	-	-		
B.Ed degree		5	16.1	-	-	-	-	-	3	6.0	-	-	-		
B.Sc degree		2	6.5	-	-	-	-	-	3	6.0	-	-	-		
B.A. degree		10	32.3	-	-	-	-	-	-	-	-	-	-		
PGCE/PGDE		1	3.2	-	-	-	-	-	-	-	-	-	-		
M.Ed degree		6	19.4	-	-	-	-	-	5	10.0	-	-	-		
M.A. degree		1	3.2	-	-	-	-	-	11	22.0	-	-	-		
M.Sc. degree		-	-	-	-	-	-	-	3	6.0	-	-	-		
Ph.D. degree	4	12.9	31	-	-	-	-	17	34.0	50	-	-			
Grade of Appointment	Teacher in Iraqi Primary Training	-	-	-	-	-	-	-	25	50.0	-	-	-		
	Demonstrator	-	-	-	-	-	-	-	-	-	-	-	-		
	Assistant Lecturer	2	6.5	-	-	-	-	-	3	6.0	-	-	-		
	Lecturer	4	12.9	-	-	-	-	-	9	18.0	-	-	-		
	Senior Lecturer	23	74.2	-	-	-	-	-	9	18.0	-	-	-		
	Reader	2	6.4	-	-	-	-	-	2	4.0	-	-	-		
	Professor	-	-	31	-	-	-	-	2	4.0	50	-	-		

TABLE 6.4: (Continued)

Variable	Division	ENGLAND			IRAQ		
		No.	%	Total	No.	%	Total
Subject	Languages	3	9.7		12	24.0	
Area	Social Science	3	9.7		11	22.0	
Taught	General Science	2	6.5		8	16.0	
	Mathematics	2	6.5		3	6.0	
	Professional Subject(s)	17	54.8		12	24.0	
	Audio-Visual Aids or Educational Technology	2	6.5		4	8.0	
	Physical Education	1	3.2		-	-	
	Arts and Music	1	3.2	31	-	-	50

* pr. = Primary Schools

** Sec. = Secondary Schools

Regarding teaching experience in training institutions, Table 6.4 shows that Iraqi tutors in both samples overall, have more experience in teaching than English tutors: 48.0 per cent of Iraqi tutors have 15 years and over teaching experience in the training institutions, as compared to 38.7% of English tutors. However, English tutors have more teaching experience in primary and secondary schools than Iraqi tutors: 22.6 per cent of English tutors have teaching experience of 15 years and over in primary schools, and a further 25.9% have teaching experience of 15 years and over in secondary schools, as compared to 8.0 per cent of Iraqi tutors with 15 years experience and over in primary schools, and 6.0 per cent in secondary schools.

When tutors' academic qualifications are compared, Table 6.4 reveals marked differences in type as between the English and Iraqi samples. In Iraq, for example, a greater proportion hold higher degrees, thirty-four per cent hold a Ph.D degree; as compared to 12.9% of tutors holding a Ph.D in the English sample. However, a substantially greater proportion of the English sample hold a first degree, as compared to the Iraqi sample. One can conclude that the English teacher-training system seems to attach more importance to appropriate experience than to higher degrees. The Iraqi system has no equivalent of the PGCE degree.

In respect of 'grade of appointment' distribution, the most striking difference between the two samples, as again Table 6.4 shows, is the much greater percentage of English sample (74.2 per

cent) who are of Senior Lecturer status, as compared to 18.0 per cent of Iraqi tutors.

Finally, where subject area taught is compared, the two samples are for the most part quite similar, but none of the Iraqi sample teach either Physical Education or Arts and Music, whereas a substantially greater proportion of the English sample teach professional subjects. Moreover, a greater proportion of the Iraqi sample teach Languages, Social Science and General Science.

6.4.2 Distribution of English and Iraqi Student-Teachers: Sample of the Main Study according to Different Variables

The researcher distributed 242 questionnaires to student-teachers in two types of English initial teacher-training institutions: 85 questionnaires to student-teachers at the College of Ripon and York St. John, preparing secondary school teachers. Included, were students from the third and fourth year of the B.Ed (Hons) degree course, students from the one-year PGCE course, and from the second year of the B.Ed two-year Design and Technology in secondary schools' course. Sixty-one questionnaires were returned, representing a 74.4% return. In addition, 160 questionnaires were distributed to student-teachers of North Riding College preparing to be primary school teachers. These, too, comprised third and fourth year B.A.(Hons) degree and PGCE students. One hundred and twelve questionnaires were returned, representing a 70.0% return. Thus, the total number of student-teachers questionnaires returned was 173, out of 242, which represented

an overall return of 71.5 per cent of the sample of student-teachers in England.

In Iraq, 350 questionnaires were distributed to students in their fourth year of College of Education preparing as secondary teachers; to second year students at Baghdad Central Teacher-Training (primary) and fifth year Teacher-Training Institutes' students (also, for primary). The total number of questionnaires returned was 300: representing a rate of return of 85.71%. Tables 6.5 and 6.6 provide additional detailed classification of the respective samples.

There are a number of marked dissimilarities as between the English and Iraqi student-teachers' samples. In respect of differentiation by subject to be taught, for example Table 6.6 reveals that a greater proportion of English student-teachers tend to teach Design and Technology. Furthermore, none of the Iraqi student-teacher sample were training to teach CDT, Art or Music.

In respect of differentiation by sex, Table 6.6 shows males are a minority in both samples, but much more markedly so in the English sample.

As to age profile, when the two countries are compared, Table 6.6 confirms the existence of a much greater proportion of younger Iraqi teachers: 77.3 per cent are under the age of 20-24, as compared

TABLE 6.6: DISTRIBUTION OF ENGLISH AND IRAQI STUDENT-TEACHERS
ACCORDING TO SOME PERSONAL INFORMATION

Type of Variable		ENGLAND			IRAQ		
		No.	%	Total	No.	%	Total
Departments or Subjects to be taught	Languages	30	17.3		86	28.7	
	Social Sciences	9	5.2		82	27.3	
	General (for primary)	4	2.3		50	16.7	
	Mathematics	19	11.0		24	8.0	
	Biology				23	7.7	
	Physics & Chemistry				35	11.7	
	Design and Technology	76	43.9				
	CDT	16	9.2		-	-	
	General Course	12	6.9		-	-	
	Art and Music	5	2.9		-	-	
Missing	2	1.2	173	-	-	300	
Sex	Male	59	34.10		116	38.7	
	Female	112	64.73		184	61.3	
	Missing	2	1.2	173	-	-	300
Age	Less than 20 yrs	-	-		29	9.7	
	20-24 yrs	79	45.7		232	77.3	
	25 yrs and over	94	54.3	173	39	13.0	

45.7% of student-teachers under the age of 20-24 years in the English sample.

6.4.3 Distribution of English and Iraqi School-Teachers
Sample of the Main Study according to Different
Variables

Six-hundred and sixty questionnaires were distributed to a random sample of English and Iraqi teachers; (330 copies in each country). The two samples comprised male and female primary, intermediate and secondary school teachers.

The number of questionnaires returned by teachers in England totalled 286: representing an 86.66% return. The equivalent return for the Iraqi samples was 300 copies out of 330: representing a 90.0% return. Table 6.7 provides additional information on the nature of the distribution for the English and Iraqi teachers samples.

TABLE 6.7: DISTRIBUTION OF THE MAIN SAMPLE OF SCHOOL TEACHERS IN ENGLAND AND IRAQ.

Type of School	ENGLAND						IRAQ					
	Male		Female		Total		Male		Female		Total	
	S	%	S	%	S	%	S	%	S	%	S	%
Primary	41	14.3	99	34.70	140	49.0	70	46.7	80	53.3	150	50.0
Prep- * aratory/ Secondary (Iraq/ England)	84	29.4	62	21.30	146	51.0	78	52.0	72	48.0	150	50.0
TOTAL	125	43.70	161	56.30	286	100.0	148	49.33	152	50.66	300	100.0

S = Sample

* The Iraq 'preparatory' level can be equated with 'secondary' level in England for classification purposes.

In respect of differentiation by sex, for example, Table 6.8 shows males and females well represented in both samples, but with the percentage of females markedly greater in the English sample.

In respect of age distribution, the most striking difference between the two samples, as Table 6.8 shows, is the much greater proportion of younger Iraqi teachers: more than a quarter are under the age of 30, as compared to 5.66% of teachers under the age of 30 in the English sample. Not surprisingly, therefore, Table 6.8 also shows that English teachers, overall, have more experience in teaching than the Iraqi teachers.

Table 6.8 confirms that the weight given to the primary and secondary sectors was successfully kept fairly equal, both within and between samples.

When teachers' academic qualifications are compared, Table 6.8 reveals marked differences in pattern as between the English and Iraqi samples. In England, for example, 29.7 per cent of the sample hold a teacher-training certificate, whereas the equivalent qualification was held by only 11.7% of the Iraqi sample. Perhaps, surprisingly, a substantially greater proportion of the Iraqi sample held first degrees as compared to the English sample. However, the pattern is markedly reversed when holders of higher degrees are compared. That Iraq has no equivalent of the PGCE is also manifest.

TABLE 6.8: DISTRIBUTION; SAMPLE OF ENGLISH AND IRAQI TEACHERS (MAIN STUDY)

Variable	Division	ENGLAND			IRAQ		
		No.	%	Total	No.	%	Total
Sex	Male	125	43.7		148	49.3	
	Female	161	56.3	286	152	50.7	300
Age	Less than 30 years	16	5.6		76	25.3	
	30-39 years	106	37.1		95	31.7	
	40-49 years	112	39.2		94	31.3	
	50 and over	52	18.2	286	35	11.7	300
Type of Schools	Primary	140	49.0		149	49.7	
	Secondary	146	51.0		151	50.3	300
Teaching Experience	Under 5 years	17	5.9		34	11.3	
	5-9 years	20	7.0		85	28.3	
	10-14 years	85	29.7		75	25.0	
	15 and over	164	57.3	286	106	35.3	300
Academic Qualification	Teacher Training Certificate	85	29.7		35	11.7	
	Advanced Certificate	4	1.4		-	-	
	Teacher Training Institute (Diploma in Education)	7	9.4		47	15.7	
	Teacher Training School (Iraq)	-	-		57	19.0	
	B.Ed. degree	33	11.5		78	26.0	
	B.Sc. degree	17	5.9		50	16.7	
	B.A. degree	36	12.6		32	10.7	
	PGCE degree	51	17.8		-	-	
M.A. and M.Ed	24	8.4		1	.3		
Ph.D	9	3.1	286	-	-	300	
Subject Area Taught	Languages	36	12.6		59	19.7	
	General Science	15	5.2		65	21.7	
	Social Science	36	12.6		65	21.7	
	Mathematics	25	8.7		53	17.7	
	Domestic Science and Health	6	2.1		3	1.0	
	Arts/Crafts	8	2.8		-	-	
	Music	20	7.5		-	-	
	General Primary Curriculum	133	46.5		55	18.3	
	No Reply	7	2.4	286			300

Finally, where subject area taught is compared, the most striking dissimilarity between the two samples is created by what is the "norm" in English primary schools of individual teachers taking responsibility for delivering virtually the whole of the primary curriculum. Moreover, none of the Iraqi sample teach either Arts/Craft or Music, whereas a substantially greater proportion of the Iraqi sample teach General Science, Social Science, Languages and Mathematics. (See Table 6.8).

6.5 SUMMARY

Questionnaires were designed to achieve a main aim of the study, that of comparing different aspects of initial teacher-training of primary and secondary school teachers, and the role of educational media (educational technology, audio-visual aids) in England and Iraq.

Three kinds of questionnaire were constructed and developed to gather information from tutors (lecturers), school teachers and student-teachers in these countries. Tutors' questionnaires consisted of 39 questions and sub-questions, including open-ended and open questions. Teachers' questionnaires consisted of 32 closed and open questions. Student-teachers' questionnaires consisted of 40 closed and open questions.

Thirty-one tutors from two colleges in North Yorkshire participated in the main study, while 50 tutors (lecturers) in Baghdad

took part. From the same colleges in North Yorkshire, 173 completed a questionnaire for student-teachers as a main study, and 300 student-teachers from Baghdad did likewise. Thirdly, 286 teachers in Humberside and 300 teachers in Baghdad also completed questionnaires. A numerical system was used and coded for statistical analysis. The SPSSX Programmes for descriptive statistics were employed for this purpose.

Data collected on such independent variables as age, sex, numbers of years experience and so on, confirmed the broadness of the samples and suggested they were of a representative nature.

REFERENCES

1. Especially useful, for example, was:
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3. Evans, op.cit., p.48.

4. Ibid, p.84.

CHAPTER SEVENQUESTIONNAIRE SURVEYS CONDUCTED IN ENGLAND

In this chapter, the results of three questionnaire surveys in England are reported and some attempt is made to provide interpretation and comment. The surveys, conceived by the researcher, were conducted in England between December 1988 and March 1990.

The three questionnaires used, reproduced in full as Appendices 3I, 3J and S, were addressed to: training college tutors, students, and teachers respectively. Each is discussed here in turn. Furthermore, it should be explained that the three questionnaires had a broadly common structure, deliberately conceived with a view to the facilitation of comparison, in that they comprised two main parts. In each case, Part One had four main sub-sections concerned, respectively with: teaching practice and school observation; assessment of student-teachers; the aims and nature of training courses; and curriculum and teaching methods. Similarly, Part Two in all three questionnaires, focussed specifically on uses of educational media. With the possibilities that are afforded for comparison still in mind, both between these three questionnaires themselves and similar surveys conducted in Iraq (reported in Chapter), the same pattern is maintained as the structural basis for what follows.

7.1 SURVEY OF TUTORS

7.1.1 Questionnaire: Part One

This part consisted of twenty-four closed and open questions enquiring, in turn, on the four areas detailed above.

Teaching Practice and School Observation (Questions 1-9)

Question 1 sought information on the degree of satisfaction of tutors with the current duration of teaching practice in B.Ed and PGCE courses.

Table 7.1 shows that the majority of tutors, 64.5%, were happy with the duration of teaching practice in the B.Ed course and about half of the tutors, 48.4%, were satisfied with the duration of teaching practice in the PGCE course. This would seem to suggest that the 36 weeks duration of teaching practice in the B.Ed course, provided by the CATE criteria, is enough for practical work. It should be noted that PGCE course students spend more than two-thirds of their time in schools.

Question 2 asked, in general, how satisfactory or otherwise, was the timing of teaching practice.

Table 7.1 indicates that twenty-one tutors (67.7%) felt that the timing of teaching practice in the B.Ed course was satisfactory.

Similarly, 61.3% of tutors agreed that the timing of teaching practice in the PGCE course was satisfactory.

TABLE 7.1: FREQUENCY AND PERCENTAGE OF RESPONDENTS' REPLIES TO QUESTIONS 1 AND 2

Question No.		Satisfactory		Not Satisfactory		Don't Know		No Reply		Total	
		F.	%	F.	%	F.	%	F.	%	F.	%
1	B.Ed	20	64.5	9	29.0	2	6.5	-	-	31	100.0
	PGCE	15	48.4	5	16.1	8	25.8	3	9.7	31	100.0
2	B.Ed	21	67.7	8	25.8	1	3.2	1	3.2	31	100.0
	PGCE	19	61.3	4	12.9	6	19.4	2	6.5	31	100.0

Question 3 invited respondents' opinions as to the best form of teaching practice. This question, as Table 7.2 illustrates, allowed several possible answers.

TABLE 7.2: TUTORS' CHOICES AS TO PREFERRED FORM OF TEACHING PRACTICE

Forms of Teaching Practice	Frequency	%
(a) As at present.	18	58.1
(b) In several shorter spells.	1	3.2
(c) To take place in the last four weeks of the last two years of the course.	-	
(d) A number of separate weeks in school is better for students than a longer block of time.	2	6.5
(e) To take place during the training course, on average three weeks yearly, and 16 weeks in the last year of the course.	3	9.7
* No replies	7	22.6
TOTAL	31	100.0

The majority of tutors, 18 or (58.1%) preferred teaching practice 'As at present'. Indeed, when compared to the situation pertaining in Iraq, teaching practice of 36 weeks' duration would seem ample enough to prepare teachers for practical work.

Question 4 asked, "In general, how satisfactory is the current duration of school observation in the B.Ed and PGCE courses?"

Table 7.3 shows that about half of tutors (51.6%) said the duration of school observation in the B.Ed course was satisfactory, 38.7% thought it was not satisfactory.

In respect of PGCE courses, nearly the same number of respondents thought the duration of teaching practice was satisfactory as thought it was not satisfactory. (See Table 7.3)

TABLE 7.3: DISTRIBUTION OF FREQUENCY AND PERCENTAGE OF RESPONDENTS' REPLIES TO QUESTION 4

Question No.		Satisfactory		Not Satisfactory		Don't Know		Total	
		F.	%	F.	%	F.	%	F.	%
4	B.Ed course	16	51.6	12	38.7	3	9.7	31	100.0
	PGCE course	12	38.7	11	35.5	8	25.8	31	100.0

In Question 5, tutors were requested to select the form in which they preferred to have school observation. This question consisted of four closed items, detailed in Table 7.4, and one open item.

TABLE 7.4: TUTORS' CHOICES AS TO PREFERRED FORM OF SCHOOL OBSERVATION

Forms of School Observation	Frequency	%
(a) As at present.	13	41.9
(b) One day each week during the last term of the first year.	-	-
(c) One day each week during the first term of the first year.	9	29.0
(d) One day each week during the first year.	1	3.2
*No replies	8	25.8
TOTAL	31	100.0

It can be seen in Table 7.4, that the provision most favoured by the tutors was (a), namely: 'As at present'. Forty-one per cent chose this arrangement. Nine tutors (29.0%) preferred school observation on 'one day each week during the first term of the first year, while 25.8% did not reply. The overall response pattern seems to suggest that the current duration and timing of school observation available is satisfactory. In Question 6, tutors were asked, in general, if they thought the time currently spent on professional subjects was sufficient or not to prepare students for teaching practice (See Table 7.5).

TABLE 7.5: FREQUENCY AND PERCENTAGE OF RESPONDENTS' REPLIES TO QUESTION 6

Response Code	Frequency	Percentage of Sample
Sufficient	12	38.7
Not sufficient	19	61.3
Don't know	-	-
TOTAL	31	100.0

Nineteen tutors (61.3%) believed that the time spent on professional subjects was not sufficient to prepare students for teaching practice, while 12 (38.7%) regarded it as sufficient. Iraqi and English tutors would seem to be in agreement that the time spent on professional subjects was not sufficient to prepare students for teaching practice. (See Table 7.5).

In order to try to find out the best way to improve school observation and teaching practice, tutors in Question 7 were asked to state their suggestion(s) for improving components:

Four tutors wanted to see more observation and longer teaching practice. Three tutors suggested that primary teachers should have less 'main subjects' and that more professional course time is needed.

Two tutors in the sample preferred the idea of a longer period of observation prior to school practice, with some time in college

before practice actually started.

Respondents in Question 8 were asked for their reactions to the statement that: "One of the current aims of teaching practice is to ensure the relationship between the theoretical and practical sides in the training of teachers." As Table 7.6 shows, the great majority of tutors agreed with this, six of them (19.4%) doing so strongly. The response pattern is quite similar to that which emerged in the Iraq survey. (See Chapter 8, Question 8).

TABLE 7.6: DISTRIBUTION AND FREQUENCY OF TUTORS' REPLIES TO QUESTIONS 8 AND 9

Question No.	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
8	6	19.4	21	67.7	-	-	4	12.9	-	-	31	100.0
9	4	12.9	8	25.8	1	3.2	6	19.4	12	38.7	31	100.0

In Question 8, respondents were asked to agree or disagree as to whether "Tutors are given sufficient time for the supervision of teaching practice and school observation."

More than half of the tutors disagreed that "tutors are given sufficient time", twelve of them (38.7%) doing so strongly, while 12 tutors (38.7%) agreed, four of them (12.9%) doing so strongly.

(See Table 7.6). Again, there is a marked similarity of response as between the English and Iraqi sample.

Assessment of Student-Teachers (Questions 10-14)

In this part of the questionnaire, Questions 10-14 were concerned with ways of assessing student-teachers during their training courses.

Question 10 consisted of seven closed items, asking tutors about the importance of ways of assessing student-teachers after they finish their last teaching practice. The options and results are detailed in Table 7.7.

In Question 10(a), tutors were asked about the prospective importance of evaluation reports written by students after they finished teaching practice. Nearly all the respondents felt that students' own evaluation reports should be either 'important' or 'very important', ten of them (32.3%) said 'very important', while very few respondents (6.5%) considered the prospect as 'less important'. (See Table 7.7).

Question 10(b) asked what should be the role of co-operative assessment of student-teachers as between schools and training institutions. All of the respondents (31, or 100.0%) said this should be 'important' or 'very important'.

Questions 10(c) and (d) asked what should be the role of the headteachers and teachers in assessing the practical abilities of student-teachers. It is clear from Table 7.7 that all the respondents

TABLE 7.1: ASSESSMENT OF STUDENT-TEACHERS' PRACTICAL PERFORMANCE
BY TUTORS (QUESTION 10)

Method of Assessment of Student-Teachers	Very Important		Important		Less Important		Useless		No Reply		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
(a) Students should write evaluation reports, in the light of relevant theory, on their school observation and teaching practice, after they have finished their teaching practice.	10	32.3	19	61.3	2	6.5	-	-	-	-	31	100.0
(b) The co-operative assessment of student-teachers between schools and training institutions should be:	19	61.3	12	38.7	-	-	-	-	-	-	31	100.0
(c) The role of head teachers in assessing the teaching practice and other personal characteristics of student-teachers should be:	11	35.5	19	61.3	1	3.2	-	-	-	-	31	100.0
(d) The role of classroom teachers in assessing the teaching practice of student-teachers should be:	20	64.5	10	32.3	1	3.2	-	-	-	-	31	100.0
(e) The role of institutions' tutors (lecturers) in the main subject(s) in assessing both the practical and theoretical sides of student-teachers should be:	21	67.7	10	32.3	-	-	-	-	-	-	31	100.0
(f) The role of the institutions' tutors (lecturers) in professional subject (s) in assessing both the practical and theoretical sides of student-teachers should be:	17	54.8	14	45.2	-	-	-	-	-	-	31	100.0
(g) The role of educational and specialist supervisors (H.M.I.'s in England) in assessing the teaching practice of student-teachers should be:	4	12.9	12	38.7	11	35.5	2	6.5	2	6.5	31	100.0

in the two questions said this should be 'important', or 'very important'.

In Questions 10(e) and (f), tutors were invited to express their opinions on what should be the role of the institutions' main and professional subject(s) tutors in assessing the practical and theoretical abilities of student-teachers.

Table 7.7 shows that, in respect of student assessment, all of the respondents felt the role of main and professional subject(s) tutors should be 'very important' or 'important'.

Question 10(g) asked tutors about what should be the role of H.M.Is in assessing the practical performance of student-teachers.

Table 7.7 shows that 12.9% of the respondents said 'very important' and twelve (38.7%) indicated 'important'. But these two responses account for little more than half of all replies. The rest of the respondents chose the options 'less important' and 'useless'.

Question 10(h) was open in format and invited tutors to suggest other methods of assessing student-teachers.

A number of respondents suggested that on-going students thought self-assessment is 'very important'. This was, however, the only additional suggestion that emerged.

Question 11 comprised four items, three of them closed and one open, in which respondents were asked to evaluate the number of supervision visits.

Table 7.8 summarises the replies to the three closed items. Nine-point-seven per cent of the respondents felt that three supervision visits by main subject(s) tutors was either 'completely adequate' or 'slightly more than adequate'; 6.5% of them said 'completely adequate'. More than half of the respondents (51.6%) regarded three visits by main subject(s) tutors as either 'slightly inadequate' or 'completely inadequate'; 22.6% indicated 'completely inadequate'.

In item (b), less than half of the respondents (45.2%) considered three supervision visits by institutions' professional tutors as 'completely adequate' or 'slightly adequate'. Ten respondents (32.3%) said 'adequate'.

As to the question of three visits by classroom-teachers, the replies in Table 7.8 show that 48.4% of the respondents felt three supervision visits by teachers was either 'completely inadequate' or 'slightly inadequate'; 6.5% of them said 'completely inadequate'.

In item 11(d), respondents were asked to specify what they believed to be the optimum number of visits and who should be involved to assess student-teachers after finishing their last period of teaching practice.

TABLE 7.8: DISTRIBUTION FREQUENCY AND PERCENTAGE OF TUTORS (LECTURERS)
ANSWERS TO QUESTION 11

Question	CA		SA		Adequate		SI		CI		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
(a) Three supervision visits by institutions' main subject(s) tutors (lecturers) during the teaching practice to assess student-teachers are:	2	6.5	1	3.2	12	38.7	9	29.0	7	22.6	31	100
	(b) Three supervision visits by institutions' professional tutors during the teaching practice to assess student-teachers in professional aspects are:											
(c) Three supervision visits by classroom teachers to assess student-teachers are:	2	6.5	12	38.7	10	32.3	6	19.4	1	3.2	31	100
	1	3.2	3	9.7	12	38.7	13	41.9	2	6.5	31	100.

KEY RATING: CA = Completely Adequate
SA = Slightly more than adequate
SI = Slightly Inadequate
CI = Completely Inadequate

TABLE 7.9: DISTRIBUTION, FREQUENCY AND PERCENTAGE OF RESPONDENTS' REPLIES TO QUESTION 12

Evidence used in Assessing Students	Yes		No		No Reply		Total	
	F.	%	F.	%	F.	%	F.	%
(a) The practical work of students (teaching during the teaching practice).	26	83.9	1	3.2	4	12.9	31	100.0
(b) Practical work at the training institutions (e.g. workshop, preparing and teaching lessons to fellow students).	16	51.6	8	25.8	7	22.6	31	100.0
(c) Reports and individual research.	11	35.5	6	19.4	14	45.2	31	100.0
(d) The role taken by students during the seminars at institutions.	9	29.0	10	32.3	12	38.7	31	100.0
(e) Formal written examinations.	8	25.8	13	41.9	10	32.3	31	100.0
(f) A combination of items a, b, c, d and e.	9	29.0	5	16.1	17	54.8	31	100.0

A further view expressed by some teachers was that supervision visits should be once or twice a week throughout the duration of the period of teaching practice.

Question 12 comprised six closed items and one open item, asking tutors about the evidence they used in assessing student-teachers at the end of the training course.

Table 7.9 sheds light on the nature of the responses. From viewing the table, it is clear that practical work of students conducted at the schools, that is to say the teaching practice, was the predominant criterion. Eighty-three point nine per cent of tutors indicated that they used this. However, it is also clear from the replies to Question 12 that most tutors use a range of criteria.

Question 13 solicited views as to how satisfactory, or otherwise, was the available time for supervision of teaching practice for the purpose of assessing student-teachers.

As Table 7.10 shows, more than half (65.5%) of the respondents felt the available time for supervision of teaching practice was 'not satisfactory'.

TABLE 7.10: Distribution, Frequency and Percentage of Respondents*
Replies to Question 13

Response Code	Frequency	Percentage of Sample
Satisfactory	10	32.3
Not satisfactory	20	64.5
Don't know	1	3.2
TOTAL	31	100.0

Question 14 tested the statement that 'classroom-teachers do not have the appropriate knowledge and skills to assess student-teachers'.

The replies, summarised in Table 7.11, show that more than two-thirds of the respondents (71.0%) disagreed with the statement, 9.7% 'agreed' and 3.2% 'strongly agreed'.

TABLE 7.11: Tutors' Opinions on Question 14

Question No.	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
14	1	3.2	2	6.5	6	19.4	22	71.0	-	-	31	100.0

The apparent good relationship between school teachers and teacher-training institutions, is something which Iraq would do well to try to emulate. Perhaps, not surprisingly, it is an aspect of teacher education which has, in fact, been addressed very seriously in a number of U.K. government reports.

Aims and Nature of Training Courses: Questions 15-17

This part of the questionnaire consisted of three questions, 15-17, focussing on the aims and nature of training courses.

Question 15 asked respondents to provide an indication of how satisfactory, or otherwise, the present methods of selecting candidates for entry into teacher-training institutions are.

The replies shown in Table 7.12 indicate that more than half of the respondents (51.6%) found the present methods of selecting candidates 'satisfactory', with just under a third of tutors indicating that they were 'not satisfactory'.

TABLE 7.12: Distribution of Frequency and Percentage of Respondents' Replies to Question 15

Response Code	Frequency	Percentage of Sample
Satisfactory	16	51.6
Not satisfactory	9	29.0
Don't know	5	16.1
No reply	1	3.2
TOTAL	31	100.0

Question 16 investigated respondents' preferred method(s) of selection. A list of five methods was given to choose from, and there was also an element of open-endedness built into the question.

TABLE 7.13: Opinions of Tutors on Question 16

Questions			No Reply		Total	
	F.	%	F.	%	F.	%
(a) good reference from previous school.	18	58.1	13	41.9	31	100.0
(b) academic achievement.	13	41.9	18	58.0	31	100.0
(c) special tests.	1	3.2	30	96.7	31	100.0
(d) interview.	19	61.3	12	38.7	31	100.0
(e) a combination of the above items.	10	32.3	21	67.7	31	100.0

The results detailed in Table 7.13 show that more than half of the sample (61.3%) preferred option (d), the interview method. Option (a) came second in preference (58.1%), while 41.9% of respondents selected option (b): academic achievement.

Item (g) was open, and invited respondents to suggest other methods, if any, of selecting candidates to train as teachers. There were no responses to this question, however. Question 17 asked respondents to express degrees of agreement or disagreement as to current aims for training courses. A closed list of aims was used. Table 7.14 shows both the list and the responses obtained.

As can be seen, almost all of the respondents 'agreed' or 'strongly agreed' with the aims listed. Only items (h), (i) and (j) show evidence of disagreement on the part of a substantial minority of teachers.

TABLE 7.14: TUTORS' OPINIONS ON QUESTION 17

Statement of Aim	SA		A		N		D		SD		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
Current initial training courses aim to:												
(a) prepare student-teachers for future professional life.	19	61.3	8	25.8	2	6.5	2	6.5	-	-	31	100.0
(b) prepare student-teachers to be able to link theory and practice in education.	11	35.5	17	54.8	1	3.2	2	6.5	-	-	31	100.0
(c) prepare student-teachers with a general knowledge of the curriculum they are to teach.	12	38.7	12	38.7	7	22.6	-	-	-	-	31	100.0
(d) prepare student-teachers to manage the classroom.	13	41.9	16	51.6	1	3.2	1	3.2	-	-	31	100.0
(e) prepare student-teachers by promoting an understanding of the learning process and the social function of schooling.	14	45.2	17	54.8	-	-	-	-	-	-	31	100.0
(f) help student-teachers to understand solve the practical problems they will face in schools.	13	41.9	12	38.7	2	6.5	4	12.9	-	-	31	100.0
(g) prepare student-teachers by developing their understanding of the mental growth of children and their needs.	13	41.9	15	48.4	2	6.5	1	3.2	-	-	31	100.0
(h) provide a wide experience of a variety of techniques for practical teaching.	10	32.3	12	38.7	3	9.7	6	19.4	-	-	31	100.0
(i) provide a wide experience in using educational technology in learning.	9	29.0	15	48.4	1	3.2	6	19.4	-	-	31	100.0
(j) strengthen the connection between the theoretical and practical aspects of teaching methods.	14	45.2	11	35.5	2	6.5	4	12.9	-	-	31	100.0

KEY RATING

- SA Strongly Agree
- A Agree
- N Don't Know
- D Disagree
- SD Strongly Disagree
- F Frequency
- % Percentage of Sample

Curricula and Teaching Methods: Questions 18-24:

This fourth part of the questionnaire consisted of seven questions, 18-24, on course curriculum and teaching methods.

Question 18 asked respondents to rate the extent to which main subjects in the B.Ed and PGCE training courses were adequate, or otherwise, for preparing student-teachers for teaching these subjects. Half of the tutors (51.6%) in the B.Ed course said that main subjects, as taught, were 'adequate' for preparing students to teach them; six others (19.4%) felt they were 'not adequate'. A further six tutors (19.4%) did not know whether they were adequate or not, and three tutors (9.7%) did not reply to the question.

In respect of PGCE courses, 12.9% of tutors said that main subjects were 'adequate', while about one-third of the sample (32.3%) said 'not adequate'. Eleven tutors (35.5%) did not know and 6 (19.4%) respondents did not reply. (See Table 7.15(a)).

TABLE 7.15(a): Frequency and Percentage of Respondents'
Replies to Question 18(a)

Response Code	B.Ed		PGCE	
	F.	%	F.	%
Adequate	16	51.6	4	12.9
Not adequate	6	19.4	10	32.3
Don't know	6	19.4	11	35.5
No reply	3	9.7	6	19.4
TOTAL	31	100.0	31	100.0

Respondents who replied 'not adequate' were asked further, if they considered the weakness due to inappropriate standards by the institutions. The replies show that two respondents (16.6%) believed they were, but ten others (83.4%) believed they were not. (See Table 7.15(b)).

TABLE 7.15(b): Frequency and Percentage of Respondents'
Replies to Question 18(b)

Response Code	Frequency	Percentage of (Sub) Sample
Yes	2	16.6
No	10	83.4
TOTAL	12	100.0

Respondents were also asked an open question relating to concerns about main-subject teaching. Replies to this question show that, two tutors believed insufficient time was allowed for the B.Ed course, while three others said there was a lack of time on the post-graduate course. However, that there was so little open criticism and as the responses to closed items were so positive, it would seem that in the view of tutors, B.Ed and PGCE courses prepare students well for their professional career.

Question 19 asked tutors about the adequacy, or otherwise, of the professional subjects taught in the training courses for preparing

competent teachers for primary/secondary schools. Replies in Table 7.16(a) indicate that half of the sample (51.6%) believed them to be 'not adequate', while 41.9% believed they were 'adequate'.

On the basis of the respondents' replies to Question 19, tutors were asked to state their opinion as to whether they considered any weaknesses due to inappropriate professional standards set by the institutions. Thirty-seven point five per cent of the respondents indicated that there were weaknesses due to inappropriate professional standards, while 62.5% rejected this suggestion. (See Table 7.16(b)).

TABLE 7.16(a): Tutors' Opinions on Question 19

Response Code	Frequency	%
Adequate	13	41.9
Not adequate	16	51.6
Don't know	2	6.5
TOTAL	31	100.0

TABLE 7.16(b): Distribution Frequency and Percentage of Respondents' Replies to the item following Question 19

Response Code	Frequency	%
Yes	6	37.5
No	10	62.5
TOTAL	16	100.0

Respondents were also asked a further open question to elicit other important reasons, if any, for weakness in the professional curriculum. A number of tutors from the two colleges raised the problem of being able to allocate sufficient time and the additional pressure on the timetable that has been created by the imposition of CATE criteria.

Question 20 invited tutors to agree or disagree with the claim that training institutions offer opportunities for encountering new and significant advances in scientific knowledge. The replies in Table 7.17 show that 19.4% of the respondents agreed that they do, while 41.9% disagreed. Eleven respondents (35.5%) did not know whether to agree or disagree.

TABLE 7.17: Tutors' Opinions in Response to Question 20

Response Code	Frequency	%
Yes	6	19.4
No	13	41.9
Don't know	11	35.5
No reply	1	3.2
TOTAL	31	100.0

Question 21 asked tutors to evaluate Psychology and other foundation subjects of education courses in initial training institutions. A set of closed options was used.

TABLE 7.18: Tutors' Opinions on Psychology and other Foundations of Education courses; Question 21

Questions	F.		No Reply		Total	
	F.	%	Reply	%	F.	%
(a) Satisfactory.	17	54.8	14	45.2	31	100.0
(b) Too theoretical.	3	9.7	28	90.3	31	100.0
(c) Include theoretical and practical, equally.	7	22.6	24	77.4	31	100.0
(d) Include too little Experimental Psychology.	-	-	31	100.0	31	100.0
(e) Include too little Educational Psychology.	2	6.5	29	93.5	31	100.0
(f) Include too little practice in child study.	2	6.5	29	93.5	31	100.0
(g) Deal well with some education problems of child growth.	12	38.7	19	61.3	31	100.0

As can be seen in Table 7.18, statement (a) attracted many responses: 54.8% of the respondents said that Psychology and other foundations of education were 'satisfactory'. Statements (e) and (f) were endorsed by only 6.5% of respondents.

The response patterns suggest that, in the view of the majority of tutors, a satisfactory balance is being achieved.

In Question 22, tutors were asked to state their agreement or disagreement with the statement that, "A variety of teaching methods used in the training courses helps student-teachers develop their teaching skills."

TABLE 7.19: Tutors' Opinions on the Training Methods:
Question 22

Response Code	Frequency	%
Agree	24	77.4
Disagree	2	6.5
Don't know	5	16.1
TOTAL	31	100.0

Three-quarters of the tutors (77.4%) agreed with this statement concerning the desirability of a variety of teaching methods. (See Table 7.19).

Question 23 consisted of five closed items and one open one, concerning how useful, in initial training courses, different teaching methods were in preparing student-teachers to teach.

Table 7.20 shows that the great majority of respondents regarded discussions and tutorials as either 'extremely useful' or 'very useful', seminars (large group) were thought to be 'extremely useful' by 35.5% of respondents, and 'very useful' by 48.4%. The remaining options listed attracted little support.

Item (f) was an open item, inviting tutors to suggest any other teaching methods and indicate their degree of usefulness. Three tutors suggested that workshops were also important teaching methods.

TABLE 7.20: TUTOR'S OPINIONS WITH REGARD TO THE TEACHING METHODS USED IN
TEACHER-TRAINING (QUESTION 23)

Teaching Methods	Extremely Useful		Very Useful		Useful		Fairly Useful		Not at all Useful		No Reply		Total F. %
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	
(a) Lecturers	1	3.2	7	22.6	14	45.2	6	19.4	2	6.5	1	3.2	31 100.0
(b) Discussion	7	22.6	20	64.5	4	12.9	-	-	-	-	-	-	31 100.0
(c) Tutorials (individual or small group)	7	22.6	24	77.4	-	-	-	-	-	-	-	-	31 100.0
	2	6.5	11	35.5	10	32.3	8	25.8	-	-	-	-	31 100.0
(d) Seminars (large group)	11	35.5	15	48.4	2	6.5	2	6.5	1	3.2	-	-	31 100.0
(e) Projects	-	-	-	-	-	-	-	-	1	3.2	-	-	31 100.0

Question 24 consisted of four closed items and attempted to gauge the attitude of respondents regarding the value of some of the group subjects that are taught in training courses. Fourteen respondents (45.1%) out of the total of 319, said that the main subjects in initial teacher-training were 'extremely valuable' or 'very valuable'. The great majority of respondents (87.1%) thought professional subjects were 'extremely' or 'very valuable'; 48.4% of them said 'extremely valuable'. In the case of general education subjects, 22.6% of the respondents said 'extremely' or 'very valuable'. Thirteen respondents (42.0%) said that audio-visual aids subjects were 'extremely' or 'very valuable' in preparing teachers.

7.1.2 Questionnaire Part Two: The Educational Media in Training Institutions

This part of the questionnaire comprised a set of closed questions and one open item. Respondents were firstly asked to give their assessment of the frequency with which 'tutors for educational technology in the training institutions were involved in planning courses of initial training.

Table 7.22 shows 22.6% of the respondents said that tutors 'always' or 'often' have a voice in planning courses, 6.5% of them indicated 'always'. About one-third of tutors (35.5%), however, replied 'sometimes', five tutors (16.1%) said 'rarely' and 6.5% of others felt 'never'.

Question 2 requested tutors to react to the statement that,

TABLE 7.21: TUTORS' OPINIONS ON THE COMPONENT SUBJECTS OF INITIAL TRAINING COURSES

Subjects	Extremely Valuable F. %	Very Valuable F. %	Valuable F. %	Fairly Valuable F. %	Not at all Valuable F. %	No Reply F. %	Total
1. Main Subjects	9 29.0	5 16.1	11 35.5	6 19.4	- -	-	31 100.0
2. Professional Subjects	15 48.4	12 38.7	2 6.5	- -	- -	2 6.5	31 100.0
3. General Education Subjects	1 3.2	6 19.4	16 51.6	6 19.4	- -	-	31 100.0
4. Audio-Visual Aid Subjects	10 32.3	3 9.7	12 38.7	6 19.4	- -	-	31 100.0

TABLE 7.22: TUTORS' OPINIONS ON QUESTIONS 1-6

Question No.	Always		Often		Sometimes		Rarely		Never		No Reply		Total F. %
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	
1	2	6.5	5	16.1	11	35.5	5	16.1	2	6.5	6	19.4	31 100.0
2	2	6.5	-	-	18	58.1	3	9.7	2	6.5	6	19.4	31 100.0
3	11	35.5	5	16.1	9	29.0	5	16.1	-	-	1	3.2	31 100.0
4	-	-	6	19.4	19	61.3	4	12.9	-	-	2	6.5	31 100.0
5	2	6.5	7	22.6	12	38.7	8	25.8	-	-	2	6.5	31 100.0
6	3	9.7	13	41.9	14	45.2	-	-	-	-	1	3.2	31 100.0

KEY RATING

F = Frequency

% = Percentage of Sample

"Institutions provide facilities to preview and assess the role of Educational Technology in Training Institutions.

Replies in Table 7.22 show that 64.6% of tutors feel they 'always' or 'often' did this. This can be regarded as quite an encouraging response pattern in that it provides some evidence of training institutions in England, of trying to provide facilities to meet the needs of English society in a more technological future.

In Question 3, tutors were asked to respond to the statement that, "student-teachers receive, during their initial training course, at least a sample introduction to educational technology at the conceptual, as well as the practical level.

As Table 7.22 shows, eleven respondents (35.5%) said that students 'always' receive an introduction to Educational Technology. Sixteen-point-five per cent felt they did 'often', while 29.0% said 'sometimes'. Five tutors (16.1%) indicated 'rarely'. Most of the student-teachers in the training institutions tend to receive an introduction to Educational Technology, either with the subject of Design and Technology, or through the Computer Sciences. Table 7.22 shows that the majority of respondents (61.3%) believed that training courses 'sometimes' make optimum use of Educational Technology. Six respondents (19.4%) felt they did so 'often', and 12.9% replied 'rarely'.

In Question 5, respondents were asked how efficiently involved were student-teachers in producing audio-visual aids during their initial training course. Two tutors (6.5%) said that students were 'always' involved in producing audio-visual aids; seven others (22.6%) indicated they were involved 'often'; 38.7% stated 'sometimes'. Eight tutors (25.8%) stated 'rarely'. (See Table 7.22).

Respondents were asked in Question 6 to react to the statement, that, "Training institutions help student-teachers to have a positive attitude towards the use of audio-visual aids". Sixteen respondents (51.6%) stated that they did so 'always' or 'often'; fourteen others (45.2%) said 'sometimes'.

Question 7 asked tutors if they would like the use of educational media in training institutions to be increased or decreased.

TABLE 7.23: Would you Like to See More or Less Use of Educational Media?(Question 7)

Response Code	Frequency	Percentage of Sample
Much more	8	25.8
A little more	19	63.3
As at present	3	9.7
A little less	-	
Much less	1	
No reply	1	3.2
TOTAL	31	100.0

As Table 7.23 shows, the great majority of tutors (89.1%) wanted to see more use of educational media in training courses: 25.8% of them said 'much more'. Three other tutors (9.7%) wanted them 'as at present'.

In Question 8, tutors were required to evaluate the quality of audio-visual aids available for initial training courses. More than half of the tutors (58.1%) stated that the current position was 'acceptable', while two respondents (6.5%) found the quality of these materials 'poor'. Eleven respondents (35.5%) declared that it was 'good' or 'excellent'. (See Table 7.24).

TABLE 7.24: Tutors' Opinions on Questions 8 and 9

Question No.	Excellent		Good		Acceptable		Poor		Very Poor		No Reply		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
8	2	6.5	9	29.0	18	58.1	-	-	2	6.5	-	-	31	100.0
9	4	12.9	3	9.7	11	35.5	10	32.3	-	-	3	9.7	31	100.0

In Question 9, tutors were asked their opinions on the clarity of the aims for using audio-visual aids in training courses. The results are shown in Table 7.24. Seven tutors (22.6%) found the aims to be 'excellent' or 'good'. Eleven respondents (35.5%) said it was 'acceptable'. Ten others (32.3%) indicated it was 'poor'.

Respondents were required in Question 10 to state their opinions on the statement that, "In general, audio-visual aids teaching provides practical and theoretical experience for students in initial training courses." Table 7.25 shows that the majority of tutors (64.6%) 'agreed' that audio-visual aids were playing this role; 9.7% of them doing so 'strongly', while only five respondents (16.2%) did not agree.

TABLE 7.25: Frequency and Percentage of Respondents' Replies to Questions 10-14

Question No	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
10	3	9.7	17	54.8	6	19.4	3	9.7	2	6.5	31	100.0
11	1	3.2	16	51.6	10	32.3	4	12.9	-	-	31	100.0
12	-	-	6	19.4	8	25.8	15	48.4	2	6.5	31	100.0
13	-	-	16	51.6	15	48.4	-	-	-	-	31	100.0
14	-	-	12	38.7	11	35.5	6	19.4	2	6.5	31	100.0

In Question 11, the statement offered was: "Student-teachers could improve their professional side by using audio-visual aids substantially during the initial training course." The replies in Table 7.25 show that more than half of the tutors (54.8%) agreed with the view, doing so 'strongly'.

In Question 12, respondents were asked to respond to the statement that, "Training courses use audio-visual aids inappropriately to the

subject matter of the school situation. Table 7.25 shows that more than half of the respondents (54.9%) 'disagreed' or 'strongly disagreed' with the statement, while six respondents (19.4%) 'agreed'.

In Question 13, tutors were required to indicate their reaction to the statement that, "Initial training courses that place a substantial emphasis on Educational Technology help student-teachers to adjust themselves to the continuous changes in teaching professions." Table 7.25 shows that just over half of the sample, 51.6%, agreed, while 48.4% did not know whether to agree or disagree.

Question 14 sought tutors' opinions on the role of Educational Technology as a central part of preparing teachers in initial training courses. Responses detailed in Table 7.25 show that 38.7% of the tutors agreed, while 25.9% disagreed or strongly disagreed.

To conclude the questionnaire, Question 15 was an open question giving respondents more opportunity to state their suggestions or comments for improving the use of educational media in initial training courses. Four tutors made suggestions to the effect that it would be helpful if teachers have adequate technology for their own teaching - thus, being able to demonstrate its use as a part of theory teaching. Two respondents wanted to see more teaching, more equipment, special department for training and courses/workshops for the in-service training of all tutors to enhance their knowledge of and skills in educational media.

7.1.3 Analysis of Tutors' Questionnaire Data by Using Cross-tabulation

The questionnaire survey was also designed to facilitate the examination of the relationship between personal information variables. The Chi-square test was used for this purpose.

Regarding the first relationship between tutors' ages and responses to each question, the results are shown in Table 1 Appendix 4A . From that table, it can be understood that there are 19 questions and sub-questions which have different degrees of significance. These questions are: 1(a) and (b); 2(a) and (b); 3; 5; 9; 10(g); 11(b); 11(c); 12(b) and (c); 17(c), (e) and (g); 23(c) and (d); 24(3) and (4), in Part One. In Part Two, 7 respondents out of 14 show significance. The rest of the responses to questions in both parts show no significance.

In Part One, Questions 1 and 2 asked about the degree of satisfaction of the duration and timing of teaching practice in the B.Ed and PGCE courses. In Question 1, the value of chi-square is 20.09 $p < .001$ for the B.Ed course, and 10.32 $p < .04$ for the PGCE course. In Question 2, the value of χ^2 is 15.74 $p < .04$ for the B.Ed course and 11.71 $p < .001$ for the PGCE course. Questions 3 and 5 invited tutors' opinions on the best form* of teaching practice and observation. The value of χ^2 for Question 3 is 27.26 $p < .001$. This shows a high significance. In Question 5, the χ^2 value is 10.87 $p < .03$.

* (For more detail about the form of teaching practice and school observation, see Appendix 3I, Question 3 and 5 of tutors' questionnaire)

Question 9 invited tutors to state whether they agree or disagree about the statement that, "tutors are given sufficient time for the supervision of teaching practice and school observation." The results are shown in Table , Appendix . Again, the significance is very high. The value of χ^2 is 22.56 $p < .001$. In Question 10, item (g), tutors were asked about what should be the role of H.M.Is in assessing the practical performance of student-teachers. The value of chi-square is 18.03 $p < .001$.

Question 11 asked tutors to evaluate the number of supervision visits by professional tutors (item b) and classroom teachers (item c). The χ^2 for item (b) is 19.37 $p < .001$ and 17.34 $p < .001$ for item (c).

Question 12 asked tutors about the evidence they used in assessing student-teachers at the end of the training course. In item 12(b), the value of χ^2 is 8.80 $p < .01$ and item (c) is 10.09 $p < .001$.

In Question 17, respondents were invited to express degrees of agreement or disagreement as to what are the current aims* for training courses. The value of χ^2 for item (e) is 6.23 $p < .04$ and in item (g) is 14.01 $p < .03$.

Question 23 asked tutors how useful different teaching methods in initial training courses were in preparing student-teachers to teach. Item (c): discussion as a teaching method, shows

* (For more details about the aims of training courses, see Appendix 3I, Question 17 of the tutors' questionnaire)

8.88 $p < .001$ χ^2 value and item (d): tutorials, 24.05 $p < .001$.

In Question 24, item (4) which asked tutors on the component subjects of initial training courses, the value is 13.85 $p < .03$.

In Part Two of the questionnaire, it appears from Table 1, Appendix 4A, that seven questions show significance. Questions 1, 4 and 11 show low significance. Question 2, which asked tutors to react to the statement that "institutions provide facilities to preview and assess the role of Educational Technology in training institutions", shows high significance. The value of χ^2 is 15.67 $p < .02$. For Question 3, which asked tutors whether training courses make optimum use of Educational Technology, the χ^2 value is 23.67 $p < .001$. Question 9 asked tutors on the clarity of the aims in using audio-visual aids. The value of χ^2 for this item is 26.60 $p < .001$. In Question 12, the value of χ^2 is 14.77 $p < .02$.

In general, then, some of the above questions show a high significance between the ages of the respondents and their replies.

The second relationship tested was between tutors' sex and their responses to each question. Table 2, Appendix 4A, shows the results, the value of chi-square, and the level of significance for each question.

In Part One, eighteen questions and sub-questions show significance; these questions are: 1(in respect of the B.Ed course);

4(a) and (b); 9; 10(d), (e) and (f); 11(a) and (c); 12(a), (c) and (e), 14; 17(c); 18(b); 23(a); and (d), and 24(1)*. In the remaining questions, sex showed no significance at all. For Question 1(a), the value of χ^2 is 10.92 $p < .04$. For Questions 4(a), χ^2 is 9.5 $p < .05$, and for 4(b) it is 9.95 $p < .04$. These items show low significance.

The value of χ^2 for Question 9 is 38.66 $p < .001$. This is very high and very significant. In Question 10, tutors were asked about the prospective importance of ways of assessing student-teachers after they finish their teaching practice. The results obtained are detailed in Table , Appendix . For item(d), the value of χ^2 is 13.65 $p < .009$; for item (e) it is 9.16 $p < .01$; and for item (f) it is 9.85 $p < .007$. In Question 11, tutors were asked to evaluate the number of supervision visits, the choices being given in sub-questions. For item (a), χ^2 is 15.79 $p < .05$. For item (c), χ^2 is 36.95 $p < .001$. In Question 12, three sub-questions concerning the evidence tutors used in assessing student-teachers at the end of training courses showed significance. The values of χ^2 for items (a), (c) and (e) respectively were: 27.00 $p < .001$; 9.59 $p < 0.08$ and 8.28 $p < 0.2$. All of these reflect high significance. The value of chi-square for Question 14 is 32.38 $p < .001$. This, too, shows a high significance. In Question 17, item (c), the value of chi-square is 12.68 $p < .01$. Question 18

*(For the title of these questions, see Appendix 3I, tutors' questionnaire)

asked tutors to rate the extent to which main subjects in the training course were adequate for preparing student-teachers for teaching these subjects. Item (b) was addressed to respondents, who replied 'not adequate'. The value of χ^2 for this item is 6.00 $p < .05$. Question 23 concerned how useful were different teaching methods. The value of χ^2 for item (a) is 17.28 $p < .03$, and for item (d) it is 22.63 $p < .001$. The value of χ^2 for Question 24, item (1) is 12.70 $p < .05$.

In Part Two, there are four questions where sex shows significance; these are 2, 4, 5 and 8. For Question 2, respondents were asked to react to the statement that, "institutions provide facilities to preview and assess the role of educational technology. The value of χ^2 for that question is 21.46 $p < .01$. In Question 4, tutors were asked if training courses make optimum use of educational technology. The value of χ^2 for that question is 12.43 $p < .01$. Question 5 asked how efficiently involved were student-teachers in producing audio-visual aids. The value of χ^2 that emerged is 12.36 $p < .05$. This shows a low significance. In Question 8, tutors were required to evaluate the quality of audio-visual aids. The value of χ^2 resulting is 21.14 $p < .007$. It should be noted, therefore, that from the data analysis, some questions and sub-questions do show a high relationship between the tutors' sex and their responses to questions. In other questions, sex shows only low significance.

The third relationship tested was that between tutors' length of teaching experience and their replies to each question presented

in the questionnaire. Table 3 , Appendix 4A , illustrates the relationship and the value of chi-square for each question. This table indicates that in twelve questions and sub-questions in Part One, length of teaching experience shows significance. These questions are: 2 (PGCE), 4 (PGCE); 5; 6; 8; 10(a) and (f); 11(a); (b) and (c); 17(c) and (f); 18(a) B.Ed; 19(a) and (b); 23(c), (d) and (e); 24(1), (2), (3) and (4). In the remaining questions, length of teaching experience shows no significance at all. The values of χ^2 for these questions are as follows: for Question 1, it is 23.84 $p < .001$; for Question 2 (PGCE), it is 19.15 $p < .001$; for Question 4 (PGCE), it is 14.40 $p < .01$; for Question 5, it is 21.27 $p < .001$; for Question 6, it is 13.64 $p < .001$; for Question 8, it is 32.56 $p < .001$. In Question 10, tutors were asked about the evidence they used to assess student teachers. The value of χ^2 for item (a) is 14.06 $p < .03$, for item (f) it is 9.43 $p < .02$. Question 11 asked tutors to evaluate the number of supervision visits. The value of chi-square for item (a) is 23.07 $p < .03$; for item (b) it is 17.63 $p < .001$; for item (c) it is 16.42 $p < .01$. The value of χ^2 for Question 17, item (c) is 17.33 $p < .001$, for item (e) it is 13.04 $p < .001$; for item (f) it is 23.61 $p < .001$. In Question 18, tutors were asked to appraise the adequacy of main subject courses of initial training. The value of χ^2 for the B.Ed course is 16.64 $p < .01$. Question 19 asked tutors about the professional subjects. The value of χ^2 for item (a) is 17.57 $p < .001$; for item (b) it is 6.56 $p < .04$. The value of χ^2 for Question 23(c) is 7.98 $p < .001$; for item (d) it is

23.31 $p < .001$; for item (e) it is 18.5831 $p < .001$. For 24(1), the value of χ^2 is 20.10 $p < .02$; for item (2), it is 14.64 $p < .02$; for item 3, it is 23.71 $p < .001$; and for item (4) it is 20.09 $p < .02^*$. There are, then, some questions which show a high significance, and this means that there is a strong relationship between tutors' length of teaching experience and their reply to these questions. In some questions, the results of analysis show only weak significance, which means that there is no clear evidence of relationship between tutors' length of teaching experience and their answer to these questions.

In Part Two, there are 10 questions out of 14, where length of teaching experience shows significance. These are: 1, 2, 3, 7, 9, 11, 12 and 14. (Question 14 shows a low significance). For Question 1, the χ^2 value is 38.61 $p < .001$; for Question 2, it is 31.91 $p < .001$; for Question 3, it is 20.30 $p < .02$; for Question 7, it is 17.97 $p < .001$; for Question 9, it is 22.42 $p < .001$; for Question 10, the value of χ^2 is 42.23 $p < .001$; for Question 11, it is 41.67 $p < .001$; for Question 12, it is 28.96; and for Question 14, it is 22.10 $p < .001$.

On the whole, the results of analysis, again, show a high significance between tutors' length of teaching experience and their reply to these questions. However, they have similar opinions about aspects of educational media in some questions.

*(For more details about the title of the above questions and sub-questions, see Appendix 3I, tutors' questionnaire)

The fourth relationship tested was that between tutors' academic qualifications, and their replies to each question. The results in Table 4 , Appendix 4A , show the chi-square and its significance level. From this table, it appears that more than half of the questions and sub-questions (16), show significant differences in Part One of the questionnaire. In Question 1(a) B.Ed course, the value of χ^2 is 50.35 $p < .001$, for Question 2(a) B.Ed, the level of χ^2 is 44.21 $p < .001$; for 4 B.Ed, it is 39.05 $p < .001$, and for Question 9, it is 51.56 $p < .004$. In Question 10, the chi-square value is 38.66 $p < .001$ for item (a); 31.00 $p < .001$ for item (c) and 27.59 $p < .02$ for item (d). These values show a high significance. In Question 11, the value of chi-square is 41.44 $p < .04$ for item (a), 57.59 $p < .001$ for item (b) and 33.61 $p < .04$ for item (c). These also show significance. The value of χ^2 for Question 12(c) is 9.34 $p < .05$. In Question 17, which asked tutors about their agreement and disagreement on the current aims of initial teacher training. The value of χ^2 for item (c) is 26.64 $p < .02$, for item (f), it is 40.95 $p < .01$, and for item (j) it is 41.73 $p < .004$. Question 24 asked tutors to evaluate the components of initial teacher-training. The values of χ^2 for item (1) is 35.47 $p < .03$ and for item (3), 25.33 $p < .03$.

In Part Two, only two questions show significance. Table 4 , Appendix 4A , show the results. For Question 8, tutors were requested to evaluate the quality of audio-visual aids available in initial teacher-training. The value of χ^2 is 32.38 $p < .05$. This

shows a low level of significance. In Question 14, tutors were asked whether training institutions consider educational technology as a central part of preparing teachers. The value of chi-square is 44.56 $p < .007$.

It can be concluded from the above results that there is a strong relationship between tutors' academic qualifications and their answer to some questions. Other questions, however, show only a very low significance, implying a weak relationship.

The fifth relationship tested was that between tutors' main teaching subjects, and their responses to each question. Table 5 Appendix 4A , shows the chi-square value and significance level for each question. From that Table and Appendix, it emerges that 12 questions and sub-questions show significance in Part One. These questions are: 9; 10(e); 12(b) and (e); 15; 17(a), (c), (f) and (j); 19(a); 23(b) and (e). The values of χ^2 for these questions and sub-questions are as follows: for Question 9, it is 49.60 $p < .007$; for Question 10(e), it is 16.64 $p < .02$; for Question 12(b), it is 14.39 $p < .05$, for Question 12(e), it is 14.40 $p < .03$; for Question 15, it is 25.73 $p < .03$; for Question 17(a), it is 58.47 $p < .001$; for Question 17(c), it is 25.81 $p < .03$; for Question 17(f), it is 49.00 $p < .001$; for Question 17(j), it is 56.08 $p < .001$; for Question 19(a), it is 41.32 $p < .001$; for Question 23(b), it is 25.77 $p < .03$ and finally, the χ^2 value for Question 23(e) is 56.05 $p < .001^*$.

*(For the title of these questions, see Appendix 3I, tutors' questionnaire, Part One)

In Part Two, there are 6 questions out of 14 where tutors' subject areas show significance, some of this high. These questions are 1, 2, 5, 6, 9 and 10. The remaining questions in Part One and Two show no significance at all. Table 5, Appendix 4A, illustrates the value of chi-square and its significance for Part Two. The values of chi-square for the significant questions in Part Two are as follows: for Question 1, it is 40.91 $p < .05$; this shows low significance. For Question 2, it is 54.63 $p < .001$; for Question 5, it is 54.06 $p < .001$; for Question 6, it is 32.05 $p < .004$; for Question 9, it is 40.68 $p < .007$; and finally, for Question 10, the χ^2 value is 44.99 $p < .02$. In all of these questions, with the one noted exception subject background shows very high significance.

It can be concluded from data analysis that in some questions and sub-questions, the relationship between tutors' main teaching subjects and their responses shows high significance. In other questions, the relationship is non-existent or low.

7.2 SURVEY OF STUDENT-TEACHERS

Before the data collected in Parts One and Two of the student-teachers' questionnaire are discussed, attention should be drawn to data gathered in a personal information section.

Question 8 asked students if they were keen to become teachers. The replies shown in Table 7.26 indicate that 93.1% of students said

'yes'. It would seem, therefore, that in the case of England, and unlike Iraq, the overwhelming majority of students attending institutions do genuinely desire to become teachers.

Question 9 asked students to state if the institution they were attending was their first choice.

Table 7.26 indicated that 61.3% of the sample said 'yes', while 38.7% said 'no'. This may mean that some students would have preferred to enter another field of study, but in the English context, the response pattern may simply mean that some students were unsuccessful in their attempts to enter more "popular" and "prestigious" teacher-training institutions, or would have preferred to have trained in another geographical region had they been accepted.

An open question following Question 9 asked students: "If this was not your first choice, did you apply to another field of study?" Unfortunately, no-one replied to this question, so *none of the hoped* for further clarification was provided.

TABLE 7.26: FREQUENCY AND PERCENTAGE OF STUDENTS' REPLIES TO QUESTIONS 8 AND 9

Question No.	Yes		No		No Reply		Total	
	F.	%	F.	%	F.	%	F.	%
8	161	93.1	10	5.8	2	1.2	173	100.0
9	106	61.3	67	38.7	-	-	173	100.0

7.2.1 Questionnaire Part One

This part of the questionnaire comprised twenty-four closed and open sub-questions, and questions exploring the four areas detailed at the outset to this chapter.

Teaching Practice and School Observation: Questions 1-10

Question 1 solicited student-teachers' views on the satisfaction, or otherwise, of the current duration of teaching practice, in B.Ed and PGCE courses.

Thirty-five-point-eight per cent of respondents indicated that the duration of teaching practice in the B.Ed course was satisfactory; 7.5% of others said not satisfactory. For the PGCE course, 35.3% of respondents said satisfactory; 9.2% indicated not satisfactory. It seems to be, therefore, that in the view of most students, a teaching practice of 36 weeks duration is enough to prepare student-teachers to teach in schools. (See Table 8.27)

TABLE 7.27: FREQUENCY AND PERCENTAGE OF STUDENTS' REPLIES TO QUESTIONS 1 AND 2

Question No.	Frequency				Total	%			No Reply	Total
	S	NS	DK	Reply		S	NS	DK		
1(B.Ed) (PGCE)	62	13	2	74	173	35.8	7.5	13.9	42.8	100.0
	61	16	7	89	173	35.3	9.2	4.0	51.4	100.0
2(B.Ed) (PGCE)	81	12	4	76	173	46.8	6.9	2.3	43.9	100.0
	71	6	15	81	173	41.0	3.5	8.7	46.8	100.0

KEY RATING: S = Satisfactory
NS = Not Satisfactory
DK = Don't Know

Responses to Question 2, detailed in Table 7.27, reveal that 81 students (46.8%) found the timing of teaching practice in the B.Ed courses satisfactory, while seventy-one respondents (41.0%) following the PGCE course also indicated the duration was satisfactory. A minority of students in both courses found the teaching practice duration satisfactory.

Question 3 asked students about the form in which they preferred teaching practice.

TABLE 7.28: FORM IN WHICH STUDENTS WOULD PREFER TEACHING PRACTICE

Form of Teaching Practice	%	
(a) As at present.	130	75.1
(b) In several shorter spells.	16	9.2
(c) To take place in the last four weeks of each of the last two years of the courses.	3	1.7
(d) A number of separate weeks in schools is better for students than a longer block of time.	10	5.8
(e) To take place during the training course on average three weeks yearly and 16 weeks in the last year of the course.	5	2.9
* No replies	9	5.2
TOTAL	173	100.0

Table 7.28 reveals that the overwhelming majority of students (75.1%) preferred teaching practice as at present. There were no

responses to the open-ended element.

Question 4 asked about the current duration of school observation in the B.Ed and PGCE course. Seventy-one students (41.0%) in the B.Ed course, considered the current duration of school observation satisfactory, while 26 others (15.0%) found it unsatisfactory. In the PGCE course, 32 students (18.5%) indicated 'satisfactory', but 35 others (20.2%) declared the duration of observation to be 'unsatisfactory'. (See Table 7.29)

TABLE 7.29: DISTRIBUTION AND FREQUENCY OF STUDENTS' REPLIES TO QUESTION 4

Question No.	Satisfactory		Not Satisfactory		Don't Know		No Reply		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%
4 (B.Ed)	71	41.0	26	15.0	5	4.9	71	41.0	173	100.0
(PGCE)	32	18.5	35	20.2	15	8.7	91	52.0	173	100.0

Question 5 asked students to indicate which educators had given them valuable advice.

The great majority of students (83.8 %) stated that they had received advice from classroom teachers. Seventy-eight-point-six per cent found that institutions' tutors in professional subjects had also given them valuable advice. Subjects' tutors in institutions rated third in helping student-teachers, while headteachers and HMIs appeared to give little support.

It should be noted that the response pattern is very similar to that obtained on the Iraqi side, but with the important exception that teachers in Iraq had a minimal role in this connection. (See Table 7.30)

TABLE 7.30: OPINIONS OF STUDENT-TEACHERS' ON QUESTION 5

Kinds of Educators	Frequency							
	Yes	No	No Reply	Total	Yes	No	No Reply	Total
(1) Institutions' tutors who teach main subjects.	115	58	-	173	66.5	33.5	-	100.0
(2) Institutions' tutors who teach professional subjects.	138	29	8	173	78.6	16.8	4.6	100.0
(3) H.M.I.	6	134	33	173	3.5	77.5	19.1	100.0
(4) The head teacher.	76	83	14	173	43.9	48.0	8.1	100.0
(5) The classroom teacher.	145	23	5	173	83.8	13.3	2.9	100.0

Question 6 asked students to choose from a given list of options the form of school observation they most preferred, and opportunity was also provided to add further comment.

TABLE 7.31: FREQUENCY AND PERCENTAGE OF STUDENT-TEACHERS' REPLIES TO QUESTION 6

Forms of School Observation Preferred	Frequency	%
(a) As at present.	97	56.1
(b) One day each week during the last term of the first year.	1	.6
(c) One day each week during the first term of the first year.	27	15.6
(d) One day each week during the first year.	19	11.8
* No reply	29	16.8
TOTAL	173	100.0

The replies, detailed in Table 7.31, show that more than half of the respondents wanted the school observation as at present, while option (d) attracted 15.6% of responses. Nineteen respondents (11.0%) preferred the school observation to be one day each week during the first year.

In addition to the above: Four students from the secondary PGCE course suggested that they would prefer one day each week during the PGCE year; three others preferred more observation. Early in the PGCE course (during the first term), five students from secondary B.Ed courses wanted to see one day/session per week throughout the course and various schools to be visited.

Question 7 enquired: "Did you visit more than one class in your school observation." Replies in Table 7.32 show the majority of students (76.3%) said 'yes', while 22.0% said 'no'.

TABLE 7.32: FREQUENCY AND PERCENTAGE OF STUDENTS' REPLIES TO QUESTION 7

Response Code	Frequency	Percentage
Yes	132	76.3
No	38	22.0
No Reply	3	1.7
TOTAL	173	100.0

In Question 8, students were asked: "Were you required to write a report about your school observation?"

TABLE 7.33: FREQUENCY AND PERCENTAGE OF STUDENTS' REPLIES TO QUESTION 8

Response Code	Frequency	Percentage
Yes	118	68.2
No	47	27.2
No Reply	8	4.6
TOTAL	173	100.0

As Table 7.33 shows, the majority of students (68.2%) had been required to write a report about their school observation, while in the Iraqi case, about the same percentage said 'no'. (See Chapter 7, Iraq student survey Question 8).

Question 9 was an open question requiring students to state their suggestion(s) for improving school observation and teaching practice. Four students on secondary PGCE courses would like to see more help from the class teachers; and others suggested that longer visits for collection information prior to teaching practice would be welcome; six students following CNAA courses said teaching practice should take place much earlier in the course.

Assessment of Student-Teachers; Questions 10-12:

This part of the questionnaire consisted of three questions, asking students their opinions about the assessment of student-teachers.

Question 10 posed the statement that, "A major problem of initial training courses is the lack of relevant methods for assessing student-teachers." Students were asked to what extent they agreed or disagreed with this. Thirty-nine students (22.8%) agreed with the lack of relevant methods for assessing student-teachers; 5.8% did so strongly, while 45.1% did not agree with the statement; 2.3% of them disagreeing strongly. (See Table 7.34)

In Question 11, students were asked to what degree they agreed or disagreed with the statement that: "Tutors in training institutions have appropriate knowledge and skills to assess student-teachers." The replies in Table 7.34 show that more than three-quarters of the sample (72.9%) agreed with the statement; 5.8% of them strongly agreeing. Only 10.4% did not agree.

TABLE 7.34: OPINIONS OF STUDENT-TEACHERS TO THE ASSESSMENT OF STUDENT-TEACHERS (QUESTION. 10-12)

Question No.	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
10	10	5.8	29	16.8	54	31.2	74	42.8	4	2.3	171	98.8*
11	10	5.8	116	62.1	29	16.8	18	10.4	-	-	173	100.0
12	6	3.5	45	26.0	27	15.6	76	43.9	19	11.0	173	100.0

* Two cases did not reply

Question 12 asked students to state whether they agreed or disagreed with the statement that: "Classroom teachers do not have the appropriate knowledge and skills to assess student-teachers." The results, detailed in Table 7.34, show more than half of the students (54.9%) disagreed with this statement; 11.0% of them doing so strongly. That school-teachers do have appropriate knowledge and skills to assess student-teachers is, perhaps, supported by the high degree of co-operation between training institutions and school teachers that can readily be observed.

The Aims and Nature of Training Institutions' Courses:

Questions 13-15:

This part of the questionnaire included four questions, 13-15, which sought the opinions of student-teachers about the nature of aims of teacher-training institutions.

In Question 13, respondents were asked, "How satisfactory are the present methods of selecting candidates for entry into teacher-training institutions?" (See Table 7.35)

TABLE 7.35: FREQUENCY AND PERCENTAGE OF STUDENT-TEACHERS' REPLIES TO QUESTION 13

Response Code	Frequency	Percentage
Satisfactory	54	31.2
Not Satisfactory	31	17.9
Don't Know	86	49.7
No Reply	2	1.2
TOTAL	173	100.0

According to the above table, it is clear that 31.2% of the students thought present methods of selecting candidates for entry to training institutions were satisfactory, while 17.9% thought they were not satisfactory. Eighty-six students (49.7%) did not know whether they were satisfactory or not.

Question 14 was concerned with students' opinions and attitudes towards aspects of the system of initial teacher-training in their institutions. As Table 7.36 shows, there was considerable satisfaction with these aspects of the present system, but 55.5% of the sample did, however, indicate that the system of initial training was not well-organised (item c).

TABLE 7.36: OPINIONS OF STUDENTS ON THE SYSTEM OF INITIAL TEACHER-TRAINING INSTITUTIONS (QUESTION 14)

Statements	Yes		No		No Reply		Total	
(a) It gives students sufficient encouragement for creative work.	122	70.5	45	26.0	6	3.5	173	100.0
(b) It gives students ample opportunity to improve skills and abilities.	95	54.9	72	41.6	6	3.5	173	100.0
(c) It is well-organised.	67	38.7	96	55.5	10	5.8	173	100.0
(d) The regime is harsh.	17	9.8	152	87.9	4	2.3	173	100.0

Open Question 14(f) was designed to allow any respondents who replied negatively to any of the statements 14(a-d) to explain their reasons for so doing.

Six students from secondary B.Ed indicated that secondary courses had been neglected with more attention being paid to primary students.

Three students reported that in their secondary PGCE courses, there was a lack of co-ordination between college departments; others complained of lack of information about course organisation. Nine students found that one year for PGCE (secondary) did not provide enough time/opportunity to improve their knowledge and skills.

Three students thought there were (unspecified) weaknesses in the PGCE (secondary) timetable.

Question 15 provided a closed set of response options framed to learn more about students' opinions concerning present methods of selecting candidates to train as teachers. Table 7.37 shows the response pattern that emerged.

TABLE 7.37: FREQUENCY AND PERCENTAGE OF STUDENT-TEACHERS' REPLIES TO QUESTION 15

Forms of Selecting Candidates	Yes		No Reply		Total	
	F.	%	F.	%	F.	%
(a) good reference from previous school.	69	39.9	104	60.1	173	100.0
(b) academic achievement.	61	35.5	112	64.7	173	100.0
(c) Special tests.	19	11.0	154	89.0	173	100.0
(d) interview.	123	71.1	50	28.9	173	100.0
(e) a combination of items a,b,c and d.	66	38.2	107	61.8	173	100.0

The most favoured method of selecting students for entry into the teacher-training institutions among those supplied, is an 'interview'. This method was chosen by 71.1% of the respondents. "Good reference from previous school" and "a combination of different criteria" (item e) attracted nearly equal percentages, i.e. 39.9% and 38.2%, respectively. 'Academic achievement' was preferred by 61 students (35.5%), while nineteen respondents (11.0%) wanted special tests. No reply was made to the open question, which asked students to suggest "other methods of selecting candidates."

Question 16 sought the opinions of student-teachers on the types of tutors likely to be most effective in terms of their qualifications and experience. Replies in Table 7.38 show that 41.6% thought tutors with considerable experience of teaching in school, and first university degree (item a). Eighty students (46.2%) preferred tutors with a higher academic qualification, and considerable experience of teaching in schools (item c). Nobody chose option (a).

TABLE 7.38: OPINIONS OF STUDENT-TEACHERS ON THE TYPES OF TUTORS LIKELY TO BE MOST EFFECTIVE IN TRAINING INSTITUTIONS

Types of Tutors	Frequency	Percentage
(a) Tutors with higher academic degree only.	-	-
(b) Tutors with considerable experience of teaching in school, and a first university degree.	72	41.6
(c) Tutors with higher academic qualification, and considerable experience of teaching in schools.	80	46.2
* No reply	21	12.1
TOTAL	173	100.0

Item (f) was an open question that asked: "What other types of tutors do you think should be working in teacher-training institutions?"

Five students from (CNAA Secondary) suggested "tutors with industrial experience", and two others (from the Primary B.Ed) felt that practising teachers fresh from school were important to teach in these institutions.

Curricula and Teaching Methods: Questions 17-24:

In this section of the questionnaire, students were encouraged to express their opinions about the current curricula and teaching methods used in initial teacher-training institutions (Questions 17-24).

Students were asked their views, in Question 17(a), on the adequacy, or otherwise, of main subjects' provision in the B.Ed and PGCE courses for preparing student-teachers to teach similar subjects in schools.

TABLE 7.39(a): WHETHER OR NOT STUDENTS CONSIDER THE MAIN SUBJECT IN THE B.ED AND PGCE COURSES TO BE ADEQUATE AS PREPARATION FOR TEACHING SIMILAR SUBJECTS IN SCHOOL (QUESTION 17(a))

Response Code	Frequency		Percentage of Sample	
	B.Ed	PGCE	B.Ed	PGCE
Adequate	42	45	24.3	26.0
Inadequate	54	28	31.2	16.2
Don't Know	1	13	.6	7.5
No Reply	76	87	43.9	50.3
TOTAL	173	173	100.0	100.0

As indicated in the above table, 42 students (24.3%) felt the main subject in the B.Ed courses were 'adequate', while 31.2% thought 'inadequate'. In the PGCE course, 26.0% of students judged main subject courses 'adequate', and 16.2% 'inadequate'.

To probe the issue further, in Question 17(b), those students only who had responded 'inadequate' in Question 17(a) were asked did they "consider the weakness due to inappropriate academic standards?"

TABLE 7.39(b): OPINIONS EXPRESSED IN REPLY TO QUESTION 17(b)

Response Code	Frequency	Percentage of (sub) sample
Yes	9	11.7
No	68	88.3
TOTAL	77	100.0

As Table 39(b) shows, 88.3% of the sub-group did not feel that the weakness in main subject teaching was due to inappropriate academic standards.

The following criticisms are typical of the reasons that were given: main subjects are completely separate from professional study course; there is a lack of method training; topics needed for training

are sometimes incorrectly presumed to be already familiar and different approaches to them already known." (Students from secondary B.Ed). Students from secondary PGCE courses also said, "Too much has to be learnt in one year and a two-year course would be better to achieve the aims of main subjects programmes." A considerable number of students (from CNAA secondary) commented to the effect that a lack of skills input and appreciation of the "real world". Ten students from the primary PGCE course complained of a lack of space on the timetable, and in particular of a lack of practical activities which would be useful in school experience.

In Question 18(a), students' opinions were sought on the adequacy, or otherwise, of the present curriculum of professional subjects in training institutions for preparing competent teachers for primary and secondary schools.

TABLE 7.40(a): STUDENTS' OPINIONS ON THE ADEQUACY OF THE CURRICULUM OF PROFESSIONAL SUBJECTS FOR PREPARING COMPETENT TEACHERS

Response Code	Frequency	Percentage of Sample
Adequate	126	72.8
Inadequate	26	15.0
Don't Know	21	12.1
TOTAL	173	100.0

Table 7.40(a) shows that the majority of students (72.8%) indicated that the curriculum of professional subjects for preparing competent teachers was 'adequate', while the minority (15.0%) thought it was 'inadequate'.

A question following Question 18(a) asked those who had indicated 'inadequate', if they considered the weakness due to inappropriate professional standards set by the institutions.

TABLE 7.40(b): FREQUENCY AND PERCENTAGE OF STUDENTS' REPLIES TO QUESTION 18(b)

Response Code	Frequency	Percentage
Yes	12	30.0
No	28	70.0
TOTAL	40	100.0

Table 7.40(b) shows that 70.0% of students did not feel that the weakness in main subject teaching was due to inappropriate academic standards. Many students criticised the curriculum of professional subjects. Seven stated that there is a lack of time to gain confidence and get individual help/advice. Six others remarked to the effect that there was not enough attention paid to child observation and assessment.

In Question 19, students were asked whether or not they agreed with the statement that, "On the whole, initial teacher-training offers opportunities for encountering new and significant advance in scientific knowledge." Fifty-six students (32.4%) said they offered these opportunities, whereas 38.2% did not agree. (See Table 7.41)

TABLE 7.41: OPINIONS OF STUDENT-TEACHERS IN ANSWER TO QUESTION 19

Question No.	Frequency				Percentage of Sample			
	Yes	No	Don't Know	Total	Yes	No	Don't Know	Total
19	56	66	51	173	32.4	38.2	29.5	100.0

Question 20 was an attempt to allow for some student-teachers, evaluation of the psychology and other foundations of education courses. Students were asked to state their opinions on these courses, as provided by the training institution they attended. The question format comprised seven statements, and students were free to select more than one with which to agree or disagree.

The results in Table 7.42 show that statement (a), namely 'satisfactory' attracted the most responses (49.1%). Seventy students (40.5%) felt that these courses "deal well with some education problems of child growth" (item g). Statement (b) was

chosen by 30.1% of the students. The rest of the statements were selected by 23.1% of students, and less.

TABLE 7.42: DISTRIBUTION AND FREQUENCY AND PERCENTAGE OF STUDENTS' REPLIES TO QUESTION 20

Statement	Yes		No Reply		Total	
	F.	%	F.	%	F.	%
(a) Satisfactory.	85	49.1	88	50.9	173	100.0
(b) Too theoretical.	52	30.1	121	69.9	173	100.0
(c) Include theoretical and practical sides equally.	25	14.5	148	85.5	173	100.0
(d) Include too little experimental psychology.	20	11.6	153	88.4	173	100.0
(e) Include too little educational psychology.	18	10.4	155	89.6	173	100.0
(f) Include too little practice in child study.	40	23.1	133	76.9	173	100.0
(g) Deal well with some education problems of child growth.	70	40.5	103	59.5	173	100.0

Question 21 asked, "How valuable, in your opinion, are the following components of initial teacher-training courses: (1) main subjects; (2) professional subjects; (3) general education subjects; and (4) audio-visual subjects?"

Replies in Table 7.43 show that, in respect of item (1), the great majority of students found main subjects valuable, 37.0% 'extremely' so.

TABLE 7.43: OPINIONS OF STUDENT-TEACHERS ON QUESTION 21

Questions	EV.		VV.		V.		FV.		Not V.		No Reply		Total F. %
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	
(1) Main Subjects	64	37.0	27	15.6	40	23.1	32	18.5	7	4.0	3	1.7	173 100.0
(2) Professional Subjects	81	46.8	36	20.8	36	20.8	18	10.0	2	1.2	-	-	173 100.0
(3) General Education Subjects	33	19.1	38	22.0	61	35.3	24	13.9	8	4.6	9	5.2	173 100.0
(4) Audio-Visual Aids Subjects	20	11.6	40	23.1	61	35.3	43	24.9	6	3.5	3	1.7	173 100.0

KEY RATING

EV = Extremely Valuable

VV = Very Valuable

V = Valuable

FV = Fairly Valuable

Not V = Not valuable at all

A somewhat similar response pattern was obtained in respect of professional subjects. Item 3 concerned the opinions of students on the General Education subjects taught in training institutions. Thirty-three students (19.1%) indicated that they found these subjects 'extremely valuable'; 22.0% others said 'very valuable', and 35.9% indicated that these subjects were just 'valuable'. The remaining 41 students ranked between 'no reply' and 'fairly valuable'. The last item in Question 21 concerned audio-visual aids subjects. Twenty students (11.6%) indicated audio-visual aids subjects were 'extremely valuable'; 23.1% 'very valuable'; and 35.3% found these subjects just 'valuable'. Twenty-four students out of the total of 173, said these courses were 'fairly valuable'. (See Table 7.43).

Question 22 asked for students' views on the variety of teaching methods used in initial training courses, and whether or not they helped student-teachers develop their teaching skills.

TABLE 7.44: STUDENTS' VIEWS ON QUESTION 22

Response Code	Frequency	Percentage of Sample
Yes	130	75.1
No	20	11.6
Don't Know	4	2.3
No Reply	19	11.0
TOTAL	173	100.0

Table 7.44 shows that three-quarters of the sample (75.1%) felt the variety of teaching methods used had helped them; 11.6% felt not, and those remaining either did not know or did not reply.

Question 23 asked how useful for preparing student-teachers to teach in schools were teaching methods listed in Table 7.45.

In answer to item (a), as the results detailed in Table 7.45 show, 6.4% of respondents regard lectures as 'extremely useful'; 15.6% indicated them to be 'very useful'; while 44.5% judged lectures as 'useful'. The remaining students (33.5%) either ranked lectures as 'fairly useful' or did not reply.

Item (b) asked about 'Discussion' as a teaching method. The great majority of students (73.4%) felt that discussion was 'extremely useful' or 'very useful'. The rest of the students (26.6%) ranked discussion as either 'useful' or 'fairly useful'.

Responses to item 23(d) concerning the seminar as a teaching method, indicated that 9.2% of the students found this 'extremely useful'; 24.7% others found it 'very useful'; 34.7% indicated only 'useful', 24.3% 'fairly useful'; whereas 4.0% said 'not at all useful'.

Item (e) focussed on the role of projects as teaching methods. The great majority of the sample declared that projects as teaching

TABLE 7.45: OPINIONS OF STUDENT TEACHERS ON TEACHING METHODS IN PREPARING TEACHERS

Types of Teaching Methods	E.U.	V.U.	U.	F.U.	N.U.	No Reply	Total	E.U.	V.U.	U.	F.U.	N.U.	No Reply	Total
(a) Lectures	11	27	77	34	21	3	173	6.4	15.6	44.5	19.7	12.1	1.7	100.0
(b) Discussions	4	86	38	8	-	-	173	23.7	49.7	22.0	4.6	-	-	100.0
(c) Tutorials (individual or small group)	49	68	38	12	2	4	173	28.3	39.3	22.0	6.9	1.2	2.3	100.0
(d) Seminars (large group)	16	43	60	42	7	5	173	9.2	24.9	34.7	24.3	4.0	2.9	100.0
(e) Projects	49	53	49	13	6	3	173	28.3	30.6	28.3	7.5	3.5	1.7	100.0

KEY RATING

E.U. = Extremely Useful

V.U. = Very Useful

U. = Useful

F.U. = Fairly Useful

N.U. = Not at all Useful

methods ranged between 'extremely useful' (28.3%) and 'useful' (28.3%). Nineteen students (11.0%) indicated that projects as a teaching method ranked either 'not at all useful' or 'fairly useful'.

Item (f) was an open question inviting students to identify any other teaching methods they found useful, and the degree of their usefulness. Many students from all the courses pointed to the value of workshops. Students also attached importance to the experience of working in the classroom. Question 24 asked, what emphasis would students like to be given to each of the course components listed in Table 7.46. In respect of all four subjects groups, the majority of students indicated that they would like to see the emphasis on these subjects remain as at present.

7.2.2 Questionnaire Part Two; Educational Media in Training Institutions

This part of the questionnaire consisted of sixteen closed questions and one open question.

In Question 1, students were asked to choose from a range of responses to an enquiry as to how efficiently involved students are in producing audio-visual aids during their initial training in the B.Ed and PGCE courses.

Among students on the B.Ed course, 6.9% indicated that they are 'often' involved in producing some audio-visual aids; 30.1%

TABLE 7.46: OPINIONS OF STUDENT-TEACHERS IN RESPONSE TO QUESTION 24

Subjects	Much More		A little more		As at present		A little less		Much less		No Reply		Total F. %	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%		
1. Languages	48	27.7	55	31.8	59	34.1	6	3.5	-	-	5	2.9	173	100.0
2. Science	24	13.9	67	38.7	73	42.2	4	2.3	-	-	-	-	173	100.0
3. Professional subjects	28	16.2	50	28.9	89	51.4	4	2.3	2	1.2	-	-	173	100.0
4. Main subjects you intend to teach children.	-	-	12	6.9	52	30.1	23	13.3	14	8.1	72	41.6	173	100.0

said 'sometimes'; 13.3% of the students reported 'rarely'; and 8.1% said 'never', while seventy-two respondents did not reply to this item. In the case of PGCE course students, 17.9% of students indicated that they were 'rarely' involved in producing audio-visual aids, while 8.1% indicated 'sometimes'. However, as many as 54.9% of students did not reply to this question.

It is the view of this writer that one year of training is not enough to cover initial teacher-training activities; including educational media and its use in learning. However, it needs to be acknowledged that most English student-teachers will have had experience of such devices during their first degree studies, and before. (See Table 7.47)

TABLE 7.47: STUDENT-TEACHERS' RESPONSES TO QUESTIONS 1,2,3 AND 4:

Question No.	Always		Often		Some-times		Rarely		Never		No Reply		Total		
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	
1	B.Ed	-	-	12	6.9	52	30.1	23	13.3	14	8.1	72	41.6	173	100.0
	PGCE	6	3.5	16	9.2	14	8.1	31	17.9	11	6.4	95	54.9	173	100.0
2		20	11.6	12	6.9	75	43.4	46	26.6	14	8.1	6	3.5	173	100.0
3		32	18.5	28	16.2	75	43.4	32	18.5	6	3.5	-	-	173	100.0
4		30	17.5	59	34.1	53	30.6	23	13.3	6	3.5	2	1.2	173	100.0

In Question 2, students were required to assess the extent to which institutions provide facilities to preview the role of educational technology in training courses. Table 7.47 shows that 43.4% of students selected 'sometimes'; forty-six students (26.6%) 'rarely'; 11.6% 'always' and 6.9% 'often'. (See Table 7.47)

Question 3 sought to establish the degree to which student-teachers felt they receive during their training course at least a simple introduction to educational technology at the conceptual and practical level. From the results in Table 7.47, it can be seen that 43.4% of the students responded 'sometimes'; thirty-two students (26.6%) 'rarely', and the same number 'always'.

Question 4 explored whether, in the view of student-teachers, institutions help them to have a positive attitude towards the use of audio-visual aids. Thirty-two students (17.5%) said institutions 'always' helped students to have a positive attitude towards the use of such equipment; 59 others (34.1%) indicated they 'often' helped; 35 students responded 'sometimes'; 23 students (13.3%) 'rarely'; and a minority of 6 (3.5%) said 'never'.

Question 5 asked students to select from three given options relating to the place of educational media in training courses. These options are detailed in Table 7.48, as is the pattern of responses obtained.

TABLE 7.48: FREQUENCY AND PERCENTAGE OF STUDENT-TEACHERS' REPLIES TO QUESTION 5

Form of Courses	Frequency	Percentage
(a) A training course in which educational media feature significantly.	110	63.6
(b) A training course in which educational media do not feature significantly.	6	3.5
(c) I have no opinion as to whether educational media should feature significantly or not.	55	31.8
* No Reply	2	1.2
TOTAL	173	100.0

Table 7.48 shows that the majority of student-teachers (63.6%) indicated that they would prefer to have a training course in which educational media feature significantly, while 31.8% had no opinions on the matter.

In Question 6, student-teachers were asked, "How, in general, they rated the quality of audio-visual aids that are available for initial training courses in their institutions. Replies are detailed in Table 7.49.

TABLE 7.49: FREQUENCY AND PERCENTAGE OF SAMPLES' REPLIES TO QUESTION 6

Question No.	Excellent		Good		Acceptable		Poor		Very Poor		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
6	18	10.4	48	27.7	77	44.5	28	16.2	2	1.2	173	100.0

Fifty-six students (38.1%) indicated that the quality of available audio-visual aids was 'excellent' or 'good', while 17.4% of the respondents rated the quality as either 'poor' or 'very poor'. Seventy-seven students (44.5%) indicated that the quality was 'acceptable'.

Question 7 asked student-teachers to assess the degree of importance of using educational media in initial training courses.

TABLE 7.50: THE DEGREE OF IMPORTANCE OF USING EDUCATIONAL MEDIA
IN TRAINING COURSES (QUESTION 7)

Response Code	Frequency	Percentage of Sample
Very Important	40	23.1
Important	70	40.5
Acceptable	45	26.0
Unimportant	6	3.5
Not Important at all	-	-
*No Reply	12	6.9
TOTAL	173	100.0

As Table 7.50 shows, the majority of students (63.6%) indicated that the use of educational media was 'important' or 'very important' in initial training courses. Twenty-six per cent thought 'acceptable'.

In Question 8, students were required to state the degree of their agreement or disagreement with the statement that: "Institutions' tutors who teach how to use audio-visual aids are well-equipped for their role." The results, detailed in Table 7.51, show that the majority of students (68.1%) agreed with the statement; 2.3% of them doing so strongly; whereas, only 9.8% of students disagreed.

TABLE 7.51: OPINIONS OF STUDENT-TEACHERS' REPLIES TO QUESTIONS 8-16

Question No.	SA		A		N		D		SD		No Reply	Total		
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%		
8	4	2.3	114	65.9	38	22.0	17	9.8	-	-	-	-	173	100.0
9	12	6.9	117	67.6	36	20.8	8	4.6	-	-	-	-	173	100.0
10	34	19.7	88	50.9	33	19.1	18	10.4	-	-	-	-	173	100.0
11	25	14.5	91	52.6	32	18.5	25	14.5	-	-	-	-	173	100.0
12	3	1.7	46	26.6	30	17.3	84	48.6	10	5.8	-	-	173	100.0
13	15	8.7	112	64.7	29	16.8	10	5.8	6	3.5	1	.6	173	100.0
14	8	4.6	91	52.6	58	33.5	16	9.2	-	-	-	-	173	100.0
15	8	4.6	97	56.1	50	28.9	18	10.4	-	-	-	-	173	100.0
16	12	6.9	58	33.5	70	40.5	33	19.1	-	-	-	-	173	100.0

KEY RATING

SA = Strongly Agree
A = Agree
N = Don't Know
D = Disagree
SD = Strongly Disagree

Similar response formats were also used for Questions 9-16. In Question 9, the statement reacted to was: "Tutors have a positive attitude towards the use of audio-visual aids in training institutions." About three-quarters of students (74.5%) 'strongly agreed' or 'agreed'; 6.9% of them doing so strongly. (See Table 7.51)

In Question 10, the statement under consideration was: "Audio-visual aids provide important additional and practical experience for

students in training institutions." The majority of students (70.6%) said they agreed that such aids offered additional experience; 19.7% agreeing strongly. (See Table 7.51).

In Question 11, students were required to state their opinions as to whether or not 'Using audio-visual aids can improve the professional training course'. One hundred and sixteen students (67.1%) out of the total of 173, 'agreed' or 'strongly agreed'. The remaining respondents in the sample did not know whether to agree or disagree. (See Table 7.51)

In Question 12, students were asked to respond to the statement that, "Audio-visual aids which are used in initial training courses are inappropriate to the school situation." More than half of the respondents (54.4%) disagreed with the statement; 5.8% doing so strongly; 28.3% agreed .

Question 13 solicited reaction to the statement that: "Educational technology in initial training is often lower in standard than it should be." The majority of students (73.4%) agreed that equipment was often below the desired standard, 8.7% of them strongly agreeing. A minority disagreed.

In Question 14, students were required to state the extent to which they believed the "Use of new educational technology will raise the quality of initial training programmes." Ninety-nine respondents

(57.2%) said they agreed, while 33.5% did not know whether to agree or disagree. (See Table 7.51).

Question 15 focussed on the use of educational technology in training institutions, asking if student-teachers considered this up-to-date in terms of validity of content. Eight students (4.6%) 'strongly agreed' with the intimation that institutions were up-to-date, 97 others 56.1% agreed, whereas 10.4% disagreed.

Question 16 comprised the last closed question in the student-teachers' questionnaire. It requested students to indicate whether training institutions consider educational technology as a central part of the learning process or not. Seventy respondents (40.4%) agreed that they did, about the same number (40.5%) did not know whether or not to agree or disagree, while 19.2% disagreed.

Question 17 was an open item, providing student-teachers with the opportunity to suggest ways of improving the use of educational media in training institutions. Many students made suggestions and comments, and these can be summarised as follows:

- 1) Educational media should be made available to students at all times, even during holidays.

- 2) Some students indicated that educational media should be kept up-to-date and move with the times.

3) Training institutions should provide more training time/"hands on" experience in the use of educational technology, and also more time to research what is available.

4) Other students emphasised that the use of media should be connected with different subjects and not taught separately on their own.

5) Finally, many students wanted to see more time for input on educational media, including practical sessions and information about resources and facilities.

7.2.3 Analysis of Student-Teachers Questionnaire Data Using Cross-tabulation

In examining the relationship between the personal information (background) provided in the student-teachers' questionnaire, cross-tabulation was included.

The first relationship examined was that between students' type of institutions (primary and secondary) and their reply to each question. Table 1, Appendix 4B, illustrates the relationship and shows the value of Chi-square (χ^2) and its significance. From this table, it can be understood that twenty-three questions and sub-questions in Part One show significance, mostly very high significance. These questions are 2(B.Ed and PGCE course); 4 (B.Ed course), 5(1) and (2), and (4), 7; 8; 10; 11; 17(PGCE course);

18(a); 19; 21(1), (3) and (4); 22; 23(a), (b) and (e); 24(1), (2), and (3). The values of χ^2 for these questions are as follows: for Question 2(B.Ed course), the value of $\chi^2 = 11.97$ $p < .003$, representing very high significance; for Question 2(PGCE), it is 10.17 $p < .01$; for Question 4(B.Ed), it is 9.71 $p < .01$; for Question 5(1), it is $\chi^2 = 9.10$ $p < .01$; for Question 5(2), it is 18.76 $p < .001$; for Question 5(4), it is 9.12 $p < .001$; for Question 7, it is 10.51 $p < .01$; for Question 8, it is 50.23 $p < .001$.

The above questions asked student-teachers' opinions about certain aspects of teaching practice. For Question 10, the value of chi-square is 15.77 $p < .003$; for Question 11, it is 13.50 $p < .004$, both figures being of high significance. These two questions were concerned with students' opinions about the assessment of student-teachers.

In Questions 17-24, students were asked to evaluate curriculum courses and teaching methods of their training institutions. The value of χ^2 for Question 17(a) (PGCE courses) is 12.51 $p < .001$; for Question 18(a), it is 31.12 $p < .001$; for Question 19, it is 10.07 $p < .01$; for Question 21(1), it is 20.23 $p < .001$; for Question 21(3), it is 12.06 $p < .01$; for Question 21(4), it is 14.10 $p < .01$; for Question 22, it is 11.36 $p < .003$; for Question 23(a), it is 24.54 $p < .001$; for Question 23(b), it is 17.37 $p < .001$; for Question 23(e), it is 20.20 $p < .001$; for Question 24(1), it is 11.04 $p < .01$; for Question 24(2), it is 9.71 $p < .02$, and finally,

the value of χ^2 for Question 24(3)* is 32.36 $p < .001$.

The above data analysis reveals that the chi-square value shows a high significance in some questions, while in a small number of others, shows a low significance (that it is to say, over .05). There is, therefore, evidence of a relationship between students' responses to these questions, and the type of institutions they attended.

In Part Two of the questionnaire, when type of institution is exposed to the Chi-square test, there are 14 questions out of a total of 16 that show either a high or low significance. Table 1 Appendix 4B lists the correspondencing values of Chi-square and its significance. Again, the results show a relationship between students' responses to these questions (concerning the use of educational media in initial teacher-training), and the type of institutions attended. For more details about the results, see Table 1, Appendix 4B.

The second relationship to be tested was that between students' sex and their answers to each question. Table 2, Appendix 4B indicates that in the great majority of questions in Part One and Part Two, sex shows either high or low significance. There is, therefore, evidence of a relationship between students' sex and

*(For more details about the nature of questions in Part One, see Appendix 3J, student-teachers' questionnaire).

their responses to the questions in the two parts.*

The third relationship to be examined was that between the types of schools the students were preparing to teach in (Primary and Secondary schools), and their responses to each question. Table 3, Appendix 3B indicates that in the large majority of questions and sub-questions in Part One and Part Two of the questionnaire, this variable shows either high or low significance.** There is, therefore, evidence of a relationship between the types of schools in which the students were preparing to teach (Primary or Secondary schools) and their responses to certain questions posed. It should be noted that low significance could be explained by chance, or be due to the way of arranging the tables.

7.3 SURVEY OF ENGLISH TEACHERS

The English teachers' questionnaire consisted of two parts. The first part focussed on initial teacher-training for primary and secondary teachers, and comprised seventeen questions and sub-questions (1-17). The second part included 16 questions, covering some aspects of the role of educational media in initial teacher-training. (See Appendix 3S).

7.3.1 Questionnaire Part One

Teaching Practice and School Observation (1-8)

Question 1 explores the degree of satisfaction of teachers with the current duration of teaching practice in the B.Ed degree and

*(For more details about the χ^2 results, see Appendix , and for further information about the titles of questions presented in the student-teachers' questionnaire, see Appendix 3J, Part One and Two.)

** (For more details of these Chi-square results, see Appendix and for further details of each question type, see Appendix 3J).

PGCE. Teachers were asked to answer this question according to their knowledge of either course.

Table 7.52 shows that 69 (24.1%) of teachers indicated that the duration of teaching practice for the B.Ed degree was satisfactory, while 13.3% thought it was not. On the other hand, 66 (23.1%) of teachers said that the duration of teaching practice for the PGCE course was satisfactory, while 14.3% were dissatisfied.

TABLE 7.52: DISTRIBUTION OF TEACHERS' OPINIONS ABOUT THE CURRENT DURATION AND TIMING OF TEACHING PRACTICE

Question No.	Type of Course	Satisfactory		Not Satisfactory		Don't Know		No Replies		Total	
		F.	%	F.	%	F.	%	F.	%	F.	%
1	B.Ed	69	24.1	38	13.3	105	36.7	74	25.9	286	100.0
		66	23.1	41	14.3	55	19.2	24	43.4	286	100.0
2	B.Ed	70	24.5	30	10.5	116	40.6	70	24.5	286	100.0
		78	27.3	22	7.7	57	19.9	129	45.1	286	100.0

Question 2 asked, in general, how satisfactory was the timing of teaching practice in the B.Ed and PGCE courses. The replies in Table 7.52 show that, of those who expressed a clear opinion, the majority of teachers were satisfied with the timing of teaching practice in the two courses.

Question 3 invited respondents' opinions as to the best form in which they preferred teaching practice. This question allowed several possible answers, as illustrated in Table 7.53.

TABLE 7.53: DISTRIBUTION OF TEACHERS' REPLIES TO QUESTION 3

Form of Teaching Practice	Frequency	Percentage
(a) As at present.	72	25.2
(b) In several short spells.	31	10.3
(c) To take place in the last four weeks of each of the last two years of the course.	2	.7
(d) A number of separate weeks in schools (is better rather for students) than a longer block of time.	21	7.3
(e) To take place during the training course, on average three weeks yearly (and 16 weeks in the last year of the course)	97	33.9
* No reply	63	22.0
TOTAL	286	100.0

From the above table, it seems that the highest percentage of teachers (33.9%) preferred option (e), namely 'three weeks yearly and 16 weeks in the last year of the course', while 25.2% wanted the teaching practice as it is at present. A small number of teachers expressed preferences for the remaining options.

Question 4 asked, in general, how satisfactory was the current duration of school observation in the B.Ed and PGCE courses.

TABLE 7.54: FREQUENCY AND PERCENTAGE OF TEACHERS' REPLIES
TO QUESTION 4

Response Code	B.Ed		PGCE	
	F.	%	F.	%
Satisfactory	49	17.1	60	21.0
Not Satisfactory	54	18.9	41	14.3
Don't Know	110	38.5	79	27.6
No Reply	73	25.5	106	37.1
TOTAL	286	100.0	286	100.0

From the above table, it can be seen that 18.9% of teachers were not satisfied with the duration of school observation in the B.Ed degree course, while an almost equal percentage, 17.1%, were satisfied. On the other hand, 60 (33.3%) of teachers were satisfied with the duration of PGCE school observation, while 22.8% said it was not satisfactory.

Question 5 required the teachers to indicate their opinions with regard to the aims of teaching practice. Table 7.55 illustrates the results. The majority of the teachers, 189 (66.1%) out of 286, agreed with the statement that "institutions often do not make sufficiently clear to teachers in receiving schools what the aims of teaching practice are", while the rest of the teachers either disagreed or did not know.

TABLE 7.55: TEACHERS' OPINIONS ON QUESTIONS 5, 6 AND 7

Question No.	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree		No Reply		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
5	49	17.1	140	49.0	41	14.3	39	13.6	8	2.8	9	3.1	286	100.0
6	15	5.2	204	71.3	26	9.1	30	10.5	4	1.4	7	2.4	286	100.0
7	83	29.0	153	53.5	16	5.6	28	9.8	-	-	6	2.1	286	100.0

In Question 6, teachers were asked whether or not, in general, teaching practice in schools worked well. Replies in Table 7.55 show that the great majority of teachers, 219 out of 286, said that teaching practice worked well in schools. This would seem to imply that there are good links between schools and training institutions, and teaching practice is well-organised.

Question 7 asked teachers if they believed that school observation should be closely linked with practical work. Table 7.55 illustrates the results. The great majority agreed with the statement that school observation should be linked with practical work: 236 teachers, forming 82.5% of the sample, agreed.

Question 8 was an open question giving teachers more opportunity to express their views on aspects of teaching practice and school observation. They were asked to make their comments or

suggestions for improving components of initial teacher-training. The following are typical responses of some teachers. One said teaching practice should not be:

"too intensive, i.e. in numbers of lessons taught each week, giving adequate time for analysis. Teacher could show a class and compare notes, both in preparation of lessons and analysis afterwards."

Another teacher stated:

"Ensure that students go to teachers who are themselves sufficiently experienced."

Another found that:

"Observation time could be more useful if students are given specific pointers to look out for, to avoid time wasted on non-essentials."

Three teachers expressed views to the effect that:

"Teachers should be given time to discuss aims and progress with students and that, teaching practice is a stressful time; teachers are often unwilling to be observed in true teaching situations."

Another said:

"Students should spend one day per week in school for a few weeks before coming on teaching practice."

Four teachers supported the need for:

"In-depth discussion between university
tutors and senior staff in school
involved with students."

And finally, nine teachers expressed views to the effect that:

"Teaching experience should be the chief
part of teacher-training. Students should
spend far more time in schools."

Assessment of Student-Teachers: Questions 9-14

This section contained six questions (9-14), asking teachers about the assessment of student-teachers during teaching practice. These questions were as follows:

Question 9 asked the teachers to indicate whether they considered it very important that the classroom teacher should have responsibility for assessing student-teachers.

Replies in Table 7.56 show that 255 respondents (89.1%) agreed with this idea, 105 of them (36.7%) doing so strongly. (Teachers in England, in line with CATE criteria, play a major role in assessing student-teachers).

TABLE 7.56: TEACHERS' OPINIONS ON QUESTIONS 9, 10, 11, 12, 13 AND 14

Question No	SA		A		N		D		SD		No Reply		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
9	105	36.7	150	52.4	17	5.9	12	4.2	-	-	2	.7	286	100.0
10	6	2.1	95	33.2	46	16.1	110	38.5	24	8.4	5	1.7	286	100.0
11	20	7.2	219	76.6	26	9.1	8	2.8	-	-	13	4.5	286	100.0
12	36	12.6	210	73.4	25	8.7	11	3.8	2	.7	2	.7	286	100.0
13	32	11.2	195	68.2	38	13.3	18	6.3	3	1.0	-	-	286	100.0
14	4	1.4	85	29.7	58	20.3	104	36.4	33	11.5	2	.7	286	100.0

KEY RATING

SA = Strongly Agree
A = Agree
N = Don't Know
D = Disagree
SD = Strongly Disagree

In Question 10, the statement presented for consideration was that institutions' tutors generally have sufficient knowledge to assess student-teachers. From Table 7.56, it can be seen that about half of the teachers, 134 (46.9%) did not agree with this statement, 24 of them (8.4%) disagreeing strongly.

In Question 11, teachers were required to evaluate the relationship between school staff and student-teachers.

The results, in Table 7.56, show that the great majority of respondents, 219 out of 286, agreed that school staff had a good relationship with student teachers; 7.2% of them doing so strongly.

Question 12 invited respondents' reactions to the statement that, "Usually the school staff treat student-teachers as a part of their group. They are made welcome." The replies in Table 7.56 show that the large majority of teachers again agreed with the statement. Two hundred and forty-six respondents (86.0%) agreed, 36 of them, 12.6% doing so strongly.

Question 13 required teachers to indicate whether or not, typically, the school staff discuss matters with student-teachers during the period of teaching practice. Table 7.56 shows that the large majority of respondents 227 (90.4%) agreed that they did, 11.2% of them doing so strongly.

Question 14 asked the teachers to appraise the statement that the training institutions' tutors had good contact with school staff. Nearly half of the respondents, 47.9%, disagreed with the statement, 11.5% doing so strongly, while 30.1% of the respondents agreed that training institutions' had good contact with school staff. This would seem to suggest that tutors in training institutions need to improve their relationship with school staff, as indeed would be in line with the new CATE Criteria No.24/1989. (See Table 7.56).

Aims and Procedures of the Training Institutions' Courses:
Questions 15-17

This part included three questions (15-17) asking for the teachers' opinions about the aims and procedures of training courses.

Question 15 asked for teachers' opinions on the types of tutors likely to be most effective in teacher-training institutions. Teachers were, in the first instance, invited to the selection of one of three options.

TABLE 7.57: TEACHERS' OPINIONS ON THE TYPES OF TRAINING TUTORS (QUESTION 15)

Type of Tutors	Frequency	Percentage
(a) Tutors with a higher academic degree only (e.g. M.Ed, Ph.D).	-	-
(b) Tutors with considerable experience of teaching in school, plus a first university degree.	118	41.3
(c) Tutors with a higher academic degree qualification, plus considerable experience of teaching in schools.	148	51.7
*No replies	20	7.0
TOTAL	286	100.0

More than half of the respondents, 51.7%, preferred tutors with a higher academic degree, plus considerable experience of teaching

in school, while 41.3% preferred "tutors with considerable experience of teaching in schools, plus a first university degree.

Question 15(d) then provided an open item asking teachers to specify any other kind of tutors they would like to work in teacher-training institutions. Suggestions along the following lines were made:

"Tutors with experience of recent/regular contact with primary and secondary classes." (4 teachers)

"The most successful tutors are the ones who have recent classroom experience, and are not so theoretical as to forget what it is like to be with thirty children."
(3 teachers)

and

"Tutors should teach at least 20% of their working time in schools. Tutors are out of touch and expect students to "deliver" what they themselves cannot do."

Question 16 explored the degree of satisfaction of teachers with the present methods of selection of candidates for teacher-training institutions.

Table 7.58 shows that the great majority of teachers expressed no opinion about selection and admission to initial teacher-training, three suggesting that teachers were uncertain of the selection criteria. Institutions in England often lay down selection criteria of their own, additional to more centrally prescribed general

criteria. Presently, the selection and attraction of suitable candidates to the teaching profession in England and Wales is regarded as problematic, especially in respect of certain geographical and subject areas (notably mathematics, sciences, modern languages, and craft, design and technology). CATE Criteria 24/89 expressly indicate that "institutions should satisfy themselves as to the suitability of all candidates to work with children."

TABLE 7.58: DISTRIBUTION OF FREQUENCY AND PERCENTAGE OF TEACHERS' REPLIES TO QUESTION 16

Response Code	Frequency	Percentage
Satisfactory	11	3.8
Not Satisfactory	20	7.0
Don't Know	243	84.9
No Replies	12	4.2
TOTAL	286	100.0

Question 17 comprised six closed items and one open one, concerned with teachers' opinions on the best method for selecting candidates for entry to initial training courses. The replies in Table 7.59 show that the great majority of teachers preferred a combination of "good reference from previous school", item (a); "academic achievement", item (b); "special test", item (c) and "interview", item (d). Two hundred and seven teachers (72.4%) selected item (f). The views

of the remainder were distributed between the other options.

There were no replies to the open item, 17(g).

TABLE 7.59: TEACHERS' OPINIONS ON THE METHODS OF SELECTION OF CANDIDATES FOR INITIAL TRAINING COURSES (QUESTION 17)

Method of Selection of Candidates			No Reply		Total	
	F.	%	F.	%	F.	%
(a) good reference from previous school.	28	9.8	258	90.2	286	100.0
(b) academic achievement.	17	5.9	269	94.1	286	100.0
(c) special test (e.g. Psychological test).	3	1.0	283	99.0	286	100.0
(d) Interview	20	7.0	266	93.0	286	100.0
(e) the Central Acceptance (for the Iraqi sample).	-	-	286	100.0	286	100.0
(f) a combination of items a, b, c and d.	207	72.4	79	27.6	286	100.0
*No replies						

7.3.2 Questionnaire Part Two:

The Use of Educational Media in Schools and its Relation to the Initial Training Courses

This part of the questionnaire consisted of sixteen closed questions and one open item, seeking to identify teachers' opinions on the use of educational media in schools, and initial training course preparation of teachers to use technology and equipment as educational media in the learning process. The questions in this part were as follows:

Question 1 invited teachers to indicate the degree to which they found that the use of audio-visual aids in initial training corresponded to the needs of schools.

TABLE 7.60: DISTRIBUTION OF TEACHERS' OPINIONS TO QUESTION 1

Response Code	Frequency	Percentage
Always	6	2.1
Often	62	21.7
Sometimes	164	57.3
Rarely	34	11.9
Never	-	-
No Reply	20	7.0
TOTAL	286	100.0

As can be seen in Table 7.60, a large number of respondents, 164 (57.3%) indicated 'sometimes', while 62 teachers (21.7%) thought that training regarding audio-visual aids 'often' corresponds to the needs of schools, while 34 teachers (11.9%) said 'rarely'. A minority of respondents, 6, indicated 'always'.

Question 2 sought to identify the extent to which teachers would like to see more or less use of educational media in the initial training of teachers.

TABLE 7.61: FREQUENCY AND PERCENTAGE OF TEACHERS' REPLIES
TO QUESTION 2

Response Code	Frequency	Percentage
Much more	74	25.9
A little more	136	47.6
As at present	46	16.1
A little less	4	1.4
Much less	2	.7
No Reply	24	8.4
TOTAL	286	100.0

The results show that nearly half of the sample, 136 (57.3%) wanted "a little more use of educational media in initial training of teachers", while 96 respondents, 33.6%, wished for "much more". Only 46 teachers, 16.1%, wanted the use of educational media "as at present". The rest of the respondents selected "a little less", "much less" or did not reply.

In Question 3, teachers were invited to indicate the extent to which they agreed or disagreed that the use of educational media in classrooms increases the interest of pupils in learning.

The results in Table 7.62 show that the large majority of teachers, 260 (90.9%), agreed with the statement as framed, 96 teachers, 33.6%, doing so strongly.

TABLE 7.62: DISTRIBUTION OF TEACHERS' OPINIONS ON QUESTIONS 3-15

Question No.	Frequency							Percentage of Sample						
	SA	A	N	D	SD	R	Total	SA	A	N	D	SD	R	Total
3	96	164	18	4	-	4	286	33.6	57.3	6.3	1.4	-	1.4	100.0
4	87	131	2	58	8	-	286	30.4	45.8	.7	20.3	2.8	-	100.0
5	77	156	14	37	2	-	286	26.9	54.5	4.9	12.9	.7	-	100.0
6	5	15	8	110	148	-	286	1.7	5.2	2.8	38.5	51.7	-	100.0
7	49	201	18	15	2	1	286	17.1	70.3	6.3	5.2	.7	.3	100.0
8	91	163	16	10	2	4	286	31.8	57.0	5.6	3.5	.7	1.4	100.0
9	40	169	12	62	2	1	286	14.0	59.1	4.2	21.7	.7	.3	100.0
10	65	157	8	51	5	-	286	22.7	54.9	2.8	17.8	1.7	-	100.0
11	38	151	38	50	7	2	286	13.3	52.3	17.5	2.4	.7	-	100.0
12	50	185	18	26	3	4	286	17.5	64.7	6.3	9.1	1.0	1.4	100.0
13	5	57	124	71	19	10	286	1.7	19.9	43.4	24.8	6.6	3.5	100.0
14	27	169	66	12	2	10	286	9.4	59.1	23.1	4.2	.7	3.5	100.0
15	23	84	80	81	16	2	286	8.0	29.4	28.0	28.3	5.6	.7	100.0

Respondents were asked in Question 4 to indicate the extent of their agreement or disagreement with the notion that teachers should have a voice in planning and evaluating the quality and quantity of educational media used in their schools.

The results in Table 7.62 show that the large majority of respondents, 218 (76.2%) agreed with the statement as framed, 87 respondents, 30.4%, doing so strongly. Less than a quarter of the respondents 'disagreed' or 'strongly disagreed'.

Question 5 similarly tested the reaction to the statement that classroom-teachers should be provided with a study guide and course outline in advance of using educational media. More than four-fifths of teachers (81.4%) surveyed agreed to a greater or lesser degree with the view that teachers should be provided with such assistance. (See Table 7.62).

Question 6 asked teachers to indicate their views as to whether or not audio-visual aids are generally a waste of time for qualified teachers. Table 7.62 shows that very few teachers agreed with the statement.

Question 7 was concerned with teachers' views as to whether or not the major function of audio-visual aids in schools is to improve instruction. The large majority of teachers (87.4%) stated that they agreed, 49 of them (17.1%) doing so strongly. Seventeen teachers (11.5%) disagreed, only 2 (5.2%) doing so strongly. (See Table 7.62)

In Question 8, teachers were invited to indicate the extent to which they agreed or otherwise that "teacher-training institutions should enable teachers to cope with technical development throughout their careers."

As Table 7.62 shows, 254 teachers out of 286 indicated that they agreed with this statement.

Question 9 asked teachers if student-teachers should be involved in producing audio-visual aids during their initial training courses. Two hundred and nine teachers (73.1%) agreed with the statement, 40 teachers (14.0%) doing so strongly. (See Table 7.62).

(Observation of English practice has confirmed that training institutions and tutors do typically encourage their students to learn how to produce audio-visual aids).

In Question 10, teachers were invited to state whether they thought that the development of positive attitudes toward the use of audio-visual aids is fostered in the initial training of teachers.

Results in Table 7.62 show that the large majority of teachers (77.6%) agreed that the development of positive attitudes toward the use of audio-visual aids is fostered during the initial training of teachers, while a very small number of teachers disagreed.

Question 11 asked teachers to appraise the statement that, "initial training courses which devote attention to educational technology would help teachers to adjust themselves to continuous change in teaching procedures."

Table 7.62 shows that 189 teachers (65.6%) indicated their agreement with this statement, 38 of them (27.7%) doing so strongly. Fifty-seven teachers (19.9%) disagreed, only 7 of them (2.4%) doing so strongly.

Teachers were asked in Question 12 whether they felt educational technology is used as a normal and natural part of teacher's work. A large majority of teachers agreed with this statement. Ten point one per cent of the respondents indicated disagreement with the statement. Eighteen or 6.3% did not know whether to agree or disagree. (See Table 7.62)

Question 13 sought teachers' reactions to the contention that there was no significant relationship between teacher-training and the use of audio-visual aids in schools.

Table 7.62 illustrates that more than a quarter of respondents, 90 or (28.2%), disagreed; 19 of them (6.6%) doing so strongly, while 62 teachers (20.6%) agreed with the statement. However, a high proportion of respondents did not know whether to agree or disagree with the assertion.

Question 14 invited teachers to reflect on the use of audio-visual aids in helping to improve the academic performance of pupils. A large majority of teachers, 196 or (68.5%) agreed that audio-visual aids could improve pupils' academic performance, 27 of them (9.4%) doing so strongly. A minority of teachers disagreed. (See Table 7.62).

Teachers were requested in Question 15, the last closed item in the questionnaire, to state their opinion as to whether or not young teachers were prevented, by their lack of practice, from using audio-visual aids effectively.

Table 7.62 shows that 107 teachers (37.4%) agreed that they were. A little less than this number disagreed. Eighty teachers (28.0%) did not know whether to agree or disagree.

Question 16 was an open item, asking teachers to state their viewpoints or suggestion(s) for improving the use of educational media in initial teacher-training institutions, and in primary and secondary schools.

The following is a summary of the main points that emerged and the number of teachers making comments to each case is noted in parenthesis.

- 1) Schools should be provided with up-to-date audio-visual aids to extend the experience of using the equipment from college to school. (4)

2) It is not enough just to know how to use technological devices. There are a lot of practical considerations involved, such as classroom organisation. Is there, for example, appropriate access to the school computer, and does it receive optimum use? (2)

3) Revising a pack to be used in school about different audio-visual materials would be a worthwhile group activity exercise. There should be visits to classrooms where there is good practice of audio-visual material in use. (1)

4) More experience in computer technology is required. (2)

5) Where teachers are not confident in using educational media, school-based training support should be provided. (3)

6) There needs to be a heightened awareness of the materials available. (4)

7) Every student intending to go into teaching should have a carefully structured course on audio-visual aids or a course in using a word processor. (1)

7.3.3 Analysis of Teachers Data by Using Cross-tabulation

The Chi-square (χ^2) test was used to investigate relationships between personal background variables and answers to each question in the teachers' questionnaire.

The first relationship examined was that between teachers' sex and their responses to each question.

Table 1 in Appendix 4C, illustrates the relationship and shows the value of Chi-square and level of significance for each question. From this table, it can be seen that there are two questions in Part One where sex shows significance: 5 and 14.

In 8 of the 15 questions in Part Two, sex also shows significance. For the remaining questions, there is no evidence of sex having any significance at all.

For Question 5 in Part One, which asked teachers "to state their opinion on the aims of teaching practice", the degree of freedom is 4. The value of Chi-square is 16.02 $p < .003$. Thus, the value of Chi-Square is high and very significant.

Question 14 required teachers to appraise the statement that the training institutions' tutors had good contact with school staff. The Chi-square for this item shows low significance: 11.04 $p < .03$.

In Part Two, Questions 2, 3, 5, 6, 8 and 14 show low significance.* In Questions 10 and 12, however, the relationship is much stronger. The results of the Chi-square for these questions are as follows: Question 2 = 11.89 $p < .02$; Question 3 = 10.45 $p < .01$;

*(For details of each of the above questions, see Appendix 3T, teachers' questionnaire)

Question 5 = 11.67 $p < .02$; Question 6 = 9.53 $p < .05$; Question 8 = 10.49 $p < .03$ and Question 14 = 12.45 $p < .01$.

For Question 10, which asked teachers to state whether they thought that the development of positive attitudes toward the use of audio-visual aids was fostered in the initial training of teachers, the value of Chi-square is 14.50 $p < .006$, with 4 degrees of freedom. The value of Chi-square for Question 12 which asked teachers whether educational technology was used as a normal and natural part of teachers' work is 13.97 $p < .007$.

Overall, some questions show significance but not very high significance. It is only in one question in Part One and two questions in Part Two that there is evidence of a very significant relationship between teachers' responses and their sex. Other levels of significance are sufficiently low as to be discounted.

The second relationship to be tested was between teachers' age and their responses to each question. Results of the Chi-square test and its significance for each item are shown in Table 2 in Appendix 4C. From that table, it can be seen that most of the questions in Part One and Part Two of the questionnaire, showed a high level of significance.

For Question 1(a) and (b) which asked how satisfactory was the current duration of teaching practice in: (a) B.Ed courses

and (b) in PGCE courses, the value of Chi-square was 25.05 $p < .003$ for item (a), and 27.94 $p < .001$ for item (b).

Question 2, item (a) and (b) asked how satisfactory was the current timing of teaching practice in: (a) B.Ed. courses and (b) in PGCE courses. The degree of freedom was 6 for both of these items, and the value of Chi-square was 44.89 $p < .001$ for item (a) and 32.38 $p < .001$ for item (b). The majority of teachers of 50 years and over were satisfied with the statement 1(a) and (b), and Question 2(a) and (b), while those in the other age groups had responses distributed between satisfactory, dissatisfactory and don't know. The value of Chi-square resulting from the analysis is 44.8 $p < .001$, and 32.38 $p < .001$ for Question 4, item (a) and (b). The question asked teachers, in general, "how satisfactory was the current duration of school observation, item 4(a) for B.Ed and item 4(b) for PGCE degrees. Table 2 in Appendix 4C shows that teachers aged 40-49 or Over 50 years were more satisfied with this aspect.

Question 5 asked teachers to state their opinions on the aim of teaching practice. The value of χ^2 for this question is 39.73 $p < .001$. This is high and very significant. The value of Chi-square for Question 6 is 42.13 $p < .001$. This is also high and very significant.

Question 9 asked teachers to indicate whether they considered

it very important to give classroom teachers responsibility for assessing student-teachers. The Chi-square value is 22.44 $p < .008$. In this question, the majority of teachers in the 40-49 years and 30-39 years age groups supported this view.

In Question 10, the value of Chi-square is 23.03 $p < .03$. This is barely significant.

Question 11 asked teachers to evaluate the relationship between school staff and student-teachers. The value of Chi-square is 40.47 $p < .001$. All the age ranges show a very positive response to this question.

In Questions 12 and 13, the Chi-square values are high and very significant. For Question 12, the value of Chi-square is 44.99 $p < .001$ and for Question 13, it is 38.21 $p < .001$.*

In Part Two of the teachers' questionnaire, the age range of teachers in some questions shows high significance and in others, low significance. In Questions 1, 5, 6, 8, 9 and 15, the Chi-square values are not high and thus, only very slightly significant.

Table 2 in Appendix 4C shows the results of χ^2 and levels of significance. The values of Chi-square for these questions are as follows: Question 1 = 20.92 $p < .01$, Question 5 = 24.78 $p < .02$,

*(For the details of Questions 12 and 13, see Appendix 37, teachers' questionnaire)

Question 6 = 25.55 $p < .01$, Question 8 = 23.58 $p < .02$, and Question 15 = 24.71 $p < .02$.

The following questions in Part Two show very significant values. In Question 3, the value of Chi-square is 24.8 $p < .003$. This item asked teachers to state whether or not they thought that the use of educational media in classrooms increases the interest of pupils in learning.

Question 4 asked teachers to state whether or not classroom teachers have a voice in planning and evaluating the quality and quantity of educational media used in their schools, and the result of Chi-square is 28.95 $p < .004$.

In Question 11, the value of Chi-square is 55.87 $p < .001$. This question requested teachers to appraise the statement that the initial training courses, which devote attention to educational technology, would help teachers to adjust themselves to continuous change in teaching procedures.

Question 12 asked teachers if educational technology was used as a normal and natural part of teachers' work. The value of Chi-square is 33.51 $p < .001$, with 12 degrees of freedom.

Finally, in Question 13, the value of Chi-square is 32.56 $p < .001$. This question invited the teachers' reaction to the view that there

*(For details of these questions, see Appendix 3F., teachers' questionnaire)

was no significant relationship between teacher-training and the use of audio-visual aids in schools.

In summary, in testing the relationship between teachers' age and their reaction to each question presented in their questionnaire, the values of Chi-square resulting from data analysis show that some questions show very slight significance, whereas others show a high and very significant relationship between teachers' age and their responses to these questions.

The third relationship to be tested is that between the type of school where the teachers are teaching, and their responses to each question. Results are shown in Table 3, Appendix 4C. From that table, it emerges that in 6 questions and sub-questions out of 15 questions in Part One, school type has significance, but in some cases, this is only low.

Questions that show significance are 1, item (a) and (b); 2, item (a) and (b); 3; 11; 13 and 14.

In Part Two of the questionnaire, only two questions show significance. In the rest of the questions in Part One and Part Two, school type shows no significance at all.

In Part One of the questionnaire, Question 1 asked teachers "how satisfactory was the current duration of teaching practice.":

item (a) in respect of the B.Ed course, and item (b) in respect of the PGCE course. The values of Chi-square are 18.10 $p < .001$ for item (a), and 17.28 $p < .002$ for item (b). These show high significance. Thus, secondary school-teachers were more satisfied than primary school-teachers for both courses.

In Question 2, items (a) and (b), the value of Chi-square is just significant, and not very high: 7.10 $p < .02$ for item (a) and 7.10 $p < .03$ for item (b). In this question, teachers were asked how satisfactory was the timing of teaching practice in the B.Ed course - item (a) and the PGCE course - item (b).

Question 3 requested teachers to state in which form* they preferred teaching practice. The value of Chi-square for this question is 12.85 $p < .01$, which is significant.

In Question 11, the value of Chi-square is 7.95 $p < .05$. This is significant, but not highly so.

Question 13 asked teachers to indicate if, typically, the school staff discuss matters with student-teachers during the period of teaching practice. The value of Chi-square for this question is 22.23 $p < .002$. This is high and very significant.

Question 14 is the last question in Part One of the teachers'

*(For the forms of teaching practice, see Question No.3 in teachers' questionnaire, Appendix 3T)

questionnaire, where type of school shows significance. This question asked the teachers to appraise the statement that "training institutions' tutors had good contact with school staff." The value of Chi-square is 15.48 $p < .004$. It is high and very significant.

In Part Two, Question 4 shows slight significance in the value of Chi-square between primary and secondary school teachers, whereas Question 15 shows high significance. The Chi-square value is 14.26 $p < .007$. This question asked teachers "to state their opinion as to whether or not young teachers were unable to use audio-visual aids effectively, because of their lack of practice."

The fourth possible relationship exposed to the Chi-square test was that between teachers' length of teaching experience, and their reactions to each question. For more details about the value of Chi-square and its significance, see Table 4, Appendix 4C. The table reveals that the great majority of the questions in Part One and Part Two show significance. In many cases, this is high.

In Part One, Question 1, item (a) and (b), the value of Chi-square is 19.17 $p < .004$ for item (a), and 25.25 $p < .003$ for item (b). These values are high and very significant. Thus, teachers who have 15 years and over of teaching experience responded more positively to the two items in Question 1. The

value of Chi-square for Question 2, item (a) and (b) is also very high and very significant: 36.75 $p < .001$ for item (a), and 30.52 $p < .001$ for item (b).

In Question 3, the Chi-square value is 38.68 $p < .001$, which is again high and very significant.

In Question 4, items (a) and (b), the values of Chi-square are 34.19 $p < .001$ for item (a), and 27.55 $p < .001$ for item (b): also high and very significant. Teachers who have 15 years and more teaching experience tend to have answered these items more positively than those with less teaching experience.

In Questions 5 and 6, the Chi-square values are 26.82 $p < .008$ and 29.94 $p < .003$, respectively. These are high and very significant.

In Question 9, the value of Chi-square is 22.87 $p < .007$. The values of Chi-square for Questions 10 and 11 are 32.15 $p < .001$ and 58.11 $p < .001$, respectively. Both are high and very significant. For Questions 12 and 13, the values of Chi-square are 64.70 $p < .001$ and 31.96 $p < .001$: both high and very significant. However, the Chi-square value for Question 16, 19.61 $p < .02$, is not very high.

In Part Two of the teachers' questionnaire, length of teaching experience shows significance in 9 questions out of 15, as Table 4, Appendix 4C reveals.

For Question 2, the value of Chi-square is 40.97 $p < .001$, showing high significance.

In Question 3, the Chi-square value is 33.53 $p < .001$. This is very significant. For Question 7, the value of Chi-square is 52.93 $p < .001$. This is high and its significance very great. In Question 9, the value of Chi-square is 24.86 $p < .02$. This is not high and not very significant. For Question 11, the Chi-square is 27.53 $p < .001$. The value of Chi-square for Question 12 is 44.50 $p < .001$. The values of Chi-square for Questions 13 and 15: 41.97 $p < .001$ and 50.46 $p < .001$ respectively, are very high and very significant. In Question 14, however, the Chi-square value is 24.49 $p < .02$. This is not high and not very significant.

In summary, then, most of the questions in Parts One and Two of the teachers' questionnaire show a relationship between teachers' length of teaching experience and their responses. Teachers with 15 years and more teaching experience, on the whole, have tended to respond more positively than those with less experience.

CHAPTER EIGHT

QUESTIONNAIRE SURVEYS CONDUCTED IN IRAQ

In this chapter, the outcomes of three questionnaire surveys, conceived by this researcher and conducted in Iraq during the period 18 February to 10 April 1988, are reported and some attempt is made to provide interpretation and comment. The three questionnaires, reproduced in full as Appendices 3I, 3J, and T, were addressed to: training college tutors; students; and teachers respectively. Each is considered here in turn. Furthermore, it should be explained that the three questionnaires had a broadly common structure, deliberately conceived with a view to the facilitation of comparison, in that they comprised two main parts. In each case, Part One had four main sub-sections concerned, respectively, with: teaching practice and school observation; assessment of student teachers; the aims and nature of training courses; and curriculum and teaching methods. Similarly, Part Two in all three questionnaires focussed specifically on uses of educational media. With the possibilities that are afforded for comparison still in mind, the same pattern is maintained as the structural basis for what follows.

8.1 SURVEY OF TUTORS (LECTURERS)

8.1.1 Questionnaire Part One

This part comprised twenty-four closed and open questions exploring, in turn, the four areas detailed above.

Teaching Practice and School Observation (Questions 1-9)

Question 1 explored the degree of satisfaction with the current duration of teaching practice.

The replies in Table 8.1 show that the majority of respondents from three kinds of training institutions were not happy with the current duration of teaching practice: 60% felt it was not satisfactory, 38.0% satisfactory, while only one respondent (2.0%) did not know whether it was satisfactory or not.

Question 2 asked in general how satisfactory was the timing of teaching practice.

The same table 8.1 shows that thirty-one tutors (lecturers) (62.0%) declared that the timing of teaching practice was not satisfactory, whereas 38.0% found it satisfactory.

TABLE 8.1: TUTORS' (LECTURERS)' OPINIONS ON QUESTIONS 1 AND 2

Question No.	<u>Satisfactory</u>		<u>Not Satisfactory</u>		<u>Don't Know</u>		<u>TOTAL</u>	
	Frequency	%	F	%	F	%	F	%
1	19	38.0	30	60.0	1	2.0	50	100.0
2	19	38.0	31	62.0	-	-	50	100.0

In order, inter alia, to try to gauge quite why any dissatisfaction might be manifest, Question 3 invited respondents' opinions as to the best form of teaching practice. This question allowed several possible answers, as illustrated in Table 8.2.

TABLE 8.2: TUTOR'S (LECTURERS') CHOICES AS TO PREFERRED FORM OF TEACHING PRACTICE

Forms of Teaching Practice	Frequency	Percentage %
(a) As at present.	10	20.0
(b) In several shorter spells.	5	10.0
(c) To take place in the last four weeks of the last two years of the course.	18	36.0
(d) A number of separate weeks in school is better for students than a longer block of time.	4	8.0
(e) To take place during the training course, on average three weeks yearly and 16 weeks in the last year of the course.	9	18.0
* No replies	4	8.0
TOTAL	50	100.0

Thirty-six per cent of the tutors (lecturers) preferred teaching practice to take place in the last four weeks of the last two years of the course (Item (c)). This was the most marked preference. Another 20 per cent wanted the teaching practice to be 'As at present' (Item (a)), while nine respondents (18.0%) wished to teaching practice 'To take place during the training course on average three weeks yearly (and 16 weeks in the last year)' (Item (e)). A number of tutors (lecturers) favoured the teaching practice 'In several shorter spells (Item (b)). At the same time, item (d) namely, 'A number of separate weeks in schools, rather than a longer time'; and 'No replies' accounted for the same percentage, i.e. 8.0%. Comments were also received in response to open item (f). Most of these noted that teaching practice is very important for student-teachers, for their further career and should receive greater emphasis.

Question 4 asked: 'In general, how satisfactory is the current duration of school observation?'

Table 8.3 shows that nearly two-thirds of the respondents (60.0%) said the duration of school observation was not satisfactory, while seventeen others (34.0%) were satisfied with it. Three respondents (6.0%) did not know.

TABLE 8.3: DISTRIBUTION OF FREQUENCY AND PERCENTAGE OF RESPONDENTS' REPLIES TO THE QUESTION 4

Question No.	<u>Satisfactory</u>		<u>Not Satisfactory</u>		<u>Don't Know</u>		<u>Total</u>	
	Frequency	%	F	%	F	%	F	%
4	17	34.0	30	60.0	3	6.0	50	100.0

Question 5 requested tutors to select the form in which they preferred to have school observation. This question consisted of four closed items and one open one.

TABLE 8.4: DISTRIBUTION OF FREQUENCY AND PERCENTAGES OF RESPONDENTS' REPLIES TO QUESTION 5

Forms of school observation preferred	Frequency	Percentage of sample
(a) As at present.	12	24.0
(b) One day each week during the last term of the first year.	9	18.0
(c) One day each week during the first term of the first year.	3	6.0
(d) One day each week during the first year.	18	36.0
* No Replies	8	16.0
TOTAL	50	100.0

It can be seen in Table 8.4 that the provision most favoured by the tutors (lecturers) was (b), namely, 'One day each week during the first year'. Thirty-six per cent chose this arrangement. Others (24.0%) wanted the school observation to be 'As at present', while nine respondents (18.0%) preferred 'One day each week during the last term of the first year'. Option (c), namely, 'One day each week during the first term of the first year' gained a lower percentage of approval (6.0% or 3 out of the total of 50 tutors). Sixteen per cent of respondents did not reply to this item.

Item (e) of Question 5 gave tutors (lecturers) the opportunity to suggest further form(s), if any, of school observation to be used in training courses. Ten tutors (lecturers) suggested that school observation should take place one day a week throughout the last two years of the training course, with visits to different schools for observation. Six favoured adding subjects for teaching practice, and school observation taught by experienced tutors (lecturers) who were able to combine the theoretical and practical aspects of the initial training of teachers. Three tutors (lecturers) indicated that school observation should cover the full period of the training course.

In Question 6, tutors were asked, in general, if they thought that the time currently spent on professional subjects was sufficient to prepare students for teaching practice or not (See Table 8.5).

TABLE 8.5: FREQUENCY AND PERCENTAGES OF RESPONDENTS' REPLIES
TO QUESTION 6

Response Code	Frequency	Percentage of Sample
Sufficient	21	42.0
Not Sufficient	28	56.0
Don't Know	1	2.0
TOTAL	50	100.0

Twenty-one respondents (42.0%) found that the time spent on professional subjects was sufficient to prepare student-teachers for teaching practice, 28 others (56.0%) answered 'Not Sufficient'. Only one respondent (2.0%) did not know.

In order to try to find out the best way to improve school observation and teaching practice, tutors (lecturers) were asked in an open question (Question 7) to state their suggestion(s) for improving components.

Twenty of the tutors (lecturers) in the sample from the College of Education and the two kinds of primary teacher-training institutes noted that it is very important to reorganise teaching practice and school observation, according to new theories of

teacher-training.

Twenty tutors and lecturers from both institutions also emphasised how important is the provision of a timetable announced yearly or at the beginning of each training course, detailing teaching practice and school observation according to each subject taught in the institutions' courses (students being divided into small groups of 10-15 for visiting schools).

Ten tutors and lecturers wanted teaching practice and school observation to be subjects taught by qualified tutors (lecturers) covering the theoretical and practical aspects of these components.

Fifteen lecturers in the sample from the Central Teacher-Training Institute and the other Teacher-Training Institutes wanted to seek working dialogue between schools and teacher-training institutes, discussing matters of teaching practice and school observation. Many tutors in the sample from the College of Education wished to see practical interaction between themselves and the General Directorate of Education in all the governorates in the country, to discuss and solve problems of school observation and teaching practice.

Some tutors in the College of Education sample suggested that teaching practice and school observation should take place in the third and fourth years of training courses, while others in the

sample from the Teacher-Training Institutes wanted these aspects included in the fourth and fifth year of training courses.

Most of the lecturers in the Central Teacher-Training Institute preferred teaching practice to be at two separate times in the second year, the first practice in the first term and the second in the last term, with an average of not less than 8 weeks in the whole course.

Finally, the majority of the lecturers in the sample from the Central Teacher-Training Institute wanted to see a merger between their institute and the (5 year) Teacher-Training Institutes. This would create one institute with three-year courses after the Secondary School Certificate. It would improve the status of the primary teacher-training institutions by providing more academic knowledge and professional experience. Indeed, lecturers in these institutions wished all primary teacher-training to be a part of higher university education, under the supervision of the Ministry of Education.

Respondents were asked in Question 8 for their reactions to the statement that 'One of the current aims of teaching practice is to ensure the relationship between the theoretical and practical sides in the training of teachers'.

TABLE 8.6: DISTRIBUTION AND FREQUENCY OF TUTORS' (LECTURERS')
 REPLIES TO QUESTIONS 8 AND 9

Question No.	Frequency					Total	Percentage of Sample					
	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree		SA	A	N	D	SD	Total
8	16	25	2	6	1	50	32.0	50.0	4.0	12.0	2.0	100.0
9	15	23	6	5	1	50	30.0	46.0	12.0	10.0	2.0	100.0

More than three-quarters of the sample (82.0%) of the total of 50 stated that they agreed with this aim, sixteen of them (32.0%) doing so strongly. On the other hand, a minority of the sample (14.0%) disagreed with this statement. Two respondents (4.0%) 'did not know'. (See Table 8.6)

In Question 9, respondents were asked to agree or disagree as to whether 'Tutors (lecturers) are given sufficient time for the supervision of teaching practice and school observation'.

A marginal majority of respondents disagreed with the supervision time given by them to school observation and teaching practice, in general. (See Table 8.6)

Assessment of Student-Teachers: Questions 10-14:

In this part of the questionnaire, Questions 10-14 were concerned with ways and methods of assessing student-teachers during their training courses.

Question 10 consisted of seven closed items asking tutors (lecturers) about what should be the importance of ways of assessing student-teachers after they finish their last teaching practice. The results obtained are detailed in Table 8.7.

Question 10(a) asked tutors (lecturers) about the prospective importance of evaluation reports written by students after they

finished teaching practice. Half (25) of the respondents (50.0%) felt that students' own evaluation reports should be 'very important', seventeen others (34.0%) stated that reports written by student-teachers at the end of the teaching practice should be 'important', while a few respondents (16.0%) regarded the prospect as 'least important' or 'useless'. In fact, student-teachers are presently not required to write a report and tutors (lecturers) sometimes ignore such reports that are completed in assessing students. (See Table 8.7)

Question 10(b) asked what should be the role of co-operative assessment of student-teachers, as between schools and training institutions. It is clear from Table 8.7 that half of the respondents (50.0%) said either 'important' or 'very important'. Twenty-two point zero stated 'less important', while 28.0% felt 'useless'.

Question 10(c) asked what should be the role of the head-teacher in assessing the practical abilities of student-teachers. All but one of the respondents (49 or 98.0%) said this should be 'important', or 'very important'. (See Table 8.7)

TABLE 8.7: ASSESSMENT OF STUDENT-TEACHERS' PRACTICAL PERFORMANCE BY TUTORS (LECTURERS): QUESTION 10.

Method of Assessment of Student-Teachers	Very Important		Important		Less Important		Useless		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%
(a) Students should write evaluation reports, in the light of relevant theory, on their school observation and teaching practice, after they have finished their teaching practice,	25	50.0	17	37.0	7	14.0	1	2.0	50	100.0
(b) The co-operative assessment of student-teachers between schools and training institutions should be:	7	14.0	18	36.0	11	22.0	14	28.0	50	100.0
(c) The role of head teachers in assessing the teaching practice and other personal characteristics of student-teachers should be:	28	56.0	21	42.0	1	2.0	-	-	50	100.0
(d) The role of classroom teachers in assing the teaching practice of student-teachers should be:	15	30.0	20	40.0	11	22.0	4	8.0	50	100.0
(e) The role of the institutions' tutors (lecturers) in the main subject(s) in assessing both the practical and theoretical sides of student-teachers should be:	23	46.0	17	34.0	9	18.0	1	2.0	50	100.0
(f) The role of the institutions' tutors (lecturers) in professional subject(s) in assessing both the practical and theoretical sides of student-teachers should be:	26	52.0	21	42.0	3	6.0	-	-	50	100.0
(g) The role of educational and specialist supervisors (H.M.'s in England) in assessing the teaching practice of student-teachers should be:	23	46.0	20	40.0	7	14.0	-	-	50	100.0

Respondents to Question 10(d) show that the majority of tutors (lecturers) valued the prospective role of school teachers in assessing the practical abilities of student-teachers. Fifteen respondents stated that it should be 'very important' to give classroom teachers responsibility in assessing students; another 40.0% said 'important', while the minority of tutors (lecturers) (30.0%) evaluated the future role of classroom teachers in this respect as 'least important', or 'useless'. Table 8.7 illustrates these results.

Question 10(e) invited tutors (lecturers) opinions on what should be the role of the institutions' main subject(s) tutors in assessing the practical and theoretical abilities of student-teachers. Table 8.7 shows that in respect of student assessment, that (80.0%) of the respondents felt the role of main subject(s) tutors to be 'very important' or 'important'; 46.0% stated 'very important'. Only 10 respondents (20.0%) attached little or no importance to such a role.

Question 10(f) considered the role of institutions' professional subject(s) tutors (lecturers) in assessing both the practical and theoretical abilities of student-teachers.

Table 8.7 illustrates the frequency and percentage of respondents' replies across the four categories of coding. Forty-seven respondents (94.0%) felt their role should be 'very important' or 'important'.

Question 10(g) asked tutors (lecturers) about what should be the role of Educational and Specialist Supervisors in assessing the practical performance of student-teachers.

Table 8.7 shows that twenty-three respondents (46.0%) said 'very important' and twenty others (40.0%) stated 'important'. Only seven tutors (14.0%) indicated 'less important'. It should be noted that, in Iraq, there is presently no role or function for headteachers, classroom teachers and Educational Specialist Supervisors in assessing student-teachers.

Question 10(h) was open in format and invited suggestions as to other methods of assessing student-teachers.

On the whole, comments were somewhat unspecific. Nonetheless, a number of respondents suggested that it was very important for committees from among the experienced staffs of schools and teacher-training institutions to define the best forms of students' assessment. Others suggested that, to get the best assessment of student-teachers, the education authority should extend the duration of teaching practice in order to give more opportunity to staff to improve their assessment.

Question 11 included four items, three of them closed and one open, in which respondents were asked to evaluate the number of supervision visits.

Table 8B summarises the replies to the three closed items. More than three-quarters of the respondents (78.0%) felt three supervision visits 'adequate' or 'better than adequate': 32.0% of them indicating 'completely adequate'.

Concerning supervision visits by institutions' professional tutors (lecturers) during the teaching practice to assess the professional side of student-teachers, the greater majority of tutors (lecturers) (80.0%) regarded three supervision visits as either 'completely adequate' or 'slightly more than adequate'.

As to the question of three supervision visits by classroom teachers, the replies in Table 8B show that 33 respondents (72.0%) felt the number of visits specified was 'adequate' or 'better'. Eighteen per cent indicated 'completely adequate'.

In item 11(d), respondents were asked to specify what they believed to be the optimum number of visits and who should be involved to assess student-teachers after finishing their last period of teaching practice.

TABLE 8.8: DISTRIBUTION FREQUENCY AND PERCENTAGE OF TUTORS' (LECTURERS') ANSWERS TO QUESTION 11

Question	CA		SA		Adequate		SI		CI		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
(a) Three supervision visits by institutions' main subject(s) tutors (lecturers) during the teaching practice to assess student-teachers are:	16	32.0	23	46.0	6	12.0	3	6.0	2	4.0	50	100.0
(b) Three supervision visits by institutions' professional tutors during the teaching practice to assess student-teachers in professional aspects are:	13	26.0	27	54.0	4	8.0	4	8.0	2	4.0	50	100.0
(c) Three supervision visits by classroom teachers to assess student-teachers are:	9	24.0	24	48.0	8	16.0	7	14.0	2	4.0	50	100.0

KEY RATING: CA = Completely Adequate
 SA = Slightly More than Adequate
 SI = Slightly Inadequate
 CI = Completely Inadequate

There was a view among the majority of tutors (lecturers) that supervision visits should be extended to up to five visits from institutions' teaching staff with good experience of primary and secondary education. Furthermore, there should be up to five visits for professional subject(s) tutors (lecturers). It was also suggested that the first visit by institutions' professional and main subject(s) tutors (lecturers) should be for encouragement and guidance, and the remaining visits for professional assessment of student-teachers.

Some respondents suggested that at the first stage, training institutions should qualify student-teachers for the practical experience of teaching in school, and then tutors (lecturers) should assess all the personal, professional and teaching skills involved. However, the predominant aim in Iraqi training institutions that remains at present is to evaluate the theoretical side by means of the formal written examination, without any particular attention given to the practical skills of student-teachers.

Question 12 included six closed items and one open one, asking tutors (lecturers) about the evidence they used in assessing student-teachers at the end of the training course. Table 8.9 sheds light on the nature of the responses.

TABLE 8.9: DISTRIBUTION, FREQUENCY AND PERCENTAGE OF RESPONDENTS' REPLIES TO QUESTION 12

Evidence used in Assessing Students	Yes		No		No Reply		Total	
	F.	%	F.	%	F.	%	F.	%
(a) The practical work of students (Teaching during the teaching practice).	32	64.0	7	14.0	11	22.0	50	100.0
(b) Practical work at the training institutions (e.g. workshop, preparing and teaching lessons to fellow students).	29	58.0	8	16.0	13	26.0	50	100.0
(c) Reports and individual research.	28	56.0	9	18.0	13	26.0	50	100.0
(d) The role taken by students during the seminars at institutions.	20	40.0	9	18.0	21	42.0	50	100.0
(e) Formal written examinations.	27	54.0	7	14.0	16	32.0	50	100.0
(f) A combination of items a, b, c, d and e.	27	54.0	3	6.0	20	40.0	50	100.0

It reveals, perhaps, that practical work conducted during the teaching practice was the predominant criterion in sixty-four per cent of tutors' indications that they used this. However, it is also clear from the replies to Question 12 that most tutors use a range of criteria.

Question 12(g) was an open question asking tutors (lecturers) about other evidence, if any, they used in assessing student-teachers. There were no replies to this invitation.

Question 13 solicited views as to how satisfactory, or otherwise, was the available time for supervision of teaching practice for the purpose of assessing student-teachers.

TABLE 8.10: DISTRIBUTION, FREQUENCY AND PERCENTAGE OF RESPONDENTS' REPLIES TO QUESTION 13

Response Code	Frequency	Percentage of Sample
Satisfactory	23	46.0
Not satisfactory	23	52.0
Don't know	1	2.0
TOTAL	50	100.0

As Table 8.10 shows, responses were fairly evenly divided. However, that as many as 52 per cent of respondents found the allotted time 'not satisfactory' is clearly a cause for concern and suggests that the six-week period of teaching practice presently available is not adequate for tutors (lecturers) to supervise and give student-teachers useful advice.

Question 14 tested the statement that 'classroom teachers do not have the appropriate knowledge and skills to assess student-teachers'.

The replies, summarised in Table 8.11, show that 6.0% of the respondents strongly agreed, and 26.0% agreed with the statement, while half of the respondents (50.0%) out of the total of 50 disagreed with it, 2.0% strongly disagreeing. Eighteen per cent did not know whether to agree or not.

TABLE 8.11: TUTORS' (LECTURERS') OPINIONS ON QUESTION 14

Question No.	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
14	3	6.0	13	26.0	9	18.0	24	48.0	1	2.0	50	100.0

Generally speaking, there is a big communication gap between school staff and the training institutions; teachers do not know what happens in the training courses, and the training institutions have only a

limited knowledge about the schools, most of this knowledge coming from the Ministry of Education or from other institutions. Thus, there is no real co-ordination between schools and training institutions.

Aims and Nature of Training Courses: Questions 15-17:

This part of the Questionnaire consisted of three Questions, 15-17, focussing on the aims and nature of the training courses. Question 15 asked respondents to provide an indication of how satisfactory, or otherwise, the present methods of selecting candidates for entry into teacher-training institutions are.

The replies shown in Table 8.12 indicate that 18.0% of the respondents found the present methods of selecting candidates 'satisfactory', while the majority of tutors (lecturers) (68.0%) said that these were 'not satisfactory'. Seven respondents (14.0%) did not know.

TABLE 8.12: DISTRIBUTION OF FREQUENCY AND PERCENTAGE OF RESPONDENTS' REPLIES TO QUESTION 15

Response Code	Frequency	Percentage of Sample
Satisfactory	9	18.0
Not satisfactory	34	68.0
Don't know	7	14.0
TOTAL	50	100.0

The main reason for dissatisfaction, as declared by respondents, is the 'Central Acceptance' method used in both Colleges of Education and Central Teacher-Training Institutes. This imposes the selection of candidates for the teaching profession according to academic achievement, without regard to other factors, such as motivation and personality characteristics.

Question 16 investigated respondents preferred method(s) of selection. A list of five methods was given to choose from, and there was also an element of open-endedness built into the question. The given methods were as follows: (a) good reference from previous school; (b) academic achievement; (c) special tests; (d) interview; (e) a combination of methods a,b,c, and d; and finally, (f) Central Admission for Acceptance.

The results detailed in Table 8.13 show that the majority of respondents (64.0%) preferred option (e) combining other listed factors. Indeed, it would seem desirable that all possibilities should be exploited in order to select the best students to train as teachers. Method (d) was the most popular single option (24.0%). This outcome reinforces separate expression of an opinion among respondents that an interactive interview is the best way to estimate certain personal traits.

Item (g). Open item, (g), asked respondents about other methods, if any, of selecting candidates to train as teachers.

TABLE 8.13: OPINIONS OF TUTORS (LECTURERS) ON QUESTION 16

Questions	F		No Reply		Total	
	F	%	Reply	%	F	%
(a) good reference from previous school.	9	18.0	41	82.0	50	100.0
(b) academic achievement.	8	16.0	42	84.0	50	100.0
(c) special tests.	3	6.0	47	94.0	50	100.0
(d) interview.	12	24.0	38	76.0	50	100.0
(e) a combination of the above items.	32	64.0	18	36.0	50	100.0
(f) Central Admission.	7	14.0	43	86.0	50	100.0

Seven tutors (lecturers) suggested taking into account evidence of a strong desire to join the teaching profession and work with children.

Question 17 invited respondents to express degrees of agreement or disagreement as to what are current aims for training courses. A closed list of aims was used. Table 8.14 shows both the list and the responses obtained.

Nearly three-quarters of the respondents (72.6%) agreed that a current aim of training courses is to prepare students for future professional life. Twelve per cent of them strongly agreed, while a minority (13.0%) disagreed, doing so strongly. Fourteen per cent

TABLE B.14: TUTOR'S (LECTURERS') OPINIONS ON QUESTION 17

Statement of Aim	SA		A		N		D		SD		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%		
Current Initial training courses aim to:												
(a) prepare student-teachers for future professional life.	6	12.0	30	60.0	7	14.0	6	12.0	1	2.0	50	100.0
(b) prepare student-teachers to be able to link theory and practice in education.	4	8.0	28	56.0	7	14.0	9	18.0	2	4.0	50	100.0
(c) prepare student-teachers with a general knowledge of the curriculum they are to teach.	5	10.0	31	62.0	8	16.0	6	12.0	-	-	50	100.0
(d) prepare student-teachers to manage the classroom.	7	14.0	24	48.0	12	24.0	6	12.0	1	2.0	50	100.0
(e) prepare student-teachers by promoting an understanding of the learning process and the social function of schooling.	6	12.0	24	48.0	11	22.0	9	18.0	-	-	50	100.0
(f) help student-teachers to understand and solve the practical problems they will face in schools.	2	4.0	22	44.0	11	22.0	14	28.0	1	2.0	50	100.0
(g) prepare student-teachers by developing their understanding of the mental growth of children and their needs.	6	12.0	21	42.0	9	18.0	11	22.0	3	6.0	50	100.0
(h) provide a wide experience of a variety of techniques for practical teaching.	2	4.0	22	44.0	15	30.0	10	20.0	1	2.0	50	100.0
(i) provide a wide experience in using educational technology in learning.	1	2.0	6	12.0	8	16.0	18	36.0	17	34.0	50	100.0
(j) strengthen the connection between the theoretical and practical aspects of teaching methods.	3	6.0	23	46.0	13	26.0	11	22.0	-	-	50	100.0

KEY RATING

- SA - Strongly Agree
 A - Agree
 N - Don't Know
 D - Disagree
 SD - Strongly Disagree
 F - Frequency
 % - Percentage of Sample

did not know whether to agree or disagree with the statement. Sixty-four per cent of the respondents agreed that preparing students to be able to link theory and practice in education was a current aim of institutions. However, eleven others (22.0%) disagreed.

More than half of the respondents (72.0%) out of the total of 50, agreed that preparing students with general knowledge of the curriculum they are to teach is a current aim, while 12.0% felt it was not. The remaining 16.0% did not know whether to agree or disagree. As to whether current training courses aim to prepare student-teachers to manage the classroom or not, seven respondents (14.0%) strongly agreed that they did, and 24 others (48.0%) said they agreed; 24.0% did not know; while seven respondents (14.0%) thought not.

Sixty per cent of tutors (lecturers) agreed that the aim of promoting the understanding of the learning process and the social functions of schooling was a current one; 11 tutors (lecturers) (22.0%) did not know; 9 others (18.0%) disagreed.

Concerning the aim of helping students to understand and solve the practical problems they will face in school, 48 per cent of tutors agreed that this was a current aim; 30 per cent disagreed and 15 or 30.0% did not know whether to disagree or disagree.

Promoting student-teachers' understanding of the mental growth of children and their needs was felt to be a current aim of initial training courses by 27 out of 50 respondents. Six strongly agreed that it was. At the same time, 14 respondents (28.0%) disagreed that this was a current aim, 6.0% strongly. Nine respondents did not know whether to agree or disagree.

Asked about the provision of a wide experience of a variety of techniques for practical teaching, less than half of the tutors (lecturers) (48.0%) agreed that this was a current aim of initial training courses, but in view of the fact that as many as 15 respondents did not know whether to agree or disagree with the statement as presented, the numbers agreeing are still greater than those disagreeing. The majority of respondents (70.0%) felt that, providing a wide experience in using educational technology in learning was not a current aim. This is a very significant outcome underscoring much of what has been argued and illustrated elsewhere in this thesis.

Finally, the replies in Table 8.14 show that twenty six of the 50 respondents (52.0%) believed that strengthening 'the connection between the theoretical and practical aspects of learning methods', was a current aim of initial training courses. Twenty two per cent felt it was not.

Curricula and Teaching Methods: Questions 18-24:

This section of the initial teacher-training questionnaire consisted of seven questions, 18-24, on course curriculum and teaching methods.

Question 18 asked respondents to rate the extent to which main subjects in the training courses were adequate for preparing student-teachers for teaching these subjects. The majority of tutors (lecturers) (64.0%) said that main subjects, as taught, were 'not adequate' for preparing students to teach them. However, fourteen others (28.0%) felt they were. Four respondents (8.0%) did not know what to think. (See Table 8.15(b) below).

Respondents who replied 'not adequate' were asked further, if they considered the weakness due to inappropriate academic standards by the institutions. The replies show that eleven respondents (45.8%) believed they were, but thirteen others (54.2%) believed they were not. (See Table 8.15(b)).

TABLE 8.15 (a): FREQUENCY AND PERCENTAGE OF RESPONDENTS' REPLIES TO QUESTION 18(a)

Response Code	Frequency	Percentage of Sample
Adequate	14	28.0
Not adequate	32	64.0
Don't Know	.4	8.0
TOTAL	50	100.0

TABLE 8.15(b): FREQUENCY AND PERCENTAGE OF RESPONDENTS' REPLIES TO QUESTION 18(b)

Response Code	Frequency	Percentage of (sub) sample
Yes	11	45.8
No	13	54.2
TOTAL	24	100.0

Respondents were also asked an open question relating to concerns about main-subject teaching. Replies by lecturers in primary teacher-training institutions, tended to confirm that most of the curriculum in these institutions is old-fashioned in its structure, is unable to meet the needs of student-teachers, and is very crowded in its content. Six College of Education tutors were of the view that most of the curricula are weak in their professional standards, are of too low a level, are divorced from the real life of schools, and lay stress on theoretical knowledge only.

Question 19 asked tutors (lecturers) about the adequacy of the professional subjects being taught in the training courses for preparing competent teachers for primary/secondary schools. Responses in Table 8.16(b) indicate that 24 tutors (lecturers) (48.0%) believed them to be 'not adequate', while 18 others (36.0%) believed they were 'adequate'. Eight respondents (16.0%) 'did not know'.which way to answer.

On the basis of the respondents' replies to Question 19(a), tutors (lecturers) were asked to state their opinion as to whether they considered any weaknesses due to inappropriate professional standards set by the institutions. Sixty-eight point four per cent indicated that there were weaknesses due to low professional standards, while five respondents (26.3%) rejected this suggestion. See Table 8.16(b).

TABLE 8.16(a): TUTORS' (LECTURERS') OPINIONS ON QUESTION 19

Response Code	Frequency	Percentage of Sample
Adequate	18	36.0
Not adequate	24	48.0
Don't Know	8	16.0
TOTAL	50	100.0

TABLE 8.16(b): DISTRIBUTION FREQUENCY AND PERCENTAGE OF RESPONDENTS REPLIES TO THE ITEM FOLLOWING QUESTION 19

Response Code	Frequency	Percentage of Sample
Yes	13	68.4
No	5	26.3
TOTAL	19	100.0

A further open question requested respondents to state any other important reasons for weakness in the professional curriculum. Ten tutors (lecturers) (from both primary and secondary teacher-training institutions) expressed opinions to the effect that the professional courses cannot successfully achieve the needs of both student-teachers and the children in schools. Seven others felt courses did not make real links between theory and practice in teacher education. They were judged to be far removed from real life and work in schools.

The researcher must comment here from his own experience as lecturer of the Central Teacher-Training Institute. He has found professional subjects to be very crowded in their content at the expense of practical inputs. Overcrowding is such that tutors and students have very little chance of completing presented course texts.

Question 20 invited respondents to agree or disagree that training institutions offer opportunities for encountering new and significant advances in scientific knowledge. The replies show in Table 8.17 that 34.0% of the respondents agreed that they do, while 46.0% disagreed.

TABLE 8.17: TUTORS' (LECTURERS') OPINIONS IN RESPONSE TO QUESTION 20

Responses Code	Frequency	Percentage
Yes	17	34.0
No	23	46.0
Don't Know	10	20.0
TOTAL	50	100.0

Question 21 asked tutors (lecturers) to evaluate Psychology and other foundation subjects of education courses in initial training institutions through a set of closed options.

TABLE 8.18: TUTORS' (LECTURERS') OPINIONS ON PSYCHOLOGY AND OTHER FOUNDATIONS OF EDUCATION COURSES (QUESTION 21)

Questions	F.	%	No Reply	%	Total	
					F.	%
(a) Satisfactory.	15	30.0	35	70.0	50	100.0
(b) Too theoretical.	29	58.0	21	42.0	50	100.0
(c) Include theoretical and practical, equally.	1	2.0	49	98.0	50	100.0
(d) Include too little Experimental Psychology.	18	36.0	32	64.0	50	100.0
(e) Include too little Educational Psychology.	11	22.0	39	78.0	50	100.0
(f) Include too little practice in child study.	17	34.0	33	66.0	50	100.0
(g) Deal well with some education problems of child growth.	5	10.0	45	90.0	50	100.0

As can be seen in Table 8.18, statement (b) attracted many responses: 58.0% of the respondents said that Psychology and other

foundations of education were too theoretical. Statements (d) and (f) were endorsed by 36 per cent and 34 per cent of respondents, respectively. More than a quarter of the respondents (30.0%) found the Psychology courses and other foundations of education satisfactory (Statement a), whereas 22.0% of the respondents were of the view that the professional courses 'include too little Educational Psychology'. It should be noted that responses are not necessarily mutually exclusive. Statement (g), namely that these courses deal well with some education problems of child growth, gathered only five supporters (10.0%) and Statement (c) just one.

The above results add weight to the belief of many, including this researcher, that Psychology and other Foundations of Education are too theoretical and do not give student-teachers real practical experience of the school situation and the needs of the young.

In Question 22, respondents were asked to agree or disagree with the statement that 'A variety of teaching methods used in the training courses helps student-teachers develop their teaching skills.'

TABLE 8.19: TUTORS' (LECTURERS) OPINIONS ON THE TEACHING METHODS (QUESTION 22)

Response Code	Frequency	Percentage of Sample
Agree	27	54.0
Disagree	20	40.0
Don't Know	3	6.0
TOTAL	50	100.0

More than half of the tutors (lecturers) (54.0%) agreed with this statement concerning variety of teaching methods, while (20) others (40.0%) disagreed. The three remaining respondents (6.0%) did not know whether to agree or disagree.

Question 23 comprised five closed items and one open one. It asked how useful different teaching methods were in preparing student-teachers to teach through initial training courses.

Table 8.20 shows the results of the respondents' replies. The majority of respondents (84.0%) supported lectures as teaching methods; 22.0% of them felt they were 'extremely useful', while 16.0% of others thought 'fairly useful'. Thirty-two respondents (64.0%) said discussion as a teaching method was 'extremely useful' in training institutions; 62.0% found it 'very useful'. No-one rejected this teaching method. Thirty-seven tutors (74.0%) felt the 'seminar' method was 'useful' or 'extremely useful', a markedly positive response. However, a significant minority (22.0%) were apparently not enthusiastic about this teaching method. More than half of the sample (56.0%) indicated that project teaching as a method ranks between 'useful' and 'extremely useful', while 26.0% thought this was only 'fairly useful' or 'not at all useful'.

Item (f) was an open question inviting tutors to suggest any other teaching methods useful and degree of usefulness. Some tutors expressed the view that discussion of teaching methods is the most favoured by tutors (lecturers).

TABLE 8.20: TUTORS' (LECTURERS') OPINIONS ON THE TEACHING METHODS USED IN
TEACHER-TRAINING (QUESTION 23)

Teaching Methods	Extremely Useful		Very Useful		Useful		Fairly Useful		Not at all Useful		No Reply		Total F %	
	F	%	F	%	F	%	F	%	F	%	F	%		
(a) Lectures	11	22.0	31	62.0	-	-	8	16.0	-	-	-	-	50	100.0
(b) Discussion	32	64.0	18	36.0	-	-	-	-	-	-	-	-	50	100.0
(c) Tutorials (individual or small-group).	5	10.0	14	28.0	8	16.0	18	32.0	4	8.0	1	2.0	50	100.0
(d) Seminars (Large-group).	7	14.0	27	54.0	3	6.0	8	16.0	3	6.0	2	4.0	50	100.0
(e) Projects	6	12.0	16	32.0	6	12.0	14	28.0	7	14.0	1	2.0	50	100.0

KEY RATING

F = Frequency

% = Percentage of Sample

Iraqi training institutions tend to use traditional teaching methods rather than more "progressive" or imaginative approaches. Responses to this questionnaire survey indicate that staff attitudes are a major part of the problem. Indeed, no-one replied to open question (g).

Question 24 consisted of four closed items and attempted to gauge the attitudes of respondents regarding the value of some of the groups of subjects that are taught in training courses. The great majority of respondents (84.0%) said that the main subjects in initial training courses were 'extremely' or 'very valuable'. All the respondents (100.0%) thought professional subjects were 'valuable'. Indeed, 98% went so far as to indicate that they were 'extremely valuable' or 'very valuable'. The value of general education subjects was also widely accepted. Only two respondents (40.0%) thought they were only 'fairly valuable'. Twenty-four tutors (lecturers) said that audio-visual aids subjects were 'extremely valuable' in preparing teachers; 46.0% found them 'very valuable'. Three respondents (6.0%) felt they were 'fairly useful'.

Despite the overall positive nature of the results, different subject groups can still be ranked in order of perceived importance in a way that is perhaps significant. Professional subjects appear to have most importance attached to them by tutors. Second, are subjects to do with audio-visual aids. General Education subjects can be ranked third, and least importance appears to be attached to main subjects. (See Table 8.21)

TABLE 8.21 : TUTORS' (LECTURERS') OPINIONS ON THE COMPONENT SUBJECTS
OF INITIAL TRAINING COURSES

Subjects	Extremely Valuable		Very Valuable		Valuable		Fairly Valuable		Not at all Valuable		No Replies		Total F %	
	F	%	F	%	F	%	F	%	F	%	F	%		
1. Main Subjects	10	20.0	32	64.0	-	-	6	12.0	-	-	2	4.0	50	100.0
2. Professional Subjects	30	60.0	19	38.0	1	2.0	-	-	-	-	-	-	50	100.0
3. General Education Subjects	13	26.0	33	66.0	1	2.0	2	4.0	-	-	1	2.0	50	100.0
4. Audio-Visual Aids Subjects	24	48.0	23	46.0	-	-	3	6.0	-	-	-	-	50	100.0

KEY RATING

F = Frequency

% = Percentage of sample

8.1.2 Questionnaire Part Two: The Educational Media in Training Institutions:

This part of the questionnaire consisted of further closed questions and one open item. Respondents were firstly asked to give their assessment of the frequency with which 'tutors (lecturers) for educational technology in the training institutions were involved in planning courses of initial training'.

Table 8.22 shows that 6.0% of the respondents said that tutors (lecturers) 'always' have a voice in planning training courses, while 20.0% stated 'often'. The majority of tutors (lecturers) (74.0%), however, replied 'sometimes' or 'never', which can be regarded as disturbing. Indeed, where tutors (lecturers) in Educational Technology have been appointed in a few institutions, they have been given no hand in planning training courses.

In Question 2, respondents were asked to react on a five-point rating scale to the statement that 'Institutions provide facilities to preview and assess the role of Educational Technology in Training Institutions'.

As Table 8.22 shows, most of the respondents' (72.0%) replies are divided between 'sometimes' and 'never', which suggests that training institutions, on the whole, fail to adequately provide opportunities to preview and assess the role of Educational Technology in their work.

TABLE 8.22: TUTOR'S (LECTURERS') OPINIONS ON QUESTIONS 1-6

Question No.	Always		Often		Some- times		Rarely		Never		No Reply		Total	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	3	6.0	10	20.0	14	28.0	12	24.0	11	22.0	-	-	50	100.0
2	4	8.0	5	10.0	14	28.0	12	24.0	15	30.0	-	-	50	100.0
3	4	8.0	6	12.0	16	32.0	18	36.0	6	12.0	-	-	50	100.0
4	8	16.0	6	12.0	12	24.0	18	36.0	6	12.0	-	-	50	100.0
5	6	12.0	9	18.0	11	22.0	10	20.0	13	26.0	1	2.0	50	100.0
6	7	14.0	11	22.0	13	26.0	13	26.0	6	12.0	-	-	50	100.0

KEY RATING

F = Frequency

% = Percentage of sample

In Question 3, tutors were asked to respond to the statement that 'student-teachers receive during their initial training course at least a simple introduction to educational technology at the conceptual, as well as the practical level. Thirty-six per cent of respondents indicated that students 'rarely' receive an introduction to Educational Technology. Thirty-two per cent felt they did 'sometimes'. Six tutors (lecturers) (12.0%) said student teachers 'never' received any introduction to Educational Technology, while 20 per cent thought they did so 'often' and 8.0% 'always'. (See Table 8.22).

In Question 4, respondents were asked if, on the whole, training courses make optimum use of Educational Technology. Replies in Table 8.22 show that approximately half of the sample (48.0%) believed that training courses 'rarely' or 'never' (12.0%) make optimum use of Educational Technology. Eight respondents (16.0%) felt they did so 'always' and 12.0% replied 'often'. Twelve respondents (24.0%) stated 'sometimes'.

Question 5 asked how efficiently involved were student-teachers in producing audio-visual aids during their initial training course. Six tutors (lecturers) (12.0%) said that students were 'always' involved in producing audio-visual aids; nine others (18.0%) stated they were involved 'often'; 22.0% declared 'sometimes'. Ten tutors (lecturers (20.0%) said students were involved only 'rarely' and 26.0% said 'never'. One respondent (2.0%) did not reply. (See Table 8.22).

Respondents were asked in Question 6 to react to the statement that "Training institutions help student-teachers to have a positive attitude towards the use of audio-visual aids". Seven respondents (14.0%) felt that they did so 'always'; eleven (22.0%) said 'often'; six tutors (lecturers) (12.0%) stated 'never'; thirteen (26.0%) said 'rarely', and 13 (26.0%) replied 'sometimes'. (See Table 8.22). Thus, responses indicating 'rarely' or 'never' were more numerous than those indicating 'always' or 'often' - an outcome tending to suggest cause for concern.

Question 7 asked tutors (lecturers) if they would like the use of the educational media in training institutions to be increased or decreased.

TABLE 8.23: WOULD YOU LIKE TO SEE MORE OR LESS USE OF EDUCATIONAL MEDIA? (QUESTION 7)

Response Code	Frequency	Percentage of Sample
Much more	34	68.0
A little more	11	22.0
As at present	3	6.0
A little less	1	2.0
Much less	1	2.0
TOTAL	50	100.0

As Table 8.23 shows, the vast majority of tutors (lecturers) (90.0%) wanted to see more use of educational media in training courses; 68.0% of them said 'much more'. It would seem a reasonable assertion that institutions did not use educational media widely in preparing teachers and are not keeping up with the development of their use in the progressive world.

Question 8 required tutors (lecturers) to evaluate the quality of audio-visual aids available for initial training courses. A strong element of dissatisfaction emerged, as Table 8.24 shows. More than half of the tutors (60.0%) found the quality of these materials 'poor' and 18.0% 'very poor'. Twenty-eight per cent stated that the current position was 'acceptable', while six respondents (12.0%) declared that it was 'good' or 'excellent'.

TABLE 8.24: TUTOR'S (LECTURERS') OPINIONS ON QUESTIONS 8 AND 9

Question No	Excellent		Good		Acceptable		Poor		Very Poor		Total
	F	%	F	%	F	%	F	%	F	%	
8	2	4.0	4	8.0	14	28.0	21	42.0	9	18.0	50 100.0
9	2	4.0	9	18.0	17	34.0	16	32.0	6	12.0	50 100.0

In Question 9, tutors (lecturers) were asked their opinions on the clarity of the aims in using audio-visual aids in training courses. The results are shown in Table 8.24. A large number of tutors

(lecturers) (44.0%) found the clarity of aims of using audio-visual aids to be 'poor' or 'very poor' (12.0%). Eleven respondents (22.0%) said they were 'good' and two (4.0%) 'excellent'. Seventeen others (34.0%) said 'acceptable'.

Respondents were presented, in Question 10, with the statement that 'In general, audio-visual aids teaching provides practical and theoretical experience for students in initial training courses'. The replies in Table 8.25 show that more than half of the tutors (lecturers) (52.0%) 'strongly agreed' that audio-visual aids were playing this role; twenty-one others (42.0%) 'agreed'; while only five respondents (10.0%) did not know.

TABLE 8.25: FREQUENCY AND PERCENTAGE OF RESPONDENTS' REPLIES TO QUESTIONS 10-15

Question No.	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
10	26	52.0	21	42.0	3	6.0	-	-	-	-	50	100.0
11	20	40.0	26	52.0	4	8.0	-	-	-	-	50	100.0
12	2	4.0	11	22.0	17	34.0	17	34.0	3	6.0	50	100.0
13	11	22.0	31	62.0	8	16.0	-	-	-	-	50	100.0
14	4	8.0	4	8.0	5	10.0	26	52.0	11	22.0	50	100.0

In Question 11, the statement offered was: "Student-teachers could improve their professional side by using audio-visual aids substantially during the initial training course". Table 8.25 shows that

92.0% of tutors (lecturers) endorsed this view (40.0% strongly).

In Question 12, respondents were asked to respond to the statement that "Training courses use audio-visual aids inappropriate to the subject matter of the school situation. Responses are shown in Table 8.25. As can be seen, 40 per cent of respondents believe such a criticism is justified.

Question 13 solicited reaction to the statement that "Initial training courses that place a substantial emphasis on Educational Technology help student-teachers to adjust themselves to the continuous changes in teaching procedures". Table 8.25 shows that again, the great majority of respondents (42 tutors (lecturers) or 84.0%) agreed.

Question 14 sought tutors' (lecturers') opinions on the role of Educational Technology as a central part of preparing teachers in initial training courses. Table 8.25 illustrates that the majority of the respondents believed that Educational Technology was not currently playing a central part in preparing teachers.

To conclude the questionnaire, Question 15 was an open question giving respondents more opportunity to state their suggestions or comments for improving the use of the educational media in initial training courses. Thirty tutors (lecturers) made suggestions to the effect that it was very important for each training institution

to establish a Centre of Educational Technology supplied with new and relevant devices. Centres would need to be staffed by qualified tutors (lecturers), and should become a key means of preparing teachers in these institutions. Moreover, training institutions should provide full courses in Educational Technology for their students, and that they should set out to train most of the teachers in the country (through courses of in-service teacher training).

Ten respondents declared that, if it is wished to improve the situation in respect of Educational Technology in Iraq, schools should be supplied, step by step, with relevant devices and existing educational technology should be assessed and reviewed.

8.1.3 Analysis of Tutors' (Lecturers') Questionnaire Data by Using Cross-tabulation

This questionnaire survey was also designed to facilitate the examination of the relationship between personal information variables and the Chi-square was used for this purpose.

Regarding the first relationship between tutors' (lecturers') ages and their responses to each question, the results are shown in Table 1 , Appendix 5A . From that table, it can be understood that there are a few responses which have different degrees of significance. These questions are 4, 5, 12(f) and 17(b) in Part One. In Part Two, only the responses to Question 3 show significance. The rest of the responses to questions in both parts show no significance at all.

In Part One, Question 3 invited tutors' opinions on the best form* of teaching practice; this question including several possible answers. The value of chi-square shows a high level of significance at $21.59 p < .001$. Question 5 asked tutors in which form* they preferred to have school observation, offering four choices. The value of chi-square is $18.67 p < .03$, with a degree of freedom. This shows a low significance. In Question 12, item (f), the χ^2 value is $9.71 p < .02$, which is only just significant; this question asked tutors about the evidence they used in assessing student-teachers at the end of the training courses. The responses to Question 17(b), on the other hand, show a high significance; here, tutors were asked whether the aim of training courses was to enable student-teachers to link theory and practice in education or not. The χ^2 value was $31.35 p < .002$.

In Part Two of the questionnaire, it appears from Table 1 Appendix 5A, that only Question 3 shows significance, and this is low. The χ^2 value is $24.23 p < .02$. This question asked tutors whether or not "student-teachers receive during their initial training course at least a simple introduction to educational technology at the conceptual, as well as the practical level?" Very few questions show a high significance between the ages of the respondents and their answers to these questions. This means that the great majority of the tutors (lecturers) have similar opinions

*For more detail about the forms of teaching practice, and of school observation, see Appendix 3I, Questions 3 and 5, of tutors' questionnaire.

about the aspects of initial teacher-training and educational media presented in their questionnaire.

The second relationship tested was between tutors' (lecturers') sex and their responses to each question. Table 2, Appendix 5A, shows the results, the value of Chi-square and the level of significance for each question. From the same table, it can be seen that there are a few questions which have different degrees of significance. In Part One, there are seven questions, and sub-questions, which show significance. These questions and sub-questions are: 17(d), 17(e), 17(f), 17(j), 23(a) and 24, item 4. In Part Two, the questions showing significances are 1, 5 and 14. The remainder show no significance at all. For Question 17, items d, e, f, g and j in Part One, the values of Chi-square are: 14.33 $p < .01$, 7.97 $p < .05$, 10.90 $p < .03$, 9.22 $p < .05$, and 8.43 $p < .03$, respectively. The question invited tutors to state their opinions about the "aims of current initial training courses, the choices being given in sub-questions as: (d) "to prepare student-teachers by promoting an understanding of the learning process and the social function of schooling"; (f) "to help student-teachers to understand and solve the practical problems they will face in school"; (g) "to prepare student-teachers by developing their understanding of the mental growth of children and their needs"; and (j) to "strengthen the connection between the theoretical and practical aspects of teaching methods". The responses show a low significance. Question 23(a) asked tutors "How useful is the lecture method in preparing student-teachers to

teach in the initial training courses?" The Value of Chi-square is 6.48 $p < .03$, which shows a low significance. For Question 24, item 4, the Chi-square value is 8.27 $p < .01$, which shows minimal significance. This sub-question asked tutors their opinions regarding the value of teaching about audio-visual aids in training courses.

In Part Two, Questions 1, 5 and 14 show minimal significance. The values of Chi-square are as follows: 11.75 $p < .02$ for Question 1, 11.29 $p < .02$ for Question 5, and 10.44 $p < .03$ for Question 14. For more details about the content of these questions, see tutors' (lecturers') questionnaire in Table 2 , Appendix 5A .

From the data analysis, it is clear that both male and female tutors (lecturers) are, without doubt, in favour of changing the form of initial teacher-training in the use of educational media. This means that the tutors had markedly similar opinions about the above component of teacher-training.

The third relationship tested was that between tutors' (lecturers') length of teaching experience and their answer to each question presented in the questionnaire. Table 3 , Appendix 5A, illustrates the relationship and shows the value of Chi-square for each question. This table indicates that only three questions and sub-questions in Part One show significance; these being 10(a), 15 and 23(d). The rest show no significance at all.

In Part Two, there is no question showing significance. Question 10, item (a), asked tutors about the importance of evaluation reports written by students after they finished teaching practice. The degree of freedom is 9, and the value of Chi-square is 16.64 $p < .05$. In Question 15, the χ^2 value is 18.39 $p < .01$, with six degrees of freedom. This question asked respondents to evaluate the present methods of selecting candidates for entry into teacher-training institutions.

Finally, Question 23, item (d) asked tutors, "How useful is the seminar (large-group) teaching method in preparing teachers?" The value of Chi-square is 25.87 $p < .01$.

On the whole, the results of analysis show weak significance. This means that there is no relationship between tutors' length of teaching experience and their reply to these questions.

The fourth relationship tested was that between tutors' (lecturers') academic qualifications, and their replies to each question. The results in Table 4, Appendix 5A, show the Chi-square and its significance level. From this table, it appears that eight questions show significant differences in Part One of the questionnaire. In Part Two, the Chi-square values show no significant differences at all, as between the tutors' academic qualifications, and their answers to these questions.

For Question 3 in Part One, the degree of freedom is 24, and the value of Chi-square is 38.05 $p < .03$. This question invited respondents' opinions on the best form* of teaching practice. Question 12,

* For the different forms of teaching practice, see Appendix 3I, tutors' questionnaire, Part One, Question 3.

item (b), asked tutors to state if the role taken by students during the seminars at institutions was part of the evidence they used in assessing student-teachers. The value of Chi-square is 14.07 $p < .04$. Question 17 asked respondents whether certain statements represented the aims of current initial training courses*. For Question 17(a), the value of Chi-square is 36.57 $p < .04$; for Question 17(c), it is 33.21 $p < .02$, for Question 17(d), it is 36.51 $p < .04$, and for Question 17(h), it is 37.88 $p < .04$. The above sub-questions show a low level of significance, which means there is no strong relationship between tutors' academic qualifications and their replies to this question. Question 23(d) asked how useful the seminar (large-group) teaching method was in preparing trainees to teach in initial training courses. The Chi-square value is 39.67 $p < .02$, with 24 degrees of freedom. The last question in the questionnaire from Part One of the tutors' questionnaire shows significance. This question is 24, item 3, which asked for the attitudes of the respondents regarding the value of the general education subjects taught in training courses. The value of Chi-square is 30.10 $p < .04$, with 18 degrees of freedom.

According to the above results, the value of Chi-square is only just significant. This means that the significance may have occurred by chance, or by the manner of the table, so we could say that there is no strong relationship between tutors' academic qualifications,

*For more details about the current aims of initial teacher-training, see Appendix 3I ; Tutors' questionnaire, Part One, Question 17.

and their answers to these questions.

The fifth relationship tested was that between tutors' (lecturers') main teaching subjects, and their responses to each question. Table 5 in Appendix 5A, shows the Chi-square value and significance for each question. It is clear that there are four questions and sub-questions which show significance in Part One. These questions are: 2, 17(d), 23(b) and 24, item 1; while the three questions in Part Two which show significance are: 2, 3 and 4. The rest of the questions from the two parts show no significance.

In Part One, Question 2, asked in general, whether the timing of teaching practice was satisfactory or not. The Chi-square value is 16.60 $p < .02$. The value of Chi-square for Question 17(d) is 30.74 $p < .05$; this question asked respondents to "state whether the current training course aims to prepare student-teachers to manage the classroom or not". Question 23(b) invited tutors to state how useful the discussion teaching method was in preparing student-teachers to teach in initial training courses. The value of Chi-square is 13.06 $p < .02$. For Question 24, item 1, the value of Chi-square is 20.39 $p < .03$; this question asked the opinions of tutors regarding the value of the main subjects taught in training courses.

In Part One of the questionnaire, Question 2 shows significance at a 32.04 $p < .04$ value of Chi-square. Here, tutors were invited to react to the statement that institutions provided "facilities to review and assess the role of educational technology in training

institutions". Question 3 asked tutors whether or not "student-teachers receive during their initial course at least a simple introduction to educational technology at the conceptual, as well as the practical level." The value of chi-square is 38.31 $p < .01$. Finally, for Question 4, the value of chi-square is 38.18 $p < .01$. This question asked respondents if, on the whole, training courses made optimum use of educational technology.

In testing the relationship between tutors' main teaching subjects and their replies to each question, the values of chi-square show a low relationship between the two variables. This means that there is no relationship between tutors' main teaching subjects and their answers to these questions.

8.2 SURVEY OF STUDENT-TEACHERS

Before the data collected in Parts One and Two of the student-teachers' questionnaire are discussed, attention should be drawn to two questions (Questions 8 and 9) included within the background and personal information section.

Question 8 asked students if they were keen to become teachers. The replies shown in Table 8.26 indicate that 90.3% of the sample said 'yes', while nearly all the others (9.3%) said 'no'. Only one student (.3%) did not reply. It should be explained that, in Iraq, students have no choice of changing from the training institutions; and, if they graduate from these institutions, there is no way to get another job instead of teaching, because each student when

entering the teacher-training institution must sign a contract with government to serve as a teacher. Question 9 asked students to state if the institution they were attending was their first choice.

It appears from Table 8.26 that 177 students (59.0%) out of the total sample of 300 said 'yes', while 40.7% said 'no'. An open question following Question 9 asked students: "If this was not your first choice, did you apply to another field of study?" A considerable number of students, particularly those in Teacher-Training Institutions and particularly girls, expressed that there was pressure from their parents to become teachers. Others attending a College of Education or Central Teacher-Training Institute, indicated that they applied to another field of study rather than teaching, but the decision was made by the 'Central Acceptance'. A few others said, "We just wanted to get a degree from university".

TABLE 8.26: FREQUENCY AND PERCENTAGE OF STUDENTS' REPLIES TO QUESTIONS 8 AND 9

Question No	Yes		No		No Reply		Total	
	F	%	F	%	F	%	F	%
8	271	90.3	28	9.3	1	.3	300	100.0
9	177	59.0	122	40.7	1	.3	300	100.0

8.2.1 Questionnaire Part One:

This part comprised twenty-four closed and open questions exploring the four areas detailed at the outset to this chapter.

Teaching Practice and School Observation: Questions 1-10:

Question 1 solicited student-teachers' views on the satisfaction or otherwise of the current duration of teaching practice. More than half of the sample (61.7%) indicated that the duration was not satisfactory, while one hundred students (33.3%) indicated that it was. Fifteen respondents (5.0%) did not know whether the duration was satisfactory or not. Comments supplied provided a clear demand for more time to be given to teaching practice. Table 8.27 shows the results for this question.

TABLE 8.27: FREQUENCY AND PERCENTAGE OF STUDENTS' REPLIES TO QUESTIONS 1 AND 2

Question No	Frequency			Percentage			Total	
	S	NS	DK	Total	S	NS		DK
1	100	185	15	300	30.3	61.7	5.0	100.0
2	122	165	13	300	40.7	55.0	4.3	100.0

KEY RATING:

S = Satisfactory

NS = Not Satisfactory

DK = Don't Know

Question 2, the responses to which are detailed in Table 8.27, revealed that 165 student-teachers (55.0%) found the timing of teaching practice unsatisfactory. A six-week period of teaching practice at the training at the end of the training course was not thought by the majority to be adequate to gain experience in the teaching profession.

Question 3 asked students about the form in which they preferred teaching practice.

TABLE 8.28: FORM IN WHICH STUDENTS WOULD PREFER TEACHING PRACTICE

Form of Teaching Practice	Frequency	Percentage %
(a) As at present.	58	19.3
(b) In several shorter spells.	24	8.0
(c) To take place in the last four weeks of each of the last two years of the courses.	108	36.0
(d) A number of separate weeks in school is better for students than a longer block of time.	39	13.0
(e) To take place during the training course on average three weeks yearly and 16 weeks in the last year of the course.	59	19.7
* No replies	12	4.0
TOTAL	300	100.0

Replies, detailed in Table 8.28, show that 36.0% of students preferred to have the teaching practice in the last four weeks of each of the last two years of the course.

Fifty-nine others (19.7%) preferred option (e), while nearly the same percentage of the sample (19.3%) wanted the teaching practice to be as at present. Thirteen per cent favoured a number of separate weeks in schools, rather than a longer block of time, while a minority of students (8.0%) wished teaching practice to be in several shorter spells. Twelve students (4.0%) did not reply to this question.

The open-ended element in the question also revealed that:

(a) In the view of 50 student, there was no relationship between the theoretical aspects of the curricula in the training institutions, and the practical side of the curricula in schools; (50 responses)

(b) Some courses in the training institutions had no value for preparing teachers; (35 students)

(c) There is no connection between the units in any one subject, and between the subject in each level; (40 students)

(d) The courses of teacher-training institutions were overcrowded in the subjects being taught; (60 students)

(e) In the Teacher-Training Institutes (course duration: 5 years), the specialist subjects are specialist in name only, and far from prepare specialists; (15 students)

(f) Students ignore most of the techniques and teaching methods taught by the Institutes, and they simply copy the teachers in the schools; (44 students)

(g) The emphasis is, above all, on the textbooks, so that tutors do not have flexibility to do other activities; (20 students)

(h) The content of the curricula in the training institutions is very theoretical and emphasises mechanical learning, giving the student-teachers little professional experience. (17 students)

Question 4 asked about the current duration of school observation. Rather more than half the students (66.0%) considered the current duration of school observation inadequate, while 29.0% were satisfied with the duration as it is at present. Thirteen students (4.3%) did not know and three did not reply. (See Table 8.29).

TABLE 8.29: DISTRIBUTION AND FREQUENCY OF STUDENTS' REPLIES TO QUESTION 4

Question No	Frequency				Total	Percentage			
	Satisfactory	Not Satisfactory	Don't Know	No Reply		S	NS	No Reply	Total
4	87	198	13	2	300	29.0	66.0	4.6	100.0

Question 5 asked students which educators in the training process had given them valuable advice.

Most students (73.3%) stated that they had received valuable advice from subject tutors in institutions. Sixty-nine per cent of

TABLE 8.30: OPINIONS OF STUDENT-TEACHERS ON QUESTION 5

Kinds of educators	Frequency			Percentage		
	Yes	No	Total	Yes	No	Total
(1) Institutions' tutors who teach main subjects.	220	80	300	73.3	26.7	100.0
(2) Institutions' tutors who teach professional subjects.	207	93	300	69.0	31.0	100.0
(3) H.M.I (Educational Supervisors and Specialists for Iraq sample).	29	270	300	9.7	90.0	100.0
(4) The head teacher.	63	237	300	21.0	79.0	100.0
(5) The classroom teacher.	189	110	300	63.0	36.7	100.0

students found that institutions' tutors in professional subjects gave them worthwhile advice. Classroom teachers rated third in helping student-teachers, while headteachers and educational and specialist supervisors appeared to give little support. In helping to understand this pattern of responses, it should be explained that teachers are often required to share in the training of students, and that educators outside the classroom often do not have any voice here. In fact, institutions' tutors cannot give substantial supervision, or make many visits to advise student-teachers because of their heavy lecturing commitments at their institutions.

Question 6 asked students to choose from a given list of options the form of school observation they most preferred, and opportunity was also provided to add further comment.

TABLE 8.31: FREQUENCY AND PERCENTAGE OF STUDENT-TEACHERS' REPLIES TO QUESTION 6

Forms of School Observation Preferred	Frequency	Percentage
(a) As at present	66	22.0
(b) One day each week during the last term of the first year.	34	11.3
(c) One day each week during the first term of the first year.	116	38.7
(d) One day each week during the first year.	71	23.7
* No reply	13	4.0
TOTAL	300	100.0

The replies, detailed in Table 8.31, show that one day each week during the first term of the first year was supported by the largest percentage (38.7%) of respondents, while response (d) attracted 23.7%. Sixty-six respondents (22.0%) preferred the school observation to be as at present, and 34 (11.3%) wanted the school observation to be one day each week during the last term of the first year.

In addition to the above: 70 College of Education students suggested one day each week during the third and fourth years of the training course; 89 Central Teacher-Training Institute students preferred one day each week during the years of the training course (first and second years); and 77 Teacher-Training Institute students proposed one day each week during the fourth and fifth years of the training course.

Question 7 enquired: 'Did you visit more than one class in your school observation?' Replies (see Table 8.32) show that the majority of students (63.0%) said 'yes', while 36.3% said 'no'. Two respondents did not reply.

TABLE 8.32: FREQUENCY AND PERCENTAGE OF STUDENTS' REPLIES TO QUESTION 7

Response Code	Frequency	Percentage
Yes	189	63.0
No	109	36.3
No Reply	2	.7
TOTAL	300	100.0

In Question 8, students were asked: 'Were you required to write a report about your school observation?'

TABLE 8.33: FREQUENCY AND PERCENTAGE OF STUDENTS' REPLIES TO QUESTION 8

Response Code	Frequency	Percentage
Yes	101	35.7
No	196	65.3
No Reply	3	.9
TOTAL	300	100.0

As Table 8.33 shows, the majority of students (65.3%) had not been required to write a report about their school observation, and this is a finding that should demand concern.

Question 9 was an open question requiring students to state their suggestion(s) for improving school observation and teaching practice. Ninety students responded to the effect that the teaching practice should be given more time, comprise more than one period during the training course, cover different subjects, and take place in a variety of schools. Twenty other students felt, "Teaching practice should not be left until the end of the training course." Fifty students indicated that "institutions should make very clear the aims of teaching practice and school observation, and should prepare student-teachers accordingly.

Thirty-seven students thought that teacher-training institutions should discuss matters of teaching practice and school observation with student-teachers. Fifteen students believed that classroom teachers, especially the best ones, should be more involved in advising and helping student-teachers during the period of teaching practice and school observation. Twenty-five students wanted improvement made in the status of student-teachers among classroom teachers by giving them responsibility in the teaching situation: for example, conducting examinations for the pupils.

Assessment of Student-Teachers: Questions 10-12:

This part of the questionnaire consisted of three questions asking students their opinions about the assessment of student-teachers.

Question 10 posed the statement that, "A major problem of initial training courses is that the lack of relevant methods for assessing student-teachers." Students were asked to what extent they agreed or disagreed with this. Approximately two-thirds of the respondents (74.7%) agreed with the lack of relevant methods for assessing student-teachers. Table 8.34 represents the percentages of this question. Forty-one students did not know, while the minority of students (11.7%) did not agree with the statement.

In Question 11, students were asked to what degree they agreed or disagreed with the statement that: "tutors in training institutions

TABLE 8.34: OPINIONS OF STUDENT-TEACHERS ON THE ASSESSMENT OF STUDENT-TEACHERS (QUESTIONS 10-12)

Question No.	Frequency					Total	Percentage					Total
	SA	A	N	D	SD		SA	A	N	D	SD	
10	99	125	41	30	5	300	33.0	41.6	13.7	10.0	1.7	100.0
11	62	82	41	97	18	300	20.7	27.3	13.7	32.3	6.0	100.0
12	68	128	43	53	8	300	42.7	42.7	14.3	17.7	2.7	100.0

KEY RATING

SA = Strongly Agree
 A = Agree
 N = Don't Know
 D = Disagree
 SD = Strongly Disagree

have the appropriate knowledge and skills to assess student-teachers." The replies in Table 8.34 show that 144 student-teachers, 48.0% of the total of 300, agreed with the statement. Sixty-two of these (20.7%) strongly agree. More than 38 per cent did not agree, with 6.0% strongly disagreeing. The remaining 41 students (13.7%) did not know whether to agree or disagree. Clearly, such a response pattern does not allow for very great confidence in the assessment role of tutors.

In Question 12, students were asked to what degree they agreed or disagreed with the statement that: "Classroom teachers do not have the appropriate knowledge and skills to assess student-teachers." The results, detailed in Table 8.34, show 65.4% of the sample concurring to some degree with this statement. Undoubtedly, part of the problem that this response pattern hints at is that there is a gap in the relationship between teacher-training institutions and teachers. Teachers, after graduating from training institutions, cut their connections and the institutions do not invite the teachers back to see what developments have occurred in the field of education in general, and in teacher-training in particular. There is no co-operation between the two parties in helping student-teachers and assessing them. One can argue, therefore, that student-teachers have not valued any assessment of themselves by teachers, because the training institutions themselves have ignored the role of classroom teachers.

The Aims and Nature of Training Institutions' Courses:
Questions 13-15:

This section of the questionnaire included four questions, 13-15, which sought the opinions of student-teachers about the nature of aims of teacher-training institutions. Respondents were asked in Question 13, "How satisfactory are the present methods of selecting candidates for entry into teacher-training institutions?" Responses to the question are detailed in Table 8.35.

TABLE 8.35: FREQUENCY AND PERCENTAGE OF STUDENT-TEACHERS'
REPLIES TO QUESTION 13

Response Code	Frequency	Percentage
Satisfactory	62	20.7
Not Satisfactory	212	70.7
Don't Know	26	8.7
TOTAL	300	100.0

It is clear from these results that students were overwhelmingly dissatisfied with the present method of selecting students for entry into teacher-training institutions. This evidence of student dissatisfaction adds further weight to the 1984 findings of Al-Kazrije, who, when addressing selection methods of primary teacher-training institutions reported:

"....an over-reliance on a minimum scholastic attainment and on mechanical interviewing which failed to probe deeply enough into such matters as motivation and other personality traits." *

Indeed, as has been noted above, central acceptance methods of selecting candidates for entry to train as teachers in the various teacher-training institutions do not give opportunities to encourage vocationally suitable students. Rather, candidates are selected mainly on their academic achievement in the public examinations.

Question 14 was concerned with students' opinions of, and attitudes towards, the system of initial teacher-training in their institutions. As Table 8.36 shows, there was an obvious feeling of dissatisfaction with the present system.

TABLE 8.36: OPINIONS OF STUDENTS ON THE SYSTEM OF TRAINING IN TEACHER-TRAINING INSTITUTIONS

Statements	Frequency			Total	Percent.			Total
	Yes	No	Reply		%	No	Reply	
(a) It gives students sufficient encouragement for creative work.	107	193	-	300	35.7	64.3	-	100.0
(b) It gives students ample opportunity to improve skills and abilities.	115	185	-	300	38.3	61.7	-	100.0
(c) It is well organised.	113	183	4	300	37.7	61.0	-	100.0
(d) The regime is harsh.	196	100	4	300	65.3	33.3	-	100.0

* Al-Kazrije, K.G., The Education of Primary Teachers in Iraq, Ph.D. thesis, University College of Wales, Aberystwyth, 1984, p.493.

This is perhaps all the more significant when one takes into account the statistical tendency for respondents to agree, rather than disagree, with positively framed statements.

More than half of the sample (64.3%) indicated that the training system did not give students sufficient encouragement in creative work. It is clear, also, from the replies to Question 14(b), that a majority of student-teachers (61.7%) denied that the training system gave students ample opportunity to improve skills and abilities. Moreover, 60.7% of the total sample indicated that the training system was not well organised. As to harshness of regime, the majority of students were not prepared to classify the regime as 'harsh'. Nonetheless, a significant minority of 33.3% did feel the regime was harsh. Only four respondents did not reply to this set of questions.

Open Question 14(f) was designed to allow any respondents who answered negatively to any of the statements 14 (a-d) to explain their reasons for so doing. Eighty such students pointed to the lack of experience of certain tutors in some aspects of teacher-training in the institutions. Forty students from Colleges of Education indicated that the curricula were overloaded, and that tutors just wanted to complete their curricula responsibilities without any regard to any other creative work. Thus, students were not given any opportunity for creative work or thinking (a point made by 125 students). Other reasons that emerged included

claims that: some tutors in the teacher-training institutes considered students as pupils in primary or secondary schools (75 students); courses stressed the theoretical side without due consideration to the practical side, adversely affecting the work of students as teachers in the future (62 students); some courses were irrelevant to students, because most of these courses were either too hard or too simple (77 students). An unfavourable comparison of course standard with the higher standard of the Secondary Baccalaureate was also made by 37 students.

Question 15, through providing a closed set of response options sought to learn more about students opinions about present methods of selecting candidates to train as teachers. Table 8.37 shows the response pattern that emerged.

TABLE 8.37: FREQUENCY AND PERCENTAGE OF STUDENT-TEACHERS' REPLIES TO QUESTION 15

Forms of Selecting Candidates	Frequency		Total	Percentage		Total
	Yes	No Reply		Yes	No Reply	
(a) good reference from previous school.	30	270	300	10.0	90.0	100.0
(b) academic achievement.	18	282	300	6.0	94.0	100.0
(c) special tests.	89	211	300	29.6	70.3	100.0
(d) interview.	85	215	300	28.3	71.7	100.0
(e) a combination of items a,b,c and d.	131	169	300	43.6	56.3	100.0
(f) central acceptance.	29	271	300	9.7	90.3	100.0

The most favoured method of selecting students for entry into the teacher-training institutions among those supplied, is a combination of different criteria, these being: a good reference from the previous school, academic achievement, special tests, and performance in interview. This method was chosen by 43.6% of the respondents. Special tests and interview drew nearly equal percentages, i.e. 29.6% and 28.3%, respectively. A good reference from the previous school was preferred by 30 respondents (10.0%), while eighteen respondents (60.0%) selected academic achievement. Twenty-nine (9.7%) respondents indicated a preference for Central Acceptance - a statistic which, does, of course, infer that 90.3% of respondents are not happy with the Central Acceptance system as a single selection criterion.

Suggestions were also made to the open question inviting identification of "other methods of selecting candidates". Ninety-eight students were of the view that to select good students, "Committees for selecting candidates should take into account motivation, general scientific abilities, general skills, general education, and the personal interest of the candidates, in order to be able to select good students." Seventy respondents replied to the effect that, in addition to the above methods, educational trends and ability of candidates should be taken into account. What also emerged from the responses was a very distinct message that, if students of higher standard entering teacher-training institutions is what is wanted, steps must be taken by the education authorities to improve the social status of the teacher.

Question 16 sought the opinions of student-teachers on the types of tutors likely to be most effective in terms of their qualifications and experience.

TABLE 8.38: OPINIONS OF STUDENT-TEACHERS ON THE TYPES OF TUTORS LIKELY TO BE MOST EFFECTIVE IN TRAINING INSTITUTIONS

Types of Tutors	Frequency	Percentage
(a) Tutors with higher academic degree only.	56	18.7
(b) Tutors with considerable experience of teaching in school, and a first university degree.	35	11.7
(c) Tutors with higher academic qualification, and considerable experience of teaching in schools.	206	68.7
* No replies.	3	1.0
TOTAL	300	100.0

As Table 8.38 shows, over half of the students (68.7%) preferred tutors with higher academic qualifications, plus considerable experience of teaching in schools (item (c)). Eighteen point seven per cent felt tutors with a higher academic degree only were best suited, and 11.7 per cent wanted tutors with a considerable experience of teaching in school, plus a first university degree.

No comments were made in response to the item (d): "What other types of tutors do you think should be working in teacher-training institutions?"

Curricula and Teaching Methods: Questions 17-24:

In this section of the questionnaire, students were encouraged to express their opinions about the current curricula and teaching methods used in initial teacher-training institutions (Questions 17 - 24).

Students were asked their opinions, in Question 17(a), on the adequacy, or otherwise, of main subject provision for preparing student-teachers to teach similar subjects in schools.

TABLE 8.39(a): WHETHER OR NOT STUDENTS CONSIDER THE MAIN SUBJECT TRAINING COURSES TO BE ADEQUATE AS PREPARATION FOR TEACHING SIMILAR SUBJECTS IN SCHOOL (QUESTION 17(a))

Response Code	Frequency	Percentage of Sample
Adequate	105	35.0
Inadequate	176	58.0
Don't Know	18	6.0
No Reply	1	.3
TOTAL	300	100.0

As indicated in the above table, more than half of the sample (58.7%; 176 students) felt the main subject components of their training courses were an inadequate preparation for teaching similar subjects in schools subsequently, and this is clearly a disturbing response pattern.

To probe the issue further, in Question 17(b), those students only who had responded 'inadequate' in Question 17(a) were asked

did they "consider the weakness due to inappropriate academic standards?"

TABLE 8.39(b): OPINIONS EXPRESSED IN REPLY TO THE ABOVE QUESTION 17(b)

Response Code	Frequency	Percentage of (sub) Sample
Yes	102	70.8%
No	42	29.2%
TOTAL	144	100.0

Table 8.39(b) shows that this particular sub group, 70.8% did feel that the weakness in main subject teaching was due to inappropriate academic standards. Other comments were made by students as to why these subjects were inadequately taught. The following criticisms (translated into English) are typical replies: "Some main subjects' curricula are below standard, and others are very difficult." Also: "There is weakness in the link between theory and practice in teaching courses."

A considerable number of students found that the curricula of the main subjects stressed theory and academic studies, and tutors (lecturers) gave such attention to these aspects that they neglected the other side of the teacher-training process, e.g. teaching methods, teaching practice.

Fifty students from Teacher-Training Institutes (5 years after the intermediate stage) stated that the 'specialist' branches were far from specialist in fact, and that they were too theoretical.

There was a common view among 20 students that the main subjects courses were overloaded, and that teaching staff tended to complete the textbook without giving any consideration to other aspects of the training process. In other words, there was a widespread view that Colleges of Education and Teacher-Training Institutes over-emphasised the content of the subjects at the expense of communication skills.

In Question 18(a), students' opinions were sought on the adequacy, or otherwise, of the present curriculum of professional subjects in training institutions for preparing competent teachers for primary and secondary schools.

TABLE 8.40(a): STUDENTS' OPINIONS ON THE ADEQUACY OF THE CURRICULUM OF PROFESSIONAL SUBJECTS FOR PREPARING COMPETENT TEACHERS

Response Code	Frequency	Percentage of Sample
Adequate	115	38.3
Inadequate	158	52.7
Don't Know	27	9.0
TOTAL	300	100.0

Table 8.40(a) shows that 52.7% of the sample were dissatisfied with the curriculum of professional subjects in training institutions, in this respect, while 38.3% found it adequate for preparing competent teachers. Nine per cent of the sample did not know whether the curriculum was adequate or not.

A question following Question 18(a) asked those respondents who indicated 'inadequate' to that item, if they considered the weakness due to inappropriate professional standards set by the institutions.

TABLE 8.40(b): FREQUENCY AND PERCENTAGE OF STUDENTS' REPLIES TO QUESTION 18(b)

Response Code	Frequency	Percentage of (sub) sample
Yes	88	73.9%
No	31	26.1%
TOTAL	119	100.0

Responses in Table 8.40(b) show that almost three-quarters (73.9%) of the 119 students who felt that the curriculum of professional subjects was at fault in adequately preparing competent teachers believed the reason to be to do with inappropriate standards. Comments again shed further light on the matter.

Many students criticised the curricular offerings of professional subjects as being too theoretical, and not serving to introduce teachers to the

child's real school life: they provide only general knowledge in this field. A substantial number of students thought, too, that most of the teacher-training institutions (College of Education and Teacher-Training Institutes) neglected the role of professional subjects in preparing teachers, and they gave relatively too much attention to main subjects, per se.

Fifty students in the sample of Teacher-Training Institutes and 75 others from the College of Education complained that some aspects of professional subjects were difficult to understand.

In Question 19, students were asked whether or not they agreed with the statement that: "On the whole, initial teacher-training offers opportunities for encountering new and significant advance in scientific knowledge." More than half of the sample (54.0%), as Table 8.41 shows, did not agree that they were offered encounters with new and significant advances in scientific knowledge by their institutions. This negative outcome is all the more marked when the positive bias of the wording of the question is taken into account. Forty-one students (13.7%) did not know whether to agree or not with the statement.

TABLE 8.41: OPINIONS OF STUDENT-TEACHERS IN ANSWER TO QUESTION 19

Question No.	Frequency				Percentage of Sample			
	Yes	No	Don't Know	Total	Yes	No	Don't Know	Total
19	97	162	41	300	32.3	54.0	13.7	100.0

Question 20 was an attempt to allow for some student-teacher evaluation of the Psychology and other foundations of education courses. Students were asked to state their opinions on these courses, as provided by the training institution they attended. The question format comprised seven statements and students were free to select more than one with which to agree or disagree.

TABLE 8.42: DISTRIBUTION OF FREQUENCY AND PERCENTAGE OF STUDENTS' REPLIES TO QUESTION 20

Question	Frequency			Percentage		
	Yes	No Reply	Total	Yes	No Reply	Total
(a) Satisfactory.	70	230	300	23.3	76.7	100.0
(b) Too theoretical.	91	209	300	30.3	69.7	100.0
(c) Include theoretical and practical sides equally.	40	260	300	13.3	86.7	100.0
(d) Include too little experimental psychology.	43	257	300	14.2	85.7	100.0
(e) Include too little educational psychology.	69	231	300	22.9	77.0	100.0
(f) Include too little practice in child study.	90	210	300	30.0	70.0	100.0
(g) Deal well with some education problems of child growth.	67	233	300	22.3	77.7	100.0

The results in Table 8.42 show that statements (b), namely 'too theoretical' and statement (f), namely 'include too little practice in child study' were the statements most frequently concurred with: 30.3% of students said the Psychology and other foundation elements of education courses were 'too theoretical' (statement (f)), while 30.0% found that they 'include too little practice in child study'. However, 70 students (23.3%) were satisfied with Psychology and other foundation elements of the education courses (statement (a)). As responses to statement (c) indicate, 13.3% of the sample felt that these subjects 'include the theoretical and practical sides equally'. Statement (d) was supported by 14.2% of the respondents, while statement (e), namely 'include too little educational psychology' was agreed to by 22.9% of the students. Sixty-seven respondents (22.3%) agreed that these subjects dealt well with some educational problems of child growth.

Question 21 asked, "How valuable, in your opinion, are the following components of initial teacher-training courses: (1) main subjects; (2) professional subjects; (3) general education subjects, and (4) audio-visual aids subjects?"

Replies detailed in Table 8.43 show that, in respect of item (1), 42.3% of students regarded main subjects in the initial training course as 'very valuable'; 19.7% found them 'extremely valuable'; 18.0% said just 'valuable' and nearly the same percentage of others indicated

TABLE 8.43: OPINIONS OF STUDENT-TEACHERS ON QUESTION 21

Questions	Response Code						Percentage					
	EV.	VV.	V.	FV.	Not V.	Total	EV.	VV.	V.	FV.	Not V.	Total
(1) Main subjects.	59	127	54	56	4	300	19.7	42.3	18.0	18.7	1.3	100.0
(2) Professional subjects.	113	137	30	18	2	300	37.7	45.7	10.0	6.0	.7	100.0
(3) General education subjects.	114	134	22	27	3	300	38.0	44.7	7.3	9.3	1.0	100.0
(4) Audio-visual aids subjects.	137	118	26	17	2	300	45.7	39.3	8.7	5.7	.7	100.0

KEY RATING

EV. = Extremely Valuable
 VV. = Very Valuable
 V. = Valuable
 FV. = Fairly Valuable
 Not V = Not at all Valuable

'fairly valuable'. The remaining four respondents (1.3%) said they were 'not at all valuable'. For item (2), 137 students (45.7%) stated that they found the professional subjects 'very valuable'; 113 of them (37.7%) answered 'extremely valuable'; and 16 students (6.7%) felt that professional subjects ranged between 'fairly valuable' and 'not at all valuable'. Item (3) concerned the opinion of students on the General Education subjects taught in teacher-training institutions. More than one-third of the sample (44.7%) declared the General Education subjects 'very valuable' in preparing teachers, while 38.0% indicated that these subjects were 'extremely valuable'. The remaining 42 students (17.3%) said that these subjects ranked between 'valuable' and 'not at all valuable'. The last item in Question 21 concerned the audio-visual aids subjects in the initial teacher-training, and as can be seen in Table 8.43, 137 students stated that these courses were 'extremely valuable'; 118 others (39.3%) considered that they were 'very valuable'; 8.7% (26 students) of the 300 respondents, found them 'valuable'; 17 others (5.7%) indicated 'fairly valuable'; and the remaining .7% said 'not at all valuable'.

Question 22 asked for students' views on the variety of teaching methods used in initial training courses, and whether or not they helped student-teachers develop their teaching skills.

TABLE 8.44: STUDENTS' VIEWS ON QUESTION 22

Response Code	Frequency	Percentage of Sample
Yes	153	51.0
No	126	42.0
Don't Know	19	6.3
No Reply	2	.7
TOTAL	300	100.0

Over half of the sample (51.0%) of the total 300, indicated that the variety of teaching methods helped them to develop their teaching skills, while less than half, i.e. 42.0% (126 students) indicated to the contrary. Nineteen others did not know and two respondents (.7%) did not reply.

Question 23 asked, "How useful are teaching methods or mix of methods, listed in the following table, used in training courses, for preparing student-teachers to teach?"

In answer to item (a), as the results detailed in Table 8.45 shows, 15.7% of the sample judged the lecturers' teaching method as 'extremely useful'; 29.7% regarded it as 'very useful', and 13.3% indicated that this teaching method was 'useful'. Twenty-seven-point-three per cent stated that this teaching method was 'fairly useful' (27.3%), and 14.0% stated 'not at all useful'.

Item 23(b) sought the opinions of students on the usefulness of the discussion teaching method. The great majority of students (83.6%) declared that the discussion teaching method ranged between 'extremely useful' (48.3%) and 'very useful' (35.3%). Thirty students (10.0%) found that the discussion teaching method ranked between 'fairly useful' and 'not at all useful'. Only 6.3% indicated 'useful'.

Item 23(c) concerned tutorials (individual or small groups). Twenty students (6.7%) stated that this method was 'extremely useful'; sixty-nine others (23.0%) agreed that it was 'very useful', while approximately half of the sample, i.e. 49.4% (148 students) estimated the tutorials as 'fairly useful'. 'Not at all Useful' was the preferred response of 32.7% of the sample.

Item 23(d) drew attention to seminars as teaching methods. These were regarded as 'very useful' by 41.3% of the sample (124 students). Sixty-three students (21.0%) found them 'extremely useful'; 15.3 per cent, 'useful'; 18.7 per cent, 'fairly useful'; and a minority of 3.7% (11 students) 'not at all useful'.

Item 23(e) focussed on the role of projects as a teaching method. It is clear from Table 8.45 that most of the respondents regarded the project teaching method as ranging between 'very useful' and 'fairly useful'; 27.0% found the method 'very useful'; 23.3% 'useful'; 29.3% 'fairly useful'; 12.3% 'extremely useful'; and 8.0% 'not at all useful'.

TABLE 8.45: OPINIONS OF STUDENT-TEACHERS ON TEACHING METHODS IN PREPARING TEACHERS

Type of Teaching Methods	Frequency					Missing Cases	Total	Percentage of Sample					Missing Cases	Total
	E.U.	V.U.	U.	F.U.	N.U.			E.U.	V.U.	U.	F.U.	N.U.		
(a) Lectures	47	89	40	82	42	-	300	15.7	29.7	13.3	27.3	14.0	-	100.0
(b) Discussions	145	106	19	27	3	-	300	48.3	35.3	6.3	9.0	1.0	-	100.0
(c) Tutorials (Individual or small group)	20	69	63	98	50	-	300	6.7	23.0	21.0	32.7	16.7	-	100.0
(d) Seminars (large group)	63	124	46	56	11	-	300	21.0	41.3	15.3	18.7	3.7	-	100.0
(e) Projects	37	81	70	88	24	-	300	12.3	27.0	23.3	29.3	8.0	-	100.0

KEY RATING

E.U. = Extremely Useful
V.U. = Very Useful
U. = Useful
F.U. = Fairly Useful
N.U. = Not at all Useful

TABLE 8.46: OPINION OF STUDENT-TEACHERS IN RESPONSE TO QUESTION 24

Subjects	Much more		A little more		As at present		A little less		Much less		No Reply		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
1. Languages	87	29.0	72	24.0	94	12.3	37	12.3	9	3.0	1	.3	300	100.0
2. Science	105	35.0	98	32.7	70	8.0	24	8.0	3	1.0	-	-	300	100.0
3. Professional Subjects	137	45.7	91	30.3	53	5.0	15	5.0	4	1.3	-	-	300	100.0
4. Main subject you intend to teach children.	127	42.3	95	31.7	58	5.3	16	5.3	4	1.3	-	-	300	100.0

KEY RATING

F = Frequency

% = Percentage of Sample

Item 23(f) was an open question inviting students to suggest any other teaching methods they found useful and degree of usefulness. Many students expressed the view that courses of initial training should provide (unspecified) new and modernised teaching methods, in order to improve the teaching of the different subjects in teacher-training courses. Other students suggested that courses should show exactly how different teaching methods should be used in the classroom. They should approach the reality of school condition and provide a more experience in this respect. Good teachers should be invited to teach lessons in the teacher-training institutions.

Question 24 asked, "What emphasis would you like to be given to each of the course components listed in the following table?" The options referred to, as well as the pattern of results, are displayed in Table 8.46. In respect of all four subject groups, the majority of students would like to see more emphasis being given. However, this is a response pattern which perhaps raises more questions than it helps to answer - and especially, the issue of 'more emphasis at the expense of what?' in a curriculum already shown to be overcrowded and overloaded.

8.2.2 Questionnaire Part Two: Educational Media in Training Institutions:

This part of the questionnaire consisted of sixteen closed questions and one open question.

In Question 1, students were asked to choose from a range of responses to an enquiry as to how efficiently involved students are in producing audio-visual aids during their initial training. The responses to this question are shown in Table 8.47.

Twenty-nine students (9.7%) indicated that student-teachers are always involved in producing some audio-visual aids; 64 others (21.3%) said 'often'; and 76 respondents (25.3%) reported 'sometimes'. However, more than one-third of the sample, i.e. 43.6% (131 students) responded more negatively, with 29.3% indicating that student-teachers rarely produce audio-visual aids during their training courses, and 14.3% declaring that they 'never' produce these materials.

TABLE 8.47: STUDENT-TEACHERS' RESPONSES TO QUESTIONS 1, 2, 3 AND 4

Question No	Always		Often		Sometimes		Rarely		Never		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
1	29	9.7	64	21.3	76	25.3	88	29.3	43	14.3	300	100.0
2	12	4.0	41	13.7	77	25.7	108	36.0	62	20.7	300	100.0
3	19	6.3	70	23.3	75	25.0	90	30.0	46	15.3	300	100.0
4	54	18.0	95	31.7	50	16.7	74	24.7	27	9.0	300	100.0

KEY RATING

F = Frequency

% = Percentage of Sample

In Question 2, student-teachers were asked to assess the extent to which Institutions provide facilities to preview the role of educational technology in training courses. Table 8.47 illustrates that more than half of the sample (56.7%) were of the view that Institutions offer facilities to preview and assess the role of educational technology in the training course only 'rarely' (36.0%) or 'never' (20.7%).

Question 3 explored the degree to which student-teachers felt they receive during their training course at least a simple introduction to educational technology at the conceptual and practical level. (See Table 8.47). Nineteen students (6.3%) indicated that introduction to simple educational technology 'always' occurred; 70 students said they did so 'often'; 75 (25.0%) stated 'sometimes'. However, 90 students (30.0%) indicated this kind of tuition is received only 'rarely', and 46.0% indicated that even a simple introduction during their initial training course is 'never' received.

Question 4 explored whether, in the view of student-teachers, Institutions help them to have a positive attitude towards the use of audio-visual aids. Fifty-four students (18.0%) said Institutions 'always' helped students to have a positive attitude towards the use of these equipments; 95 others (31.7%) declared that Institutions 'often' helped; 50 students indicated 'sometimes'; 74 students, 'rarely'; and 27 students (9.0%) responded that help in forming

a positive attitude towards the use of audio-visual aids is 'never' received. (See Table 8.47).

Question 5 asked students to select from three given options relating to the place of educational media in training courses. These options are detailed in Table 8.48, as is the pattern of responses obtained.

TABLE 8.48: FREQUENCY AND PERCENTAGE OF STUDENT-TEACHERS' REPLIES TO QUESTION 5

Form of Courses	Frequency	Percentage of Sample
(a) A training course in which educational media feature significantly.	271	90.3
(b) A training course in which educational media do not feature significantly.	3	1.3
(c) I have no opinion as to whether educational media should feature significantly or not.	24	8.0
* No reply	2	.6
TOTAL	300	100.0

It emerges that an overwhelming majority of student-teachers (90.3%) would prefer to have a training course in which educational media feature significantly.

In Question 6, student-teachers were asked, "How, in general, they rated the quality of audio-visual aids that are available for initial training courses in their institutions. The response patterns obtained, to the set of options supplied, are detailed in Table 8.49.

TABLE 8.49: FREQUENCY AND PERCENTAGE OF SAMPLES' REPLIES TO QUESTION 6

Question No	Excellent		Good		Acceptable		Poor		Very Poor		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
6	19	6.3	63	21.0	74	24.7	94	31.3	50	16.7	300	100.0

Eighty-two students (27.3%) of the total of 300 found the quality of available audio-visual aids as 'excellent' or 'good', while more than half of respondents (56.0%) rated them as either 'poor' or 'very poor'. Seventy-four students (24.7%) indicated the quality as 'acceptable'.

Question 7 asked student-teachers to assess the degree of importance of using educational media in initial training courses.

TABLE 8.50: THE DEGREE OF IMPORTANCE OF USING EDUCATIONAL MEDIA IN TRAINING COURSES (QUESTION 7)

Response Code	Frequency	Percentage of Sample
Very important	137	45.7
Important	118	39.3
Acceptable	30	10.0
Unimportant	12	4.0
Not important at all	3	1.0
TOTAL	300	100.0

As Table 8.50 shows, the majority of students (85.0%) stated that the use of educational media was 'important' or 'very important' in initial training courses. Ten per cent said 'acceptable', and a small minority (5.0%) indicated 'unimportant' or 'not important at all'.

In Question 8, students were asked to indicate the degree of their agreement or disagreement with the statement that: "Institutions' tutors who teach how to use audio-visual aids are well-equipped for their role." The results detailed in Table 8.51 show that 110 students (36.7%) agreed with the statement to a greater or lesser degree, whereas 137 others (43.6%) disagreed with the statement to a greater or lesser degree. Fifty-nine students (19.7%) did not know whether to agree or disagree.

TABLE 8.51: OPINIONS OF STUDENT-TEACHERS' REPLIES TO QUESTIONS 8-16

Question No.	SA		A		N		D		SD		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
8	27	9.0	83	27.7	59	19.7	97	32.3	34	11.3	300	100.0
9	34	11.3	119	39.7	50	16.7	75	25.0	22	7.3	300	100.0
10	131	43.7	133	44.3	23	7.7	11	3.7	2	.7	300	100.0
11	114	38.0	133	44.3	32	10.7	18	6.0	3	1.0	300	100.0
12	36	12.0	85	28.3	45	15.0	103	34.3	31	10.3	300	100.0
13	63	21.0	135	45.0	42	14.0	52	17.3	8	2.7	300	100.0
14	116	38.7	142	47.3	18	6.0	21	7.0	3	1.0	300	100.0
15	18	6.0	95	31.7	53	17.7	102	34.0	32	10.7	300	100.0
16	64	21.3	112	37.3	26	8.7	84	28.0	11	3.7	297*	100.0

KEY RATING

SA = Strongly Agree
A = Agree
N = Don't Know

D = Disagree
SD = Strongly Disagree

*Not Three respondents did not reply.

Similar response formats were also used for Questions 9-16. In Question 9, the statement reacted to was: "tutors have a positive attitude towards the use of audio-visual aids in training institutions." Fifty-one per cent of students 'strongly agreed' or 'agreed', whereas 32.3% 'disagreed' or 'strongly' disagreed'. Fifty students (16.7%) did not know whether to agree or disagree.

In Question 10, the statement under consideration was: "Audio-Visual Aids provide important additional and practical experience for students in training institutions." The great majority of students, i.e. 88.0% or 264 students out of the total of 300, said they agreed that audio-visual aids offered additional experience, 43.7% agreeing strongly. (See Table 8.51).

In Question 11, student-teachers were asked their opinions as to whether or not 'using audio-visual aids can improve the professional training course'. This, too, was a statement that the great majority of students were prepared to accept. Eighty-two-point-three per cent expressed views of either agreement or strong agreement, while only 7.0% indicated disagreement or strong disagreement. Thirty-two students (10.7%) did not know whether to agree or disagree with the statement.

The statement under scrutiny in Question 12 was that 'Audio-visual aids which are used on initial training courses are inappropriate to the school situation.' Over one-third of the

respondents, i.e. 40.3% (121) students), agreed with this statement: 12.0% doing so 'strongly'. However, a greater proportion - 44.6% (134 students) - stated their disagreement with the statement, including 'strong' disagreement on the part of 10.3%

Question 13 solicited reaction to the statement that: "Educational technology in initial training is often lower in standard than it should be." The majority of the students (66.0%) agreed that these devices were often below the desired standard, 21.0% strongly agreeing. Of the minority, 20.0% indicated that they did not agree with the statement, while the other 14.0% said that they did not know whether to agree or disagree.

"Use of new educational technology will raise the quality of initial training programmes" provided themstem for Question 14. One hundred and sixteen students 'strongly agreed' and 142 agreed - these two categories of response accounting for 86.0% of all replies. A mere 8% 'disagreed' or 'strongly disagreed' with the statement.

Question 15 focussed on the use of educational technology in training institutions, asking of student-teachers considered this to be up-to-date in terms of validity of content. Eighteen students (6.0%) 'strongly agreed' with the intimation that Institutions were up-to-date, and 95 others (31.7%) 'agreed'. On the other hand, 134 students (44.7%) 'disagreed', 32 of them (10.7%)

doing so 'strongly'. Fifty-three respondents did not know whether to agree or disagree.

Question 16 comprised the last closed item in the student-teachers' questionnaire and requested students to state whether training institutions consider educational technology as a central part of the learning process or not. The majority of students, i.e. 58.6% (1976 students of the total 300), agreed that they did, 21.3% doing so 'strongly'. Twenty-six others (8.7%) did not know, while 84 students (28.0%) disagreed and 11 students (3.7%) 'strongly disagreed'.

Question 17 was the last question in the questionnaire and was an open item providing student-teachers with the opportunity to suggest ways of improving the use of educational media in training institutions. Many students took up the invitation to respond. What emerged can be summarised as follows:

Firstly, a substantial majority of the students wanted to see a large, modern centre of educational technology established in their institutions.

Secondly, some students emphasised the importance of appointing tutors (lecturers) who could teach the content of educational technology, and who would be well-versed in communicating the role of this equipment to the students. In other words, institutions need

teaching staff with better qualifications and more specialised knowledge in the field of educational technology.

Thirdly, institutions should not only provide better training of teachers, but should be effective in the future development of educational technology devices and materials.

Fourthly, institutions should reorganise all the curricula (subjects) being taught in training courses, so as to promote the educational technology suitable to each subject and its field of activity.

Fifthly, institutions should provide courses in educational technology which specifically prepare students at the conceptual level, and in the practical use of this equipment in schools.

8.2.3 Analysis of Student-Teachers' Questionnaire Data Using Cross-tabulation:

In examining the relationship between the personal information (background) of the student-teachers' questionnaire, cross-tabulation was included.

The first relationship is that between students' type of institution (College of Education, Central Teacher-Training Institute and Teacher-Training Institute) and their answer to each question. Table 1, Appendix 5B, sheds light on the

relationship and shows the value of Chi-square. From this table, it appears that about one-third of the questions and sub-questions show significance, mostly very high significance. These questions are: 4, 5(a), 5(c), 6, 8, 14(a), 16, 17(b), 21(1), 23(a) and 23(b) in Part One of the questionnaire, and questions 1, 4, 6, 9, 12 and 16 in Part Two. For Question 4, the degree of freedom is 4, and the value of Chi-square is 24.12 $p < .001$, showing the value of χ^2 as high and very significant. This question asked about the "current duration of school observation". Question 5, item (2) asked student-teachers if institutions' tutors who teach professional subjects gave them valuable advice during the school observation. The Chi-square is high and very significant at 11.86 $p < .003$. On the other hand, Question 5, item (3), which asked about the role of educational and specialist supervisors in advising student-teachers, showed a value of χ^2 at 9.62 $p < .01$, which is barely significant. Question 6 asked students to state the form* of school observation they most preferred. The value of Chi-square is 18.92 $p < .004$. This is high and very significant, and means that there is a relationship between the types of institutions that students' attend, and their answers to Question 6. Question 8 asked students if they were "required to write a report about their school observation. The value of Chi-square is 14.25 $p < .001$, with two degrees of freedom. This also is high and very significant. In Question 14, item (a), students were asked to "evaluate the present system of initial teacher-training institutions."

*For the form of teaching practice, see student-teachers' questionnaire, Appendix 3J.

The value of Chi-square is high and very significant at 166.32 $p < .001$, indicating a relationship between the types of training institutions students attend, and their responses to Question 14, item (a).

Question 16 sought the opinions of student-teachers on the "types of tutors likely to be most effective in terms of their qualifications and experience." The degree of freedom is 4, and the value of Chi-square is 20.87 $p < .003$, which is very significant. The value of Chi-square resulting from the analysis is 7.42 $p < .02$ for Question 17, item (b), showing minimal significance. This sub-question asked students: if the main subjects were inadequate, did they consider the weaknesses as due to inappropriate academic standards. Question 21, item (1) asked students, "How valuable are the main subjects in initial teacher-training." The χ^2 is 35.22 $p < .001$, which is very high and very significant. Question 23, items (a), (b) and (e) asked students how useful were the teaching methods used in training courses. For (a) Lectures, the value of Chi-square is 23.68 $p < .003$; and (e) Projections, the value of Chi-square is 23.68 $p < .003$; and (e) Projects show a 17.39 $p < .03$ Chi-square value. Only item (d) shows a high and very significant Chi-square value.

In Part Two of the questionnaire, six questions show significance: Questions, 1, 4, 6, 9, 12 and 16. They all have 8 degrees

of freedom. The rest of the questions show no significance at all. Question 1 asked students if they were involved efficiently in producing any audio-visual aids during the initial training. The χ^2 value is 16.11 $p < .04$. It shows low significance.

Question 4 asked if the Institutions helped students to have a positive attitude towards the use of audio-visual aids. The value of χ^2 is 31.62 $p < .001$, showing a high significance.

For Question 6, the χ^2 value is 31.37 $p < .001$. It asked, "In general, how do students rate the quality of audio-visual aids that are available for initial training courses-are they excellent or not?"

Question 9 asked the students to respond to the statement: "Training institutions' tutors have a positive attitude towards the use of audio-visual aids in these institutions." The Chi-square value is 21.43 $p < .01$, which is only just significant. For Questions 12 and 16, the values of Chi-square show a high level of significance.

Question 12 asked students whether "audio-visual aids which are used in initial training courses are inappropriate to the school situation?" The value of Chi-square is 33.59 $p < .001$.

For Question 16, the Chi-square value is 25.06 $p < .002$; here

the students were asked their opinions as to "whether training institutions consider educational technology as a central part of the learning process or not?"

Some questions show a high significance in both Part One and Part Two of the students' questionnaire. This means that there is a relationship between students' responses to these questions, and the types of institutions they attended.

The second relationship to be tested is that between students' sex and their responses to each question. Table 2, Appendix 5 shows the relationship, the values of Chi-square, and the questions which show significance. It appears that there are six questions or sub-questions in Part One which have significance, and one question in Part Two. These questions are: 1, 5, item (3), 14(a), 14(c), 21(1) and 23(f) in Part One, and question 11 in Part Two. The rest of the questions show no significance at all.

Question 1 asked whether "on average, the current duration of teaching practice is unsatisfactory." The degree of freedom for this question is 2, with 12.87 p .002 value of Chi-square. This shows a high significance, indicating that there is a relationship between the students' sex and their answer to this question. The degree of freedom for all the questions - 5, item (3), 14(a) and 14(c) - which show significance is 2. The value of Chi-square

for question 5, item (3) is 3.63 $p < .05$, calculated on the students' opinions as to whether "educational and specialist supervisors had given them valuable advice." Questions 14(a) and 14(c) asked the students to assess the system in teacher-training institutions, according to (a) whether or not it gave students sufficient encouragement for creative work, and (c) whether it was well-organised. The value of Chi-square for Question 14(a) is 3.80 $p < .05$ and for Question 14(c) is 3.64 $p < .05$.

The above questions show a weak relationship between the sex of the students and their answers to these questions. For Question 21, item (1), the value of Chi-square is 14.20 $p < .01$, the students being asked, "How valuable are the main subjects in the initial training course?"

Question 21(1) shows minimal significance. In Part Two of the questionnaire, there is only one question showing significance, namely Question 11, which asked whether or not "using audio-visual aids can improve the professional training course." The value of Chi-square is 13.51 $p < .01$, with 4 degrees of freedom. This shows minimal significance.

The third relationship to be examined was that between the types of schools the students were preparing to teach in (primary or secondary), and their responses to each question. From Table 3, Appendix 5, it appears that 13 questions and sub-

questions out of 24 questions and sub-questions in Part One show significance, while in Part Two, it is 6 questions out of 16. The remaining questions show no significance at all.

Question 4 asked the students "how satisfactory was the current duration of school observation." The degree of freedom is 2, and the value of Chi-square is 19.51 $p < .001$. This highly significant result means that there is a relationship between the types of schools the student-teachers were preparing for, and their answers to this question.

In Question 5, items (2) and (3), the values of χ^2 are 10.53 $p < .001$ and 8.70 $p < .003$, and are very significant. These questions asked the students if during school observation they had received valuable advice from tutors' teaching professional subjects (item (2)) and from educational and specialist supervisors.

Question 8 asked the students if they had been "required to write a report about their school observation." The degree of freedom is 1, and the value of χ^2 is 12.05 $p < .005$.

In Question 14, item (a), the result of χ^2 shows very high significance at 163.23 $p < .001$.

In Questions 8 and 14(a), the χ^2 values are high and very significant, which indicates a significant relationship between

the types of school being prepared for and the students' responses to these questions.

Question 16 sought the opinions of student-teachers on the types of tutors likely to be most effective in terms of their qualifications and experience. The value of χ^2 is 17.05 $p < .002$, and very significant.

In Question 17, item (b), the value of Chi-square is 32.78 $p < .001$, the students being asked if they considered the main subjects in the training courses 'inadequate'; and if so, did they consider the weaknesses as due to "inappropriate academic standards". The result of χ^2 is high and very significant. This means that there is a relationship between the types of schools being prepared for, and the students responses to this question.

For Questions 22, 23(a), 23(d) and 24(1), the values of Chi-square show minimal significance. For more detail, see Table 3, Appendix 5B .

In Part Two of the questionnaire, there are two questions showing minimal significance. The Chi-square value of Question 1 is 12.99 $p < .01$, and for Question 15 is 9.87 $p < .04$, with 4 degrees of freedom for both questions. On the other hand, Questions 4, 9, 12 and 16, show a strong relationship between types of school being prepared for, and the students' responses to these questions.

Question 4 asked students if "institutions help student-teachers to have a positive attitude towards the use of audio-visual aids." The value of Chi-square is 25.49 $p < .001$, with 4 degrees of freedom.

Question 9 invited students to give their opinions on whether "training institutions' tutors have a positive attitude towards the use of audio-visual aids or not." The degree of freedom is 4, and the value of Chi-square is 20.17 $p < .005$. The Chi-square value of Question 12 is 30.32 $p < .001$, with 4 degrees of freedom, calculated on the students' responses to the statement that "audio-visual aids which are used on initial training courses are inappropriate to the school situation."

Finally, Question 16 requested students to indicate "whether training institutions consider educational technology as a central part of the learning process or not." The value of Chi-square is 21.96 $p < .002$, with 4 degrees of freedom.

Generally, it can be said that in some of the questions presented in their relationship show low significance might have occurred by chance, due to the way of arranging the table. On the other hand, other questions show a high significance, which means that there is a relationship between the types of schools in which the students were preparing to teach (primary or secondary) and their opinions on these questions.

8.3 SURVEY OF IRAQI TEACHERS

8.3.1 Questionnaire Part One:

This part comprised 17 questions exploring, in turn: teaching practice and school observation; assessment of student-teachers; the aims and nature of training courses; and curricula and teaching methods.

Teaching Practice and School Observation: Questions 1-8:

Question 1, a closed item, concerned teachers' opinions on the current duration of teaching practice. The results are shown in Table 8.52. One hundred and fifty seven teachers (52.3%) were dissatisfied with the amount of time given for teaching practice, while 40.0% said 'satisfactory'. The remaining 23 (7.7%) did not know whether they were satisfied or dissatisfied.

TABLE 8.52: TEACHERS' OPINIONS ON THE CURRENT DURATION AND TIMING OF TEACHING PRACTICE

Question No	Satisfactory		Not Satisfactory		Don't Know		No Replies		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%
1	120	40.0	157	52.3	23	7.7	23	7.7	300	100.0
2	125	41.8	155	51.8	19	6.3	1	.3	300	100.0

Question 2 asked how satisfactory, in the view of teachers, was the timing of teaching practice? The replies in Table 8.52 show

that more than half of the teachers (51.8%) were dissatisfied with the timing of teaching practice, which is six weeks in the last term of the end of the training courses. One hundred and twenty-five others (41.8%) were satisfied with the timing. Nineteen per cent did not reply.

On the basis of the respondents' answers to Question 1 above, in Question 3, teachers were required to indicate in which form they preferred teaching practice. The options given and the pattern of responses obtained are detailed in Table 8.53.

TABLE 8.53: FREQUENCY AND PERCENTAGES OF TEACHERS' REPLIES TO QUESTION 3

Forms of Teaching Practice	Frequency	Percentage of Sample
(a) As at present.	73	24.3
(b) In several short spells.	36	12.0
(c) To take place in the last four weeks of each of the last two years of the course.	129	43.0
(d) A number of separate weeks in schools (is better for students) than a longer block of time.	22	7.3
(e) To take place during the training course on average three weeks yearly (and 16 weeks in the last year of the course)	38	12.7
* No reply	2	.7
TOTAL	300	100.0

Forty-three per cent of teachers preferred teaching practice in the last four weeks of each of the last two years of the course, while 24.3% wanted teaching practice to be as at present (a). Thirty-six teachers (12.0%) selected (b), namely teaching practice in several short spells. Some others (7.3%) wanted to see teaching practice in a number of separate weeks in schools. Statement (e) which favours teaching practice during the training course on average three weeks yearly (and 16 weeks in the last year of the course) was selected by 12.7% of respondents. Question 4 asked how satisfactory was the current duration of school observation. The response pattern obtained is detailed in Table 8.54.

TABLE 8.54: FREQUENCY AND PERCENTAGE OF TEACHERS' REPLIES TO QUESTION 4

Response Code	Frequency	Percentage of Sample
Satisfactory	113	37.7
Not Satisfactory	164	54.7
Don't Know	23	7.7
TOTAL	300	100.0

More than half of the teachers (54.7%) were dissatisfied with the current duration of school observation, while 37.7% felt it was 'satisfactory'. Seven-point-seven per cent did not know whether the duration was satisfactory or not.

Question 5, by means of a five-point rating scale, sought the opinions of teachers on the aims of teaching practice. Table 8.55 illustrates the results.

The majority of the teachers (75.0%) agreed with the given statement that, the aims of teaching practice were not clear for them; 84 of them (16.0%) doing so 'strongly'. However, a minority of 13.0% disagreed with the statement, 2.0% of them doing so 'strongly'. The remaining 12.0% of respondents did not know whether to agree or disagree.

TABLE 8.55: TEACHERS' OPINIONS ON QUESTIONS 5, 6 AND 7

Question No.	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
5	48	16.0	177	59.0	36	12.0	33	11.0	6	2.0	300	100.0
6	22	7.0	130	43.3	28	9.0	100	33.0	20	6.7	300	100.0
7	97	32.3	190	63.3	6	2.0	7	2.3	-	-	300	100.0

Question 6 asked if, in teachers' views, teaching practice worked well in schools or not. Table 8.55 shows that more than half of the sample of 152 respondents (50.6%) thought that teaching practice worked well in school, 7.3% of them agreeing strongly. Twenty-eight others (9.3%) did not know, while 40.0% disagreed that it worked well.

It should be added here that, in the view of this researcher, the replies to Question 6 do not adequately reflect the real situation. From his experience as a supervisor of student-teachers on teaching practice, he can confirm that students faced many problems in the schools. Some school staff do not help students to use their period of teaching practice in the best way, for example, while other students face problems with their timetable.

Respondents were asked in Question 7 if they believed that school observation should be closely linked with practical work. Table 8.55 shows the pattern of replies obtained. A large majority of teachers (95.6%) indicated to a varying degree, their belief that school observation should be linked with practical work. (The real situation is that tutors sometimes take students to visit the nearest school for observation, without any considered purpose or real planning).

Question 8 was an open item, giving respondents more opportunity to express their ideas on teaching practice and school observation. They were asked to state their comments or suggestions for improving these components of teacher-training.

Many teachers made suggestions, and these can be summarised as follows:

(a) School teachers should accompany student-teachers in the classroom during the early part of teaching practice to give "on the spot" advice and guidance.

(b) More time should be given to teaching practice and school observation, so as to provide more practical experience of the teaching profession.

(c) In order to increase student-teachers' confidence and self-respect, school staffs should consider student-teachers as members of their profession.

(d) Particularly in the early period of their practice, student-teachers should work jointly with the classroom teacher to prepare good lessons and discuss these lessons afterwards.

Assessment of Student-Teachers: Questions 9-14:

This part of the questionnaire consisted of six questions (9-14), asking teachers about the assessment of student-teachers during teaching practice.

Question 9 asked the teachers whether or not they agreed that it is very important to give classroom teachers responsibility for assessing student-teachers. Table 8.56 shows that 104 teachers (34.7%) 'strongly agreed' with giving the classroom teacher this responsibility, while 54.7% simply 'agreed'. Five teachers (1.7%) did not know whether to agree or disagree. A total of 8.6% of the sample disagreed with the notion, and of these 2.3% 'strongly disagreed'. Only one teacher (0.3%) did not reply.

TABLE 8.56: TEACHERS' OPINIONS ON QUESTIONS, 9,10,11,12,13 AND 14

Item No.	SA		A		N		D		SD		No Reply		Total	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
9	104	34.7	164	54.7	5	1.7	19	6.3	7	2.3	1	.3	50	100.0
10	62	20.7	146	48.7	31	10.0	45	15.0	16	5.3	-	-	50	100.0
11	69	23.0	134	44.7	24	8.0	60	20.0	13	4.3	-	-	50	100.0
12	47	15.7	79	26.3	20	6.7	109	36.3	45	15.0	-	-	50	100.0
13	64	21.3	82	27.3	21	7.0	105	35.0	28	9.3	-	-	50	100.0
14	29	9.7	68	22.7	33	11.0	119	39.7	51	17.0	-	-	50	100.0

KEY RATING

SA = Strongly Agree

A = Agree

N = Don't Know

D = Disagree

SD = Strongly Disagree

% = Percentage of Sample

In Question 10, the statement presented for consideration was that institutions' tutors generally have sufficient knowledge to assess student-teachers. Table 8.56 shows that the majority of teachers concurred with this statement, 62 of them (20.7%) 'strongly agreeing, and 48.7% simply 'agreeing'. Thirty-one teachers (10.3%) did not know whether to agree or disagree, while 20.3% disagreed with the statement, 5.3% of these doing so 'strongly'.

Question 11 required the teachers to express their degree of agreement or disagreement with the contention that the relationship

between school staff and student-teachers is usually good. The replies in Table 8.56 show that the majority of the teachers (67.7%) viewed the relationship between school staff and student-teachers as usually good, 23.0% of them 'strongly agreeing'. On the other hand, 73 teachers (24.3%) disagreed with such a view, 4.3% of them 'strongly disagreeing'. The 24 remaining teachers (2.0%) did not know whether to agree or disagree. Irrespective of these results, the present researcher can confirm from his own personal experience that many teachers and headteachers have not warmly welcomed student-teachers in their schools. Furthermore, Al-Kazraji found, in 1984, that:

".....many primary students were insufficiently prepared or motivated to play a full part in the life of the school, and tended to look upon their teaching practice in terms of classroom lessons only, and neglected opportunities to take an active role in the social, recreational and cultural events that are so important." *

Certainly, some school staff have regarded student-teachers as merely creating a problem, affecting the timetable, the working of the school, and so on. These staff have not regarded students as real teachers.

Question 12 invited respondents' reactions to the statement that, "Usually the school staff treat student-teachers as a part of their group. They are made welcome." Table 8.56 shows that

* Ibid, p.335.

more than half of the sample (51.3%) disagreed that school staff treat student-teachers as one of themselves, 15.0% of the respondents 'strongly disagreeing'. This response pattern is more in keeping with the attitudes described above.

In Question 13, the statement offered for consideration was that, "typically, the school staff discuss matters with student-teachers during the period of teaching practice." Table 8.56 shows that 48.6% of teachers agreed to some degree that this was the case. However, 44.3% 'disagreed' or 'disagreed strongly', with 7.0% not knowing whether to agree or disagree.

Question 14 asked the teachers to what degree they agreed or disagreed with the statement that, "training institutions' tutors had good contact with school staff." Of the total of 300 teachers, 56.7% 'disagreed' or 'strongly disagreed' with the statement, indicating their belief that training institutions tutors did not have good contact with school staff. This researcher, for his part, believes that most of the training tutors know little about what happens in schools.

Aims and Procedures of Training Institutions' Courses:
Questions 15-17:

This section included four questions (15-17) designed to give insight to teachers' opinions about the aims and procedures of training courses.

Question 15 asked for teachers' opinions on the types of tutors likely to be most effective in teacher-training institutions. Teachers were first given three closed options to choose from. These are detailed in Table 8.57, together with the response patterns obtained.

TABLE 8.57: TEACHERS' OPINIONS ON THE TYPES OF TRAINING TUTORS
(QUESTION 15)

Type of Tutors	Frequency	%
(a) Tutors with a higher academic degree only (e.g. M.Ed., Ph.D.)	36	12.0
(b) Tutors with considerable experience of teaching in school, plus a first university degree.	56	18.7
(c) Tutors with a higher academic degree qualification, plus considerable experience of teaching in schools.	203	67.7
* No replies.	5	1.7
TOTAL	300	100.0

A substantial majority of teachers (67.7%) preferred tutors with a higher academic degree qualification, plus considerable experience of teaching in schools (type (c)). Fifty-six others (18.7%) wanted tutors to have considerable experience in schools, plus a first university degree, while the remaining 36 teachers (12.0%) favoured tutors with a higher academic degree only (e.g. M.Ed., Ph.D.), that

is, type (a). Only five respondents (1.7%) did not reply to this item.

Question 15(d) was an open question, providing teachers with the opportunity to specify any other kind of tutor they preferred to work in the teacher-training institutions. Nobody responded to this question, however.

Question 16 asked how satisfactory, in the view of teachers, are the present methods of selection of candidates for lectureships in teacher-training institutions.

TABLE 8.58: DISTRIBUTION OF FREQUENCY AND PERCENTAGE OF TEACHERS' REPLIES TO QUESTION 16

Response Code	Frequency	Percentage of Sample %
Satisfactory	62	20.7
Not Satisfactory	200	66.7
Don't Know	35	11.7
No Replies	3	1.0
TOTAL	300	100.0

As Table 8.58 shows, two-thirds of the teachers were unhappy with the present methods of selection of candidates.

It will be remembered that the selection of candidates for the Central Teacher-Training Institute and Colleges of Education, depends greatly on their academic achievements in secondary school (public examination), according to which they are distributed by the Central Bureau of Acceptance to the different training institutions. Students, in this case, are chosen by one criterion, which is their academic achievement. Only Teacher-Training Institutes (five years post-intermediate school) selected their candidates by some special methods of selection.

Question 17 included six closed items and one open item, and asked teachers' opinions on the best method of selecting candidates for entry to initial training courses. The replies in Table 8.59 show that, when presented with a closed set of options, the majority of teachers (163 or 54.3%) preferred method (f), which includes a variety of methods of selection of candidates to train as teachers.

TABLE 8.59: TEACHERS' OPINIONS ON THE METHODS OF SELECTION OF CANDIDATES FOR INITIAL TRAINING AS TEACHERS (QUESTION 17)

Method of Selection of Candidates	F.	%	No Replies		Total	
			F.	%	F.	%
(a) good reference from previous school.	33	11.0	267	89.0	300	100.0
(b) academic achievement.	19	6.0	281	93.7	300	100.0
(c) special test (e.g. Psychological test).	58	19.0	242	80.7	300	100.0
(d) interview.	38	12.0	262	87.3	300	100.0
(e) the Central Acceptance (for the Iraqi sample).	18	6.0	282	94.0	300	100.0
(f) a combination of a,b,c and d.	163	54.0	137	45.7	300	100.0

Method (c), a special test, was the second most popular option overall, and the most popular single method of selection.

Question 17(g) provided teachers with an opportunity to suggest other methods of selection of candidates for initial training courses. Eighty teachers expressed an opinion to the effect that it is very important to estimate the motivation and willingness of the candidates. Fifty teachers said that training institutions should take into account the personal records of candidates, so as to be able to select suitable students to train as teachers. One teacher suggested that the education authority should improve the standards of the teaching profession, and the status of teachers' society, in order to encourage better students to become teachers.

8.3.2 Questionnaire Part Two: The Use of Educational Media in Schools, and its Relation to the Initial Training Courses:

This part of the questionnaire consisted of 15 closed questions and one open question, seeking teachers' opinions on the use of educational media in schools, and in initial training courses, and their opinions on preparing teachers to use technological equipment such as educational media in the teaching-learning process.

Question 1 asked teachers if they found that the use of audio-visual aids in initial training corresponded to the needs of schools.

TABLE 8.60: TEACHERS' OPINIONS ON THE EXTENT TO WHICH THE AUDIO-VISUAL AIDS IN TRAINING INSTITUTIONS CORRESPOND TO THE NEEDS OF SCHOOLS (QUESTION 1)

Response of Code	Frequency	Percentage of Sample
Always	31	10.3
Often	64	21.3
Sometimes	85	28.3
Rarely	92	30.7
Never	28	9.3
TOTAL	300	100.0

As Table 8.60 shows, teachers were very divided on this issue, but rather more teachers thought that the use of audio-visual aids in training institutions corresponded to the needs of schools 'rarely' or 'never' than thought it corresponded 'always' or 'often'.

Question 2 asked teachers if they would like to see more or less use of educational media in the initial training of teachers. The pattern of responses obtained is detailed in Table 8.61. The results show that 140 teachers (46.7%) wanted 'much more' use of educational media; 36.0% preferred 'a little more'; 46 (15.3%) did not want any change, wishing to keep the situation 'as at present'. Only 6 teachers (2.0%) desired to see 'a little less' or 'much less' use of educational media in training courses.

TABLE 8.61: FREQUENCY AND PERCENTAGE OF TEACHERS' REPLIES TO QUESTION 2.

Response Code	Frequency	Percentage of Sample
Much more	140	46.7
A little more	100	36.0
As at present	46	15.0
A little less	5	1.7
Much less	1	.3
TOTAL	300	100.0

Question 3 asked teachers whether or not they thought that use of educational media in classrooms increases the interest of pupils in learning. Table 8.62 shows that more than half of the teachers (58.7%) 'strongly agreed' that educational media increases the interest of pupils in learning, and a further 39.3% 'agreed'. Five teachers (.7%) did not know whether to agree or disagree, and one (0.3%) disagreed.

Question 4 sought to ascertain the degree to which respondents thought classroom teachers should have a voice in planning and evaluating the quality and quantity of educational media used in their schools. The results in Table 8.62 show that an overwhelming majority of respondents (94.6%) agreed to a greater or lesser degree

TABLE 8.62: TEACHERS' OPINIONS ON QUESTIONS 3-15

Question No.	Frequency					Total F.	Percentage of Sample					Total %
	SA	A	N	D	SD		SA	A	N	D	SD	
3	176	118	5	1	-	300	58.7	39.3	1.7	.3	-	100.0
4	136	148	11	5	-	300	45.3	49.3	3.7	1.7	-	100.0
5	138	138	7	10	7	300	46.0	46.0	2.3	3.3	2.3	100.0
6	19	50	23	132	76	300	6.3	116.7	7.7	44.0	25.3	100.0
7	105	172	13	8	2	300	35.0	57.3	4.3	2.7	.7	100.0
8	153	135	5	4	3	300	51.0	45.0	1.7	1.3	1.0	100.0
9	152	140	4	3	1	300	50.7	46.7	1.3	1.0	.3	100.0
10	117	169	12	2	-	300	39.0	56.3	4.0	.7	20.0	100.0
11	130	148	13	8	1	300	43.3	49.3	4.3	2.7	18.3	100.0
12	32	88	14	106	60	300	10.7	29.3	4.7	35.3	-	100.0
13	39	69	36	101	55	300	13.0	23.0	12.0	33.7	18.3	100.0
14	97	181	18	4	-	300	32.3	60.3	6.0	1.3	-	100.0
15	78	132	36	45	9	300	26.0	44.0	12.0	15.0	3.0	100.0

KEY RATING

SA = Strongly Agree

A = Agree

N = Don't Know

D = Disagree

SD = Strongly Disagree

that teachers should have a voice in planning and evaluating educational media in schools. This researcher would go so far as to contend that teachers are as well placed as anyone for this purpose.

Question 5 sought reaction to the statement that, "class-room teachers should be provided with a study guide and course outline in advance of using educational media. Table 8.62 shows that a very high percentage of the sample thought this was desirable: 46.0% 'strongly agreed' with the statement, and another 46.0% 'agreed'. Only 24 (7.9%) teachers either did not know whether to agree or disagree with the statement or rejected the idea.

Question 6 tested the degree of agreement or disagreement that 'audio-visual aids are generally a waste of time for qualified teachers'. Table 8.62, showing responses, indicated that approximately two-thirds of the teachers (69.3% disagreed that audio-visual aids are a waste of time, 25.3% of them 'strongly disagreeing'. However, a minority of others (23.0%) agreed to a greater or lesser degree. The remaining 23 teachers (7.7%) did not know whether to agree or disagree.

Question 7 invited teachers' opinions as to whether the major function of audio-visual aids in the school is improving instruction. The large majority of the teachers (90.3%) indicated that they agreed that it was. One hundred and five of them (35.0%) 'strongly agreeing'.

A minority of others (10 teachers, or 3.4%) stated that they 'disagreed' or 'strongly disagreed'. Thirteen teachers (4.3%) did not know whether to agree or disagree. (See Table 8.62).

Question 8 asked teachers to indicate the extent to which they agreed or disagreed that teacher-training institutions should enable teachers to cope with technical developments throughout their careers. Replies, shown in Table 8.62, confirm that the vast majority of the 300 teachers (288, or 96.0%) agreed to a greater or lesser degree that training institutions should enable teachers to cope with technical developments. Fifty-one per cent of the sample, in fact, went so far as to 'strongly agree'.

Question 9 sought reaction to the statement that, "student-teachers should be involved in producing audio-visual aids during the initial training courses. Nearly all the teachers (192, or 97.4%) supported, to some degree, the view that student-teachers should be so involved in producing audio-visual aids, 50.7% 'strongly' agreeing.

Question 10 asked teachers to indicate the degree of their opinion as to whether the development of positive attitudes toward the use of audio-visual aids should be fostered in the initial training of teachers. The results shown in Table 8.62 revealed that an overwhelming majority of teachers (95.3%) concurred, to a greater or lesser degree, with the view that training institutions should

play a prominent role in improving the attitudes of student-teachers toward the learning processes, which include the use of audio-visual aids.

Reaction was sought in Question 11 to the statement that, "devoting attention to educational technology in initial training courses would help teachers to adjust themselves to continuous change in teaching procedures. Again, an overwhelming majority of teachers, this time 92.6%, concurred to a greater or lesser degree with the given statement.

In Question 12, teachers were asked to consider the statement that, "educational technology used should be a normal and natural part of a teacher's work." The results in Table 8.62 show, perhaps surprisingly, that as many as 166 teachers (55.3%) either 'disagreed' or 'strongly disagreed' with such a view. The researcher believes a partial explanation is to do with the fact that so little educational technology is presently available in schools.

In Question 13, the assertion made was that there was no significant relationship between teacher-training and the use of audio-visual aids in schools. The replies in Table 8.62 illustrate that more than half of the teachers (52.0%) disagreed with this to a greater or lesser degree.

Question 14 provided teachers with an opportunity to indicate the degree to which they believed or disbelieved that the use of audio-visual aids helps to improve the academic performance of pupils. As Table 8.60 shows, a very large majority of teachers (92.6%) believed, to a greater or lesser degree, that the use of audio-visual aids can help to improve academic performance.

In the final closed item of the questionnaire, Question 15, teachers were asked to indicate the extent to which they agreed or disagreed that young teachers were unable to use audio-visual aids well because of their lack of practice and experience. The replies in Table 8.62 show that 70.0% of the 300 teachers surveyed agreed with the statement to a greater or lesser degree, 26.0% agreeing 'strongly'. Eighteen per cent of respondents registered a degree of disagreement, 3.0% of them doing so 'strongly'. Twelve per cent of the teachers did not know whether to agree or disagree with the statement.

To conclude the questionnaire, Question 16 was an open item asking teachers to state their further views or suggestions as to how the use of educational media in initial teacher-training institutions, and in the primary and secondary schools, could be improved. Many suggestions were forthcoming. They can be summarised as follows, with the number of respondents commenting along these lines given in parenthesis:

(a) The education authorities should review the content and procedures of initial teacher-training courses in the light of development of new devices of educational technology, and in particular the lead given in their use by industrially advanced countries. (35 teachers).

(b) When assessing teachers, general educational and specialist supervisors should give more attention in the use of audio-visual aids. (25 teachers)

(c) The education authorities should supply schools with suitable and adequate teaching aids, and renew them continuously. (110 teachers)

(d) Institutions should use, as a selection criterion, the ability of prospective student-teachers to produce simple materials as educational media. (55 teachers)

8.3.3 Analysis of Teachers' Data by Using Cross-tabulation:

This study was also planned to test the relationship between certain personal information about the teachers and their answers to each question of the teachers' questionnaire. Chi-square has been used for this purpose.

First, the relationship between teachers and their answers to each question presented in the questionnaire. Table 1 ,

Appendix 5C, gives more information about the relationship and the value of Chi-square. From that table and the Appendix, it can be seen that five questions out of fifteen in Part One have significance, while in Part Two there are two questions out of five which show significance. The rest of the questions show no significance at all.

According to Table 1, Appendix 5C, the degree of freedom for Questions 3, 5, 9, 12 and 13 which show significance, is 4. For Question 3, which asked teachers to state in which form* they preferred teaching practice to be, the value of Chi-square is 11.37 $p < .02$. Question 5 asked the opinion of the teachers on the "aim of teaching practice"; the χ^2 shows 11.16 $p < .02$ significance. Question 9 asked the teachers to indicate whether they considered it very important to "give classroom teachers responsibility for assessing student-teachers", and here the χ^2 value shows 9.93 $p < .04$ significance. The Chi-square for the above questions show minimal significance, whereas Questions 12 and 13 show a high significance, as between the male and female teachers. For Question 12, which invited respondents' reactions to the statement that "usually the school staff treat student-teachers as a part of their group. They are made welcome"; the value of χ^2 is 31.64 $p < .001$. Along the same lines, Question 13 asked teachers whether "typically, the school staff discuss matters with student-teachers during the

*For the form of teaching practice, see teachers' questionnaire, Appendix 3T.

period of teaching practice", the result being a value for χ^2 of 17.56 $p < .001$. These figures indicate that there is a relationship between the sex of teachers and their responses to Questions 12 and 13. This was in Part One.

Table 1 , Appendix 5C , reporting on Part Two, shows the responses to Question 1, which asked the teachers if they found that the use of audio-visual aids in initial teacher-training corresponded to the needs of schools. The χ^2 resulting from the analysis is 16.14 $p < .002$. Question 13 asked the teachers to react to the view that there was "no significant relationship between teacher-training and the use of audio-visual aids in schools; and here, the value of Chi-square is 16.75 $p < .002$.

The above questions show values of Chi-square which are high and of very great significance. This means that the female and male teachers have differences in their answers to Questions 1 and 13.

The second relationship is between the teachers' ages and their responses to each question presented in the teachers' questionnaire. From viewing Table 2 , Appendix 5C , it can be understood that very few questions in Part One and Part Two of the teachers' questionnaire show any significance. Even this is minimal and might be due to chance or the arrangement of the timetable. These barely significant questions are 9, 13 and 15 in Part One, and questions 2

and 13 in Part Two. The rest of the questions have no significance at all.

Table 2 , Appendix 5C , reports on Question 9 which asked the teachers to indicate whether or not they considered it very important to give classroom teachers responsibility for assessing student-teachers. The value of Chi-square is 23.13 $p < .03$, and degree of freedom is 12.

In Question 10, the teachers were asked to state whether or not "institutions' tutors generally have sufficient knowledge to assess student-teachers"; the degree of freedom is 12, and the value of χ^2 is 20.50 $p < .058$.

Question 13 offered for consideration of the statement that, "typically, the school staff discuss matters with student-teachers during the period of teaching practice." The degree of freedom is 12, and the value of Chi-square resulting from the analysis is 23.76 $p < .02$.

In Question 15, the degree of freedom is 6, and the Chi-square value is 12.56 $p < .05$, resulting from the analysis of teachers' opinions on the "types* of tutors likely to be most effective in initial teacher-training institutions."

*For types of tutors presented in this question, see Appendix 3T , Question 15 of the teachers' questionnaire.

Table 2 , Appendix 5C , illustrates the value of Chi-square and its relationship with the teachers' ages in Part Two of their questionnaire. Question 2 invited teachers to state if they would like to see more or less use of educational media in the initial training of teachers; and here the value of Chi-square is 27.54 $p < .01$. Question 13 asked for the teachers' reactions to the view that there was no significant relationship between teacher-training and the use of audio-visual aids in schools; the value of Chi-square is 24.51 $< .02$. The degree of freedom for Questions 2 and 13 is 12.

The above questions show a weak significance; therefore, it can be said that there is no relationship between the teachers' ages and their responses to each question, either in Part One or Part Two of their responses. In any case, significance does not always mean that there is a relationship; it can happen by chance or by the way in which the table is arranged, as we have already mentioned.

The third relationship to be tested was between the types of schools where the teachers were employed (primary, elementary, secondary and preparatory), and their opinions about each question presented in the teachers' questionnaire.

Table 3 , Appendix 5C , shows the relationships and the value of Chi-square. In Part One, there are four questions which

show significance: 3, 12, 13 and 14. The degree of freedom for all of these questions is 12. In Part Two, five questions show significance; these questions being: 1, 3, 8, 12 and 15. The rest of the questions show no significance at all. In Part One, Question 3 asked teachers to indicate the form* in which they preferred teaching practice to be. The value of Chi-square for that question is $20.52 p < .057$, which carries very weak significance. Question 12 invited the teachers' reactions to the statement that, "Usually, the school staff treat student-teachers as a part of their group. They are made welcome." The value of Chi-square resulting from the analysis is $78.54 < .001$. Question 13 offered for consideration for statement that, "Typically, the school staff discuss matters with student-teachers during the period of teaching practice. The value of Chi-square is $31.65 p < .002$. Question 14 asked teachers to appraise the statement that the training institutions' tutors had good contact with school staff; the value of χ^2 is $40.69 p < .001$.

From the above results, it appears that Questions 12, 13 and 14 have a high significance, indicating a relationship between the types of schools where the teachers were employed, and their responses to these questions.

For Part Two, Table 3, Appendix 5C, presents the Chi-square results. Question 1 asked the teachers if they found

*For the forms of teaching practice, see Appendix 3T, of the teachers' questionnaire.

that the use of audio-visual aids in initial training corresponded to the needs of schools. The degree of freedom for this question is 12, and the value of Chi-square is 56.70 $p < .001$, which shows a very high significance, and means that there is a relationship between the types of schools where teachers were employed, and their responses to this question.

For Question 3, a weak relationship was found. The degree of freedom is 9, and the value of Chi-square is 18.02 $p < .03$. This resulted from asking the teachers whether or not they thought that the "use of educational media or nclassrooms increases the interest of pupils in learning." Question 8 asked the teachers if they thought that teacher-training institutions should enable teachers to cope with technical development throughout their careers. The degree of freedom is 12, and the Chi-square value is 22.49 $p < .03$, which shows the barest significance. For Question 12, the degree of freedom is 12, and the value of Chi-square is 71.51 $p < .001$, for the teachers' responses to the question whether educational media was used as a normal and natural part of a teacher's work. This shows a very high significance, and means that there is a relationship between the types of schools where the teachers were employed, and their answers to this question.

Finally, the value of Chi-square for Question 15 is 29.74 $p < .003$, with 12 degrees of freedom. Here, the teachers were requested to

state their opinions as to whether or not young teachers were unable to use audio-visual aids well because of their lack of practice and experience. It shows a high significance. A number of questions in the third relationship show a high significance, which indicates that there is a relationship between the types of school where the teachers were employed, and their opinions about these questions.

The fourth relationship to be examined was that between the teachers' years of teaching experience, and the way in which they answered each question presented in the teachers' questionnaire.

It is clear from Table 4 Appendix 5C, that there are very few questions which have significance. These questions are: 5, 9, and 11 in Part One, and question 2 in Part Two of the teachers' questionnaire. The rest of the questions show no significance at all. All the questions in both parts which have significance have the same degree of freedom, which is 12.

From Table 4, Appendix 5C, it appears that the value of Chi-square for Question 5 in Part One is 21.35 $p < .05$. This question asked teachers about the aims of teaching practice. It shows minimal significance. Question 9 asked the teachers to state whether they considered it very important to give classroom teachers responsibility for assessing student-teachers. The value of Chi-square is 29.57 $p < .003$, which shows a high significance, and means that

there is a relationship between the teachers' length of teaching experience, and their responses to Question 9. Question 11 required the teachers to evaluate "the relationship between school staff and student-teachers"; the Chi-square results show a very low significance at $20.83 p < .05$. In Part Two, Table 4, Appendix 5C, shows that the value of Chi-square for Question 2 is $21.36 p < .05$. This question asked teachers if they would like to see more or less use of educational media in the initial training of teachers. It is barely significant.

In accordance with the results presented in Table 4 , Appendix 5C , that there is no relationship between teachers' years of experience and their answer to each question, it is concluded that, as a group, the teachers have similar opinions about some aspects of initial teacher-training, and the use of educational media in Iraq.

CHAPTER NINE

SURVEYS CONDUCTED IN IRAQ AND ENGLAND : A COMPARISON

This chapter provides a comparison of the questionnaire responses of tutors, student-teachers and teachers in England and Iraq.

As was detailed in Chapters 7 and 8, three types of questionnaire surveys were executed in each country: one for tutors, one for student-teachers, and one for school-teachers.

It will be remembered that the three questionnaires had a broadly common structure, deliberately conceived with a view to the facilitation of comparison, in that they comprised two main parts. However, some questions were necessarily slightly different in order that they remained appropriate to either the English or Iraqi context. In particular, for example, English respondents were asked in some questions to respond only to either B.Ed or PGCE items. "Equivalent" Iraqi questions were general in form.

For such questions, seeing as Iraq has no near equivalent of the PGCE, PGCE items/responses have been excluded from the comparative analysis which follows:

9.1 ENGLISH AND IRAQI TUTORS' SURVEYS: COMPARISON

9.1.1 Questionnaire Part One

This part consisted of twenty-four closed and open questions exploring four areas, detailed as follows:

Teaching Practice and School Observation (Questions 1-9)

Question 1 sought to establish the degree of satisfaction of tutors with the current duration of teaching practice.

The replies in Table 9.1 show that more than half of the sample (64.5%) in England were satisfied with the duration of teaching practice, whereas 60.0% of the Iraqi tutors were dissatisfied. The value of Chi-square, 7.63 $p < .02$, shows high significance, and confirms a relationship between the nationality of tutors and their replies to the question. The maximum period of teaching practice for all institutions in Iraq is 6 weeks, while in England, it is at least 36 weeks.

TABLE 9.1: ENGLISH AND IRAQI TUTORS' OPINIONS ON THE CURRENT DURATION AND TIMING OF TEACHING PRACTICE (QUESTIONS 1-2)

Question No.		Satisfactory		Not Satisfactory		Don't Know		Total		χ^2 Results
		F.	%	F.	%	F.	%	F.	%	
1	England	20	64.5	9	29.0	2	6.5	31	100.0	$\chi^2 = 7.63$ p 02 d.f. = 2
	Iraq	19	38.0	30	60.0	1	2.0	50	100.0	
2	England	21	70.0	8	26.7	1	3.3	30	100.0	$\chi^2 = 10.31$ p .01 d.f. = 2
	Iraq	19	38.0	31	62.0	-	-	50	100.0	

Question 2 asked, in general, how satisfactory was the timing of teaching practice. Table 9.1 shows that the majority of English tutors

(70.0%), stated the timing was satisfactory, while more than half of the Iraqi tutors (62.0%) found it not satisfactory. The Chi-square value, 10.31 $p < .01$, shows a significant difference between the two samples.

Question 3 invited the opinions of tutors in both samples as to the best form of teaching practice. This question comprised several options, as illustrated in Table 9.2.

TABLE 9.2: ENGLISH AND IRAQI TUTORS' CHOICES AS TO PREFERRED FORM OF TEACHING PRACTICE

Forms of Teaching Practice	England		Iraq		Chi-Square Results
	F.	%	F.	%	
(a) As at present.	18	75.0	10	21.7	$\chi^2 = 21.86$ $p < .001$ d.f. = 4
(b) In several shorter spells.	1	4.2	5	10.9	
(c) To take place in the last four weeks of the last two years of the course.	-	-	18	39.3	
(d) A number of separate weeks in school is better for students than a longer block of time.	2	8.3	4	8.7	
(e) To take place during the training course, on average three weeks yearly and 16 weeks in the last year of the course.	3	12.5	9	19.6	

The most marked preference among the English tutors is item (a) which reflected their wishing to have the teaching practice "as at present" (75.0%), whereas more Iraqi tutors would like to see new forms of

teaching practice. Thirty-nine-point-three per cent of Iraqi tutors favoured the teaching practice "to take place in the last four weeks of the last two years of the course." The value of χ^2 is 21.86 $p < .001$, which is highly significant. This confirms a relationship between the nationality of tutors and their responses to this question.

Question 4 asked, "In general, how satisfactory is the current duration of school observation." The results in Table 9.3 show that more than half of the English tutors (51.6%) indicated that the duration of school observation was satisfactory, whereas more than half of Iraqi tutors (60.0%) felt it was not satisfactory. However, in view of the wide range of disagreement within both groups, the value of Chi-square shows no significance.

TABLE 9.3: DISTRIBUTION OF FREQUENCY AND PERCENTAGE OF ENGLISH AND IRAQI RESPONDENTS' REPLIES TO QUESTION 4

Question No.		Satisfactory		Not Satisfactory		Don't Know		Total		Results of χ^2
		F.	%	F.	%	F.	%	F.	%	
4	England	16	51.6	12	38.7	3	9.7	31	100.0	$\chi^2 = 3.48$ d.f. = 2 N.S.
	Iraq	17	34.0	30	60.0	3	6.0	50	100.0	

Question 5 requested tutors in both countries to select the form in which they preferred to have school observation. It consisted of four closed items and one open one.

TABLE 9.4: DISTRIBUTION OF FREQUENCY AND PERCENTAGE OF ENGLISH AND IRAQI TUTORS' REPLIES TO QUESTION 5

Forms of School Observation Preferred	England		Iraq		Results of χ^2
	F.	%	F.	%	
(a) As at present.	13	56.5	12	28.6	$\chi^2 = 23.72$ p .001 d.f. = 3
(b) One day each week during the last term of the first year.	-	-	9	21.4	
(c) One day each week during the first term of the first year.	9	39.1	3	7.1	
(d) One day each week during the first year.	1	4.3	18	42.9	
TOTAL	23	100.0	42	100.0	

It can be seen in Table 9.4 that the most favoured item for English tutors was (a); more than half of them (56.5%) did not want to change the current form of school observation; while the most favoured option for Iraqi tutors was "one day each week during the first year", item (d). However, the Chi-square test reveals no significant differences between the two groups' replies.

In Question 6, tutors were asked, in general, if they thought the time currently spent on professional subjects was sufficient or not to prepare students for teaching practice.

TABLE 9.5: OPINIONS OF ENGLISH AND IRAQI TUTORS ON QUESTION 6

Response Code	England		Iraq		Results of χ^2
	F.	%	F.	%	
Sufficient	12	38.7	21	42.0	$\chi^2 = 0.76$ p .068 d.f. = 2 N.S.
Not Sufficient	19	61.3	28	56.0	
Don't Know	-	-	1	2.0	
TOTAL	31	100.0			

Most of the English and Iraqi tutors agreed that time spent on professional subjects was not sufficient to prepare students for teaching practice; 61.3% of English tutors and 56.0% of Iraqi tutors said "not sufficient". The value of Chi-square shows no significant differences between the responses of the two groups to this question.

Tutors in England and Iraq were asked in Question 8 for their reaction to the statement that, "One of the current aims of teaching practice is to ensure the relationship between the theoretical and practical sides in the training of teachers." The great majority of tutors in both groups agreed that an aim of teaching practice is to ensure the relationship between the theoretical and practical side; 87.1% of the English tutors agreed; 19.4% of them "strongly agreed". Eighty-two-point zero per cent of the Iraqi tutors agreed; 32.0% "strongly agreed". The value of χ^2 shows no significant difference. (See Table 9.6)

TABLE 9.6: DISTRIBUTION AND FREQUENCY OF ENGLISH AND IRAQI TUTORS' REPLIES TO QUESTIONS 8 AND 9

Question No.	ENGLAND					IRAQ					Results of χ^2
	SA	A	N	D	SD	SA	A	N	D	SD	
8	6 19.4	21 67.7	- -	4 12.9	- -	16 32	25 50.0	2 4.0	6 12.0	1 2.0	$\chi^2=4.06$ $p<.10$ $df = 4$
9	4 12.9	8 25.8	1 3.2	6 19.4	12 38.7	15 30.0	23 46.0	6 12.0	5 10.0	1 2.0	$\chi^2=23.43$ $p<.001$ $df=4$

KEY RATING:

SA = Strongly Agree
 A = Agree
 N = Don't Know
 D = Disagree
 SD = Strongly Disagree

In Question 9, tutors in both groups were asked to agree or disagree as to whether "tutors are given sufficient time for the supervision of teaching practice and school observation." The majority of Iraqi tutors (76.0%) indicated that they were, while more than half of the English tutors (58.1%) felt insufficient time was given. The value of Chi-square, 23.43 $p < .001$, shows high significance for this item.

Assessment of Student-Teachers: Questions 10-14

In this part of the Questionnaire, Questions 10-14 were concerned with ways and methods of assessing student-teachers during their training courses.

Question 10 consisted of seven closed items asking tutors about what should be the importance of ways of assessing student-teachers after they finish their last teaching practice. The results obtained are detailed in Table 9.7.

Question 10(a) asked tutors about the prospective importance of evaluation reports written by students after they finished teaching practice. The majority of English tutors (61.3%) felt that students' own evaluation reports should be important, ten others (32.3%) indicated 'very important'. About 50.6% of Iraq tutors said 'very important', 34.0% stated 'important'.

Question 10(b) asked what should be the role of co-operative

assessment of student-teachers as between schools and training institutions. All of the English tutors (31 or 100.0%) stated this should be 'important', or 'very important', while about half of the Iraqi tutors (50.0%) said 'important', or 'very important'.

Personal experience confirms there is less co-operation between training institutions and schools in Iraq. The results of the Chi-square test show χ^2 to be high and significant. (See Table 9.7)

Question 10(c) asked what should be the role of the head-teacher in assessing the practical abilities of student-teachers. All but one of the English and Iraqi respondents (98.0%) stated that this role should be 'important', or 'very important'. Presently, in England, head teachers do have such a role, but In Iraq, they do not. The results of χ^2 show no significance.

All but one of the English respondents to Question 10(d) (30 or 96.8%) indicated that classroom teachers should have an 'important' or 'very important' role in assessing students. Seventy per cent of Iraqi tutors thought their role should be 'very important' or 'important'. The value of χ^2 , 12.62 p .01, shows a significant difference between the two groups and their responses to this question. (See Table 9.7)

Question 10(e) invited tutors in both groups to state their opinions on what should be the role of the institutions' main

TABLE 9.7: DISTRIBUTION AND FREQUENCY OF ENGLISH AND IRAQI TUTORS' REPLIES TO QUESTION 10

Method of Assessment of Student-Teachers	Very Important		Important		Less Important		Useless		Total		Results of Chi-Square	
	F.	%	F.	%	F.	%	F.	%	F.	%		
(a) Students should write evaluation reports, in the light of relevant theory, on their school observation and teaching practice, after they have finished their teaching practice.	England	10	32.3	19	61.3	2	6.5	-	-	31	100.0	$\chi^2 = 6.20$ p < .10 d.f. = 3 N.S.
	Iraq	25	50.0	17	34.0	7	14.0	1	2.0	50	100.0	
(b) The co-operative assessment of student-teachers between schools and training institutions should be:	England	19	61.3	12	38.7	-	-	-	-	31	100.0	$\chi^2 = 28.87$ p < .001 d.f. = 3 .S.
	Iraq	7	14.0	18	36.0	11	22.0	14	38.0	50	100.0	
(c) The role of head teachers in assessing the teaching practice and other personal characteristics of student-teachers should be:	England	11	35.5	19	61.3	1	3.2	-	-	31	100.0	$\chi^2 = 3.23$ p < .20 d.f. = 2 .S.
	Iraq	28	56.0	21	42.0	1	2.0	-	-	50	100.0	
(d) The role of classroom teachers in assessing the teaching practice of student-teachers should be:	England	20	64.5	10	32.3	1	3.2	-	-	31	100.0	$\chi^2 = 12.62$ p < .01 d.f. = 3 .S.
	Iraq	15	30.0	20	40.0	11	22.0	4	8.0	50	100.0	
(e) The role of the institutions' tutors (lecturers) in the main subject(s) in assessing both the practical and theoretical sides of student-teachers should be:	England	21	67.7	10	32.3	-	-	-	-	31	100.0	$\chi^2 = 7.88$ p < .05 d.f. = 3 .S.
	Iraq	23	46.0	17	34.0	9	18.0	1	2.0	50	100.0	
(f) The role of the institutions' tutors (lecturers) in professional subject(s) in assessing both the practical and theoretical sides of student-teachers should be:	England	17	54.8	14	45.2	-	-	-	-	31	100.0	$\chi^2 = 1.93$ p < .38 d.f. = 2 N.S.
	Iraq	26	52.0	21	42.0	3	6.0	-	-	50	100.0	
(g) The role of educational and specialist supervisors (HMs in England) in assessing the teaching practice of student-teachers should be:	England	4	13.8	12	41.4	11	37.9	2	6.9	29	100.0	$\chi^2 = 13.64$ p < .003 d.f. = 3 .S.
	Iraq	23	46.0	20	40.0	7	14.0	-	-	50	100.0	

subject(s) tutors in assessing the practical and theoretical abilities of student-teachers.

As Table 9.7 shows, all the English tutors thought their role should be important, 67.7% of them going as far as to indicate that it should be 'very important'. This is compared to 94.0% of the Iraqi tutors who indicated that their role should be either 'very important' or 'important'. The value of χ^2 , 7.88 $p < .05$, reveals a low significant difference in the responses of the two groups.

Question f, conceived the role of institutions' professional subject(s) tutors in assessing both the practical and theoretical abilities of student-teachers. Table 9.7 shows that, again, all English tutors felt this should be 'very important' or 'important'. Forty-seven, or 94 per cent of Iraqi tutors, judged their role should be 'important' or 'very important'. The value of χ^2 shows no significance at all.

Question 10(g) focussed on the role of Educational and Specialist Supervisors in Iraq, and HMTIs in England, in assessing the practical performance of student-teachers. Table 9.7 shows more than half of the English tutors (55.2%) felt that HMTIs should have an 'important' or 'very important' role in assessing students' teaching performance. Eighty-six per cent of the Iraqi tutors thought the role of Specialist Supervisors should be 'very important' or 'important'. The value of χ^2 is high and very significant.

Question 11 comprised four items, three of them closed and one open, in which respondents in England and Iraq were asked to reflect on the optimum number of supervision visits. Table 9.8 summarises the replies and the value of χ^2 .

Concerning supervision visits by institutions' professional tutors during the teaching practice to assess the professional side of student-teachers, twelve English tutors (38.7%) regarded three supervision visits only 'adequate', while about half of the sample (51.6%) thought this number of visits 'slightly inadequate' or 'completely inadequate'. On the other hand, the majority of Iraqi tutors (78.0%) indicated 'completely adequate' or 'slightly more than adequate'. The value of χ^2 is high and very significant.

As to the question of three supervision visits by professional tutors, 40.0% of the English tutors felt this would be 'adequate', while 53.0% indicated 'completely inadequate' or 'slightly inadequate'. The majority of Iraqi tutors (80.0%) regarded this number of supervision visits as 'completely adequate' or 'slightly more than adequate'. The value of χ^2 for this item is high and very significant (41.21 $p < .001$).

Item 11(c) considered the adequacy, or otherwise, of three supervision visits by classroom teachers. Table 9.8 shows that the great majority of English tutors (86.2%) considered three

TABLE 9.8: DISTRIBUTION, FREQUENCY AND PERCENTAGE OF ENGLISH AND IRAQI TUTORS' (LECTURERS') ANSWERS TO QUESTION 11

Question		CA		SA		Adequate		SI		CI		Total		Results of Chi-Square
		F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	
(a) Three supervision visits by institutions' main subject(s) tutors (lecturers) during the teaching practice to assess student-teachers are:	England	2	6.5	1	3.2	12	38.7	9	29.0	7	22.6	31	100.0	$2x = 36.38$ $p < .001$ $d.f. = 4$.S.
	Iraq	16	32.0	23	46.0	6	12.0	3	6.0	2	4.0	50	100.0	
(b) Three supervision visits by institutions' professional tutors during the teaching practice to assess student-teachers in professional aspects are:	England	2	6.7	-	-	12	40.0	10	33.3	6	20.0	30	100.0	$2x = 41.21$ $p < .001$ $d.f. = 4$.S.
	Iraq	13	26.0	27	54.0	4	8.0	4	8.0	2	4.0	50	100.0	
(c) Three supervision visits by classroom teachers to assess student-teachers are:	England	1	3.4	-	-	3	10.0	12	41.4	13	44.8	29	100.0	$2x = 39.25$ $p < .001$ $d.f. = 4$.S.
	Iraq	9	18.0	24	48.0	8	16.0	7	14.0	2	4.0	50	100.0	

KEY RATING: CA = Completely Adequate
SA = Slightly More than Adequate
SI = Slightly Inadequate
CI = Completely Inadequate

supervision visits by classroom teachers stated 'slightly inadequate' or 'completely inadequate', a response pattern confirming the high value that is placed in England on the role of classroom teachers in assessing student-teachers, conversely 66.0% of Iraqi tutors rated the same number of supervision visits as 'completely adequate' or 'slightly more than adequate'. The value of χ^2 is high and very significant.

Question 12 consisted of six closed items and one open one, asking tutors, in England and Iraq, about the evidence they used in assessing student-teachers at the end of the training course. Table 9.9 sheds light on the nature of the responses.

It is clear from Table 9.9 that the practical work conducted during the school experience (item a) was the predominant criterion used by both groups. In England, 96.3% of tutors said 'yes' for this item, and in Iraq, 87.1% of tutors replied similarly. However, it is also clear from the replies to Question 12 that most tutors use a range of criteria. In none of the items presented in this question does country context show significance.

Question 13 solicited views as to how satisfactory, or otherwise, was the available time for supervision of teaching practice for the purpose of assessing student-teachers.

TABLE 9.2: DISTRIBUTION, FREQUENCY AND PERCENTAGE OF ENGLISH AND IRAQI RESPONDENTS' REPLIES TO QUESTION 12

Evidence Used in Assessing Students	ENGLAND				IRAQ		Total F. %	Result of Chi-Square
	Yes F. %	No F. %	Total F. %	Yes F. %	No F. %			
(a) The practical work of students (teaching during the teaching practice).	26 96.3	1 3.7	27 100.0	32 82.1	7 17.9	39 100.0	$2 \chi^2 = 1.85$ d.f. = 1 N.S.	
(b) Practical work at the training institutions (e.g. workshop, preparing and teaching lessons to fellow students).	16 66.7	8 33.3	24 100.0	29 78.4	8 21.6	37 60.0	$2 \chi^2 = 0.52$ d.f. = 1 N.S.	
(c) Reports and individual research.	11 64.7	6 35.3	17 100.0	28 75.7	9 24.3	37 100.0	$2 \chi^2 = 26$ d.f. = 1 N.S.	
(d) The role taken by students during the seminars at institutions.	9 47.4	10 52.6	19 100.0	20 69.0	9 31.0	29 100.0	$2 \chi^2 = 1.43$ d.f. = 1 N.S.	
(e) Formal written examinations.	8 38.1	13 61.9	21 38.2	27 79.4	7 20.6	34 100.0	$2 \chi^2$ N.S. .787 d.f. = 1	
(f) A combination of items, a, b, c, d and e.	9 64.3	5 35.7	14 100.0	27 90.0	3 10.0	30 68.2	$2 \chi^2 = 2.69$ d.f. = 1 N.S.	

TABLE 9.10: DISTRIBUTION, FREQUENCY AND PERCENTAGE OF ENGLISH AND IRAQI RESPONDENTS' REPLIES TO QUESTION 13

Response Code	England		Iraq		Chi-Square Results
	F.	%	F.	%	
Satisfactory	10	32.3	23	46.0	$\chi^2 = 1.53$ d.f. = 2 N.S.
Not Satisfactory	20	64.5	26	52.0	
Don't Know	1	3.2	1	1.2	
TOTAL	31	100.0			

Table 9.10 clearly reveals the essential similarity of the two response patterns. The Chi-square test reveals no significance at all.

Question 14 sought reaction to the statement that, "classroom teachers do not have the appropriate knowledge and skills to assess student-teachers."

The replies in Table 9.11 show that the majority of English tutors (71.0%) disagreed that teachers do not have the appropriate knowledge. On the Iraqi side, half of the Iraqi tutors (50.0%) also disagreed. The value of Chi-square shows no significance between the responses of the two groups to this question.

TABLE 9.11: ENGLISH AND IRAQI TUTORS' OPINIONS TO QUESTION 14

Question No.	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree		Total F. %	χ^2 Results	
	F.	%	F.	%	F.	%	F.	%	F.	%			
14	England	1	3.2	2	6.5	6	19.4	22	71.0	-	-	31 100.0	$\chi^2 = 6.66$ d.f.=4 N.S.
	Iraq	3	6.0	13	6.0	9	18.0	24	48.0	1	2.0		

Aims and Nature of Training Courses: Questions 15-17

This part of the questionnaire consisted of three questions, 15-17, focussing on the aims and nature of the training courses.

Question 15 asked respondents, in both groups, to provide an indication of how satisfactory, or otherwise, the present methods of selecting candidates for entry into teacher-training institutions are:

As Table 9.12 shows, more than half of English tutors (53.3%) said the present methods of selecting candidates 'satisfactory'. However, 68.0% of the Iraqi tutors found them 'not satisfactory'. The main reason for Iraqi dissatisfaction is the 'Central Acceptance' method of selecting candidates which operates in that country. The value of χ^2 is high and very significant.

TABLE 9.12: ENGLISH AND IRAQI OPINIONS IN RESPECT OF QUESTION 15

Response Code	England		Iraq		Results of Chi-Square
	F.	%	F.	%	
Satisfactory	16	53.3	9	18.0	$\chi^2 = 12.62$ p .002 d.f. = 2 .S.
Not Satisfactory					
Don't Know					
TOTAL	30	100.0	50	100.0	

Question 16 invited English and Iraqi tutors to indicate preferred method(s) of selection.

TABLE 9.13: ENGLISH AND IRAQI TUTORS' RESPONSES TO QUESTION 16

(*)

Questions	England			Iraq		Total F. %						
	F. %	No Reply F. %	Total F. %	F. %	No Reply F. %							
(a) good reference from previous school.	18	58.1	13	41.9	31	100.0	9	18.0	41	82.0	50	100.0
(b) academic achievement.	13	41.9	18	58.1	31	100.0	8	16.0	42	84.0	50	100.0
(c) special tests.	1	3.2	30	96.8	31	100.0	3	6.0	47	94.0	50	100.0
(d) interview.	19	61.3	12	40.7	31	100.0	12	24.0	38	76.0	50	100.0
(e) a combination of the above items.	10	32.3	21	67.7	31	100.0	32	64.0	18	32.0	50	100.0
(f) Central Admission (for the Iraqi sample).	-	-	-	-	-	-	-	-	-	-	-	-

N.B. The format of this question is such that Chi-square analysis is not possible.

Table 9.13 details the list of options given to choose from, as well as the response patterns obtained.

The results show that the majority of English tutors (61.3%) preferred option (d), namely 'interview', whereas the majority of Iraqi tutors preferred option (e) combining other listed factors. Method (a) was the second most popular option for the English tutors, and method (b) was the second most popular option for the Iraqi tutors. The format of this question is such that Chi-square analysis is not possible.

In Question 17, tutors in both groups were invited to accept or reject given current aims for training courses.

Table 9.14 shows both the options provided and response patterns obtained. The majority of English tutors (87.1%) agreed that a current aim of training courses is to prepare students for future professional life; 61.3% doing so strongly. On the Iraqi side, 72.0% of tutors agreed; 12.0% of them doing so strongly. The value of χ^2 , 22.03 $p < .001$, is high and very significant.

Ninety-three-point-three per cent of English tutors agreed that preparing students to be able to link theory and practice in education was a current aim of training courses. Thirty-two Iraqi tutors (64.0%) also agreed with the statement; 80% doing

so strongly. On the other hand, only a few English tutors 'disagreed', while 22.0% of Iraqi tutors 'disagreed' or 'strongly disagreed'. The value of χ^2 , 13.18 $p < .01$, is high and significant.

In item 17(c), as Table 9.14 shows, the majority of tutors in initial training institutions in England 'agreed' or 'strongly agreed' that preparing students with general knowledge of the curriculum they are to teach is a current aim. On the other hand, 72.0% of Iraqi tutors felt this was so. The rest of the English and Iraqi tutors were divided between those that 'did not know' or who 'disagreed'. The value of χ^2 is 13.64 $p < .003$, which is high and significant.

As to whether current training courses aim to prepare student-teachers to manage the classroom or not (item d), twenty-nine English tutors (93.5%) out of the total of 31, supported this aim; 41.9% of them 'strongly'. Sixty-two per cent of Iraqi tutors 'agreed'. The value of χ^2 is 13.57 $p < .04$, which is significant. As Table 9.14 indicates, 100.0% of English tutors and 60.0% of Iraqi tutors agreed that the aim of promoting the understanding of the learning process and the social functions of schooling is a current one (item e)). The χ^2 value of 21.10 $p < .001$ is very high and very significant.

Concerning the aim of helping students to understand and solve the practical problems they will face in school, all but 6 of

TABLE 9.14: ENGLISH AND IRAQI TUTORS' OPINIONS ON THE AIM OF TRAINING COURSES (QUESTION 17)

	Statement of Aim	KEY RATING										Total F.	Results of Chi-Square		
		SA		A		N		D		SD					
		F.	%	F.	%	F.	%	F.	%	F.	%				
	Current initial training courses aim to:	England	19	61.3	8	25.8	2	6.5	2	6.5	-	-	31	100.0	2x=22.03 p<.001 d.f.=4 .S.
(a)	prepare student-teachers for future professional life.	Iraq	6	12.0	30	60.0	7	14.0	6	12.0	1	2.0	50	100.0	
	(b) prepare student-teachers to be able to link theory and practice in education.	England	11	35.5	17	54.8	1	3.2	2	6.5	-	-	31	100.0	2x = 13.18 p < .01 d.f. = 4 .S.
(b)	prepare student-teachers to be able to link theory and practice in education.	Iraq	4	8.0	28	56.0	7	14.0	9	18.0	2	4.0	50	100.0	
	(c) prepare student-teachers with a general knowledge of the curriculum they are to teach.	England	12	38.7	12	38.7	7	22.6	-	-	-	-	31	100.0	2x = 13.64 p < .003 d.f.=3 .S.
(c)	prepare student-teachers with a general knowledge of the curriculum they are to teach.	Iraq	5	10.0	31	62.0	8	16.0	6	12.0	-	-	50	100.0	
	(d) prepare student-teachers to manage the classroom.	England	13	41.9	16	51.6	1	3.2	1	3.2	-	-	31	100.0	2x = 13.57 p < .04 d.f. = 01 .S.
(d)	prepare student-teachers to manage the classroom.	Iraq	7	14.0	24	48.0	12	24.0	6	12.0	1	2.0	50	100.0	
	(e) prepare student-teachers by promoting an understanding of the learning process and the social function of schooling.	England	14	45.2	17	54.8	-	-	-	-	-	-	31	100.0	2x = 21.10 p < .001 d.f.=3 .S.
(e)	prepare student-teachers by promoting an understanding of the learning process and the social function of schooling.	Iraq	6	12.0	24	48.0	11	22.0	9	18.0	-	-	50	100.0	
	(f) help student-teachers to understand and solve the practical problems they will face in schools.	England	13	41.9	12	38.7	2	6.5	4	12.9	-	-	31	100.0	2x = 20.46 p < .001 d.f. = 4 .S.
(f)	help student-teachers to understand and solve the practical problems they will face in schools.	Iraq	2	4.0	22	44.0	11	22.0	14	28.0	1	2.0	50	100.0	
	(g) prepare student-teachers by developing their understanding of the mental growth of children and their needs.	England	13	41.9	15	48.4	2	6.5	1	3.2	-	-	31	100.0	2x = 15.79 p < .001 d.f. = 4 .S.
(g)	prepare student-teachers by developing their understanding of the mental growth of children and their needs.	Iraq	6	12.0	21	42.0	9	18.0	11	22.0	3	6.0	50	100.0	
	(h) provide a wide experience of a variety of techniques for practical teaching.	England	10	32.3	12	38.7	3	9.7	6	19.4	-	-	31	100.0	2x = 14.62 p < .01 d.f. = 4 .S.
(h)	provide a wide experience of a variety of techniques for practical teaching.	Iraq	2	4.0	22	44.0	15	30.0	10	20.0	1	2.0	50	100.0	
	(i) provide a wide experience in using educational technology in learning.	England	9	29.0	15	48.4	1	3.2	6	19.4	-	-	31	100.0	2x = 36.24 p < .001 d.f. = 4 .S.
(i)	provide a wide experience in using educational technology in learning.	Iraq	1	2.0	6	12.0	8	16.0	18	36.0	17	34.0	50	100.0	
	(j) strengthen the connection between the theoretical and practical aspects of teaching methods.	England	14	45.2	11	35.5	2	6.5	4	12.9	-	-	31	100.0	2x = 19.29 p < .001 d.f. = 3 .S.
(j)	strengthen the connection between the theoretical and practical aspects of teaching methods.	Iraq	3	6.0	23	46.0	13	26.0	11	22.0	-	-	50	100.0	

KEY RATING
 SA = Strongly Agree
 A = Agree
 N = Don't Know
 D = Disagree
 SD = Strongly Disagree
 F = Frequency
 % = Percentage of Sample

English tutors agreed (25 or 80.6%) that this was a current aim, while less than half of the Iraqi tutors (48.0%) felt this was so. The value of Chi-square for this item is high and very significant.

Item 17(g) considered the aim of promoting student-teachers' understanding of children's growth. The great majority of English tutors (90.3%) felt this to be a current aim of initial training of teachers, while only 54.0% of the Iraqi tutors did so. The value of χ^2 is high and very significant.

Question 17(h) asked about the currency of wide experience of a variety of techniques for practical teaching as an aim. Twenty-two tutors in England (71.0%) answered in the affirmative, while less than 50% of tutors in Iraq did so. The value of χ^2 shows significance. (See Table 9.14).

As can also be seen from Table 9.14, the majority of English tutors (77.4%) felt that providing a wide experience in using educational technology in learning was a current aim, whereas 70.0% of Iraqi tutors felt it was not.

One can tentatively conclude from this that it is likely that tutors in England more often use relevant educational technology devices in their work than their Iraqi counterparts. The value of χ^2 for this last mentioned item, 36.24 $p < .001$, is very high and

very significant.

Finally, the replies in Table 9.14 show that 80.7% of English tutors believed that, "strengthening the connection between the theoretical and practical aspects of teaching methods", was a current aim of initial training courses; 45.2% of them doing so strongly. However, only 52.2% of respondents in Iraq felt likewise.

Curricula and Teaching Methods; Question 18-24

This part of the questionnaire included seven questions, 18-24, on course curriculum and teaching methods.

Question 18 asked tutors in the two samples to rate the extent to which main subjects in the training courses were adequate for preparing student-teachers for teaching these subjects.

The responses of the English and Iraqi sample are shown in Table 9.15(a). Sixteen tutors in England (57.1%) rated main subjects as 'adequate' in this respect, whereas 64.0% of tutors in Iraq, found them 'not adequate'. The value of χ^2 , 13.16 $p < .001$, is high and significant, confirming a relationship between tutors nationality and their replies to this question.

Respondents who replied 'not adequate' in both samples were also asked if they considered the weakness due to inappropriate

academic standards set by institutions. The replies show that 83.3% of the sub-group of tutors in England said 'no', while 54.2% of the sub-group of tutors in Iraq, also said 'no'. The Chi-square test for this item shows no significance. (See Table 9.15(b)).

TABLE 9.15(a): ENGLISH AND IRAQI TUTORS' OPINIONS ON QUESTION 18(a)

Response Code	England		Iraq		Results of Chi-Square
	F.	%	F.	%	
Adequate	16	57.1	14	28.0	$\chi^2 = 13.16$ $p < .001$ d.f. = 2 .N.S.
Not Adequate	6	21.4	32	64.0	
Don't Know	6	21.4	4	8.0	
TOTAL	28	100.0	50	100.0	

TABLE 9.15(b): ENGLISH AND IRAQI TUTORS' REPLIES TO QUESTION 18(b)

Response Code	England		Iraq		Results of Chi-Square
	F.	%	F.	%	
Yes	2	16.7	11	45.8	$\chi^2 = 1.82$ d.f. = 1 .N.S.
No	10	83.3	13	54.2	
TOTAL	12	100.0	24	100.0	

Question 19 asked tutors, in both samples, about the adequacy of the professional subjects being taught in the training courses for preparing competent teachers for primary/secondary schools.

Table 9.16(a) illustrates that the majority of tutors in the two groups felt these subjects were 'not adequate'. The χ^2 value shows no significance at all.

On the basis of the respondents' replies to Question 19(a), tutors in both samples were asked to state their opinions as to whether they considered any weaknesses due to inappropriate professional standards set by the institutions. More than half of the sub-group of tutors (72.2%) in the Iraqi sample said 'yes'. However, the value of χ^2 shows no significance. (See Table 9.16(b))

TABLE 9.16(a): ENGLISH AND IRAQI TUTORS' OPINIONS ON QUESTION 19(a)

Response Code	England		Iraq		Results of Chi-Square
	F.	%	F.	%	
Adequate	13	41.9	18	36.0	$\chi^2 = 1.64$ d.f. = 2 N.S.
Not Adequate	16	51.6	24	48.0	
Don't Know	2	6.5	8	16.0	
TOTAL	31	100.0	50	100.0	

TABLE 9.16(b): ENGLISH AND IRAQI TUTORS' OPINIONS ON QUESTION 19(b)

Response Code	England		Iraq		Results of Chi-Square
	F.	%	F.	%	
Yes	6	37.5	13	72.2	$\chi^2 = 2.85$ d.f. = 1 N.S.
No	10	62.5	5	27.8	
TOTAL	16	100.0	18	100.0	

Question 20 invited tutors in both countries to agree or disagree that training institutions offer opportunities for encountering new and significant advances in scientific advances in scientific knowledge. The similarity in response pattern is manifest in Table 9.17. The value of χ^2 shows no significance.

TABLE 9.17: ENGLISH AND IRAQI TUTORS' OPINIONS ON RESPONSES TO QUESTION 20

Response Code	England		Iraq		Results of Chi-Square
	F.	%	F.	%	
Yes	6	20.0	17	34.0	$\chi^2 = 3.29$ d.f. = 2 N.S.
No	13	43.3	23	46.0	
Don't Know	11	36.7	10	20.0	
TOTAL	30	37.5	50	100.0	

Question 21 asked tutors, in both samples, to assess the contribution of Psychology and other foundation subjects of education courses, in initial training institutions by means of a set of closed options.

As can be seen in Table 9.18, statement (a) attracted many English responses: 54.8% of the respondents said that Psychology and other foundations of education were 'satisfactory', while 42.2% of the Iraqi respondents, believed that these subjects were 'too theoretical'. In general, the English respondents tended to be satisfied with the contribution of these subjects, whereas the Iraqi sample, tended not to be.

TABLE 9.18: ENGLISH AND IRAQI TUTORS' OPINIONS ON PSYCHOLOGY AND OTHER FOUNDATIONS OF EDUCATION COURSES (QUESTION 21)

Questions	England				Iraq			
	F.	%	No Reply	Total	F.	%	No Reply	Total
(a) Satisfactory.	17	54.8	14	31	15	30.0	35	50
(b) Too theoretical.	3	9.7	28	31	29	42.0	21	50
(c) Include theoretical and practical, equally.	7	22.6	24	31	1	2.0	49	50
(d) Include too little Experimental Psychology.	-	-	31	31	18	36.0	32	50
(e) Include too little Educational Psychology.	2	6.5	29	31	11	22.0	39	50
(f) Include too little practice in child study.	2	6.5	29	31	17	34.0	33	50
(g) Deal well with some educational problems of child growth.	12	38.7	29	31	5	10.0	45	50

(*) Statistics (2x) cannot be computed because this question has one column.

(*)

In Question 22, tutors in both groups were invited to agree or disagree with the statement that, "A variety of teaching methods used in the training courses helps student-teachers develop their teaching skills."

TABLE 9.19: ENGLISH AND IRAQI TUTORS' OPINIONS ON THE TEACHING METHODS (QUESTION 22)

Response Code	England		Iraq		Results of Chi-Square
	F.	%	F.	%	
Agree	24	77.4	27	54.0	$\chi^2 = 11.58$ $p < .003$ d.f. = 2 .S.
Disagree	2	6.5	20	40.0	
Don't Know	5	16.1	3	6.0	
TOTAL	31	100.0	50	100.0	

Results detailed in the above table show that the majority of English tutors (77.4%) agreed, while only 54.0% of the Iraqi tutors did so.

Tutors in England and Iraq were asked, in Question 23, how useful different teaching methods were in preparing student-teachers to teach through initial training courses. This question consisted of five closed items.

The results in Table 9.20 show that most Iraqi respondents (84.0%) valued lectures as teaching methods; 22.0% said they were

'extremely useful', while 46.7% of English respondents felt they were 'useful', and 3.3% 'extremely useful'.

'Discussion' was rated highly in both surveys. Iraqi tutors, however, seem to have more reservations about the value of 'tutorials' than do English tutors. In respect of 'seminars', the pattern is reversed, with English responses being less positive.

Finally, the majority of English tutors were, on the whole, more convinced of the final method considered, 'projects', as compared to their Iraqi counterparts.

A broad generalisation from the above patterns is that Iraqi tutors tend to be more enthusiastic about formal methods than less formal methods, whereas in the English sample, the response pattern is reversed.

In testing the relationship between tutors' nationality and their response to each item in Question 23, the value of Chi-square in all cases is high and significant (See Table 9.20).

Question 24 consisted of four closed items and attempted to gauge the attitudes of respondents regarding the value of some of the groups of subjects that are taught in training courses. Fourteen of the English respondents (54.1%) out of the total 31, stated that the main subjects in initial training courses were

TABLE 9.20: ENGLISH AND IRAQI TUTORS' OPINIONS ON THE TEACHING METHODS USED IN TEACHER TRAINING (QUESTION 23)

Teaching Methods		Extremely Useful		Very Useful		Useful		Fairly Useful		Not at all Useful		Total		Results of Chi-Square
		F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	
(a) Lecturers	England	1	3.3	7	23.3	14	46.7	6	20.0	2	6.7	30	100.0	$\chi^2 = 37.10$ $p < .001$ d.f.=4 .S.
	Iraq	11	22.0	31	62.0	-	-	8	16.0	-	-	50	100.0	
(b) Discussion	England	7	22.6	20	64.5	4	12.9	-	-	-	-	31	100.0	$\chi^2 = 16.59$ $p < .003$ d.f.=2 .S.
	Iraq	32	64.0	18	36.0	-	-	-	-	-	-	50	100.0	
(c) Tutorials (Individual or small-group)	England	7	22.6	24	77.4	-	-	-	-	-	-	31	100.0	$\chi^2 = 30.46$ $p < .001$ d.f.=4 .S.
	Iraq	5	10.2	14	28.6	8	16.3	18	36.7	4	8.2	49	100.0	
(d) Seminars (Large group)	England	2	6.5	11	35.5	10	32.3	8	25.8	-	-	31	100.0	$\chi^2 = 13.24$ $p < .01$ d.f.=01 .S.
	Iraq	7	14.6	27	56.3	3	6.3	8	16.7	3	6.3	48	100.0	
(e) Project	England	11	36.7	15	50.0	2	6.7	2	6.7	-	-	30	100.0	$\chi^2 = 15.85$ $p < .003$ d.f.=4 .S.
	Iraq	6	12.2	16	32.7	6	12.2	14	28.6	7	14.3	49	100.0	

'extremely' or 'very valuable', while 87.5% of the Iraqi tutors felt that main subject courses were 'extremely' or 'very valuable'. The value of Chi-square, 28.41 $p < .001$, is high and very significant. All the respondents in the two samples thought professional subjects were 'extremely' or 'very valuable', and the Chi-square value shows no significant difference between the responses of the two groups.

The value of General Education subjects was rated more highly by Iraqi tutors than English tutors, and the same pattern occurs in respect of the value of audio-visual aids. This is probably an accurate reflection of the arguably greater need for both the general education level of Iraqi student-teachers to be enhanced, and for more to be made of the use of audio-visual aids. The value of χ^2 , 31.42 $p < .001$, is high and confirms a significant relationship between tutors' nationality and their replies to this question. (See Table 9.21)

9.1.2 Questionnaire Part Two: The Educational Media in Training Institutions

This part of the questionnaire consisted of further closed questions, asking respondents to state their opinions on the use of educational media in training institutions.

In Question 1, respondents in the two samples were asked to give their assessment of the frequency with which 'tutors for educational technology in training institutions were involved in planning courses of initial training.'

TABLE 9.21: ENGLISH AND IRAQI TUTORS' OPINIONS ON THE COMPONENT SUBJECTS OF INITIAL TRAINING COURSES (QUESTION 24).

Subjects	Extremely Valuable		Very Valuable		Valuable		Fairly Valuable		Not at all Valuable		Total	Results of Chi-Square		
	F.	%	F.	%	F.	%	F.	%	F.	%				
1. Main Subjects	England	9	29.0	5	16.1	11	35.5	6	19.4	-	-	31	100.0	$\chi^2 = 28.41$ $p < .001$ $d.f. = 3$.S.
	Iraq	10	20.8	32	66.7	-	-	6	12.5	-	-	48	100.0	
2. Professional Subjects	England	15	51.7	12	41.4	2	6.9	-	-	-	-	29	100.0	$\chi^2 = 1.43$ $d.f. = 2$ N.S.
	Iraq	30	60.0	19	38.0	1	2.0	-	-	-	-	50	100.0	
3. General Education Subjects	England	1	3.4	6	20.6	16	55.2	6	20.07	-	-	29	100.0	$\chi^2 = 41.84$ $p < .001$ $d.f. = 3$.S.
	Iraq	13	26.5	33	67.3	1	2.0	2	4.1	-	-	49	100.0	
4. Audio-Visual Aids Subjects	England	10	32.3	3	9.7	12	38.7	6	19.4	-	-	31	100.0	$\chi^2 = 31.42$ $p < .001$ $d.f. = 3$.S.
	Iraq	24	48.0	23	46.0	-	-	3	6.0	-	-	50	100.0	

Replies in Table 9.22 show that 44.0% of the English tutors indicated that tutors 'sometimes' have a voice in planning training courses, 20.0% stated 'often', and the remaining 28.0% 'rarely' or 'never'. On the Iraqi side, 28.0% of respondents felt tutors 'sometimes' have a voice; 20.0% 'often', while as many as 46.0% stated 'rarely' or 'never'. However, the value of χ^2 reveals no significance for this item.

Question 2 asked tutors to react to the statement that, "Institutions provide facilities to preview and assess the role of Educational Technology in training institutions."

As Table 9.22 shows, the majority of tutors in England (72.0%) said 'sometimes' institutions provide these facilities, while 54.0% of tutors in Iraq felt they did so 'rarely' or 'never'. The value of χ^2 is high and significant.

In Question 3, tutors were requested to respond to the statement that, "student-teachers receive, during their initial training course, at least a simple introduction to educational technology at the conceptual, as well as the practical level. More than half of the English tutors (53.4%) indicated that students 'always' or 'often' receive such an introduction, whereas almost half of the Iraqi tutors (48.0%) thought their students received this 'rarely' or 'never'. The value of χ^2 , 14.58 $p < .01$, is significant. (See Table 9.22)

TABLE 9.22: ENGLISH AND IRAQI TUTORS' OPINIONS ON QUESTIONS 1-6

Question No.		Always		Often		Sometimes		Rarely		Never		Total	Results of Chi-Square
		F.	%	F.	%	F.	%	F.	%	F.	%		
1	England	2	8.0	5	20.0	11	44.0	5	20.0	2	8.0	25	$\chi^2 = 3.38$ d.f. = 4 N.S.
	Iraq	3	6.0	10	20.0	14	28.0	12	24.0	11	22.0	50	
2	England	2	8.0	-	-	18	72.0	3	12.0	2	8.0	25	$\chi^2 = 14.82$ $p < .01$ d.f. = 4 .S.
	Iraq	4	8.0	5	10.0	14	28.0	12	24.0	15	30.0	50	
3	England	11	36.7	5	16.7	9	30.0	5	16.7	-	-	30	$\chi^2 = 14.58$ $p < .01$ d.f. = 4 .S.
	Iraq	4	8.0	6	12.0	16	32.0	18	36.0	6	12.0	50	
4	England	-	-	6	20.7	19	65.5	4	13.8	-	-	29	$\chi^2 = 20.35$ $p < .001$ d.f. = 4 .S.
	Iraq	8	16.0	6	12.0	12	24.0	18	36.0	6	12.0	50	
5	England	2	6.9	7	24.1	12	41.4	8	27.6	-	-	29	$\chi^2 = 11.12$ $p < .03$ d.f. = 4 .S.
	Iraq	6	12.2	9	18.4	11	22.4	10	20.4	13	26.5	49	
6	England	2	10.0	13	43.3	14	46.7	-	-	-	-	30	$\chi^2 = 16.86$ $p < .002$ d.f. = 4 .S.
	Iraq	7	14.0	11	22.0	13	26.0	13	26.0	6	12.0	50	

Respondents in both samples were asked in Question 4 if, on the whole, training courses make optimum use of Educational Technology. Replies in Table 9.22 show that the majority of tutors in England (65.5%) felt that training courses 'sometimes' make optimum use of Educational Technology, whereas almost half of Iraqi tutors (46.9%) believed they did so 'rarely' or 'never'. The value of χ^2 is 20.35 $p < .001$, and this is high and significant.

Question 5 asked how efficiently involved were student-teachers in producing audio-visual aids during their initial training course, and Question 6 focussed on the role of training institutions in promoting positive attitudes toward the use of audio-visual aids. As Table 9.22 shows, Iraqi responses are, in both cases, manifestly less positive, and the values of χ^2 show significance.

Question 7 asked English and Iraqi tutors if they would like the use of the educational media in training institutions to be increased or decreased.

Replies in Table 9.23 show that the majority of English tutors, in both samples, would like to see an increase in the use of educational media, but it is the extent of this increase where differences are marked. As many as 68.0% of Iraqi tutors would like to see 'much more' increase, as compared to 26.7% of English tutors, who indicated similarly. The value of χ^2 is 16.24 $p < .003$

and this is very high and significant.

These response patterns can again be interpreted as perhaps providing an accurate reflection of the real greater need for an increased use of educational media in Iraq.

TABLE 9.23: WOULD YOU LIKE TO SEE MORE OR LESS USE OF EDUCATIONAL MEDIA? (QUESTION 7)

Response Code	England		Iraq		Results of Chi-Square
	F.	%	F.	%	
Much more	8	26.7	34	68.0	$\chi^2 = 16.24$ p .003 d.f. = 4 .S.
A little more	19	63.3	11	22.0	
As at present	3	10.0	3	6.0	
A little less	-	-	1	2.0	
Much less	-	-	1	2.0	
TOTAL	30	100.0			

Responses to Question 8 lend further weight to such a conclusion. This item required tutors in both samples to evaluate the quality of audio-visual aids available for initial training courses.

Table 9.24 shows that 93.5% of English tutors indicated the quality of these materials ranged between 'acceptable' and 'excellent'; whereas 60.0% of the Iraqi sample indicated the quality ranged between 'poor' and 'very poor'. The Chi-square value, 24.78 $p < .001$, is high and significant.

TABLE 9.24: ENGLISH AND IRAQ TUTORS' OPINIONS ON QUESTIONS 8 AND 9

Question No.		Excellent		Good		Acceptable		Poor		Very Poor		Total		Results of Chi-Square
		F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	
8	England	2	6.5	9	29.0	18	58.1	-	-	2	6.5	31	100.0	$\chi^2 = 24.78$ p .001 d.f. = 4 .S.
	Iraq	2	4.0	4	8.0	14	28.0	21	42.0	9	18.0	50	100.0	
9	England	4	14.3	3	10.7	11	39.3	10	35.7	-	-	28	100.0	$\chi^2 = 6.66$ p d.f.=4 N.S.
	Iraq	2	4.0	9	18.0	17	34.0	16	32.0	6	12.0	50	100.0	

In Question 9, tutors in both samples were asked their opinions on the clarity of the aims in using audio-visual aids in training courses. The results are shown in Table 9.24.

Thirty-five-point-seven per cent of tutors in England found the clarity of aims for using audio-visual aids to be 'poor', 39.3% others indicated they were 'acceptable'. Seven respondents (25.0%) felt they 'were excellent' or 'good'. Forty-four per cent of tutors in Iraq stated that the clarity of aims was either 'poor' or 'very poor', while 34.0% of others said it was 'acceptable'. The χ^2 value shows no significance for this item.

Respondents were presented, in Question 10, with the statement that, "In general, audio-visual aids teaching provides practical and theoretical experience for students in initial training courses." The majority of tutors in Iraq (94.0%) agreed this was so, with 52.0% of them doing so strongly. Twenty of the English respondents (64.5%) agreed, but only 9.7% of them did so strongly. The value of χ^2 is 21.38 $p < .003$, and this means there is a significant relationship between tutors' nationality, and their responses to this question. (See Table 9.25)

In Question 11, the statement considered was, "student-teachers could improve their professional side by using audio-visual aids substantially during the initial training course." Table 9.25 shows that the majority of tutors in both samples endorsed this

TABLE 9.25: ENGLISH AND IRAQI TUTORS' OPINIONS ON QUESTIONS 10-14

Question No.		Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree		Total	Results of 2x	
		F.	%	F.	%	F.	%	F.	%	F.	%			
10	England Iraq	3 26	9.7 52.0	17 21	54.8 42.0	6 3	19.4 6.0	3 -	9.7 -	2 -	6.5 -	31 50	100.0 100.0	2x = 21.38 p = .003 d.f. = 4 .S.
11	England Iraq	1 20	3.2 40.0	16 26	51.6 52.0	10 4	32.3 8.0	4 -	12.9 -	- -	- -	31 50	100.0 61.1	2x = 22.95 p = .001 d.f. = 3 .S.
12	England Iraq	- 2	- 4.0	6 11	19.4 22.0	8 17	25.8 34.0	15 17	48.4 34.0	2 3	6.5 6.0	31 50	100.0 100.0	2x = 2.73 d.f. = 4 N.S.
13	England Iraq	- 11	- 22.0	16 31	51.6 62.0	15 8	48.4 16.0	- -	- -	- -	- -	31 50	100.0 100.0	2x = 14.24 p = .001 d.f. = 2 .S.
14	England Iraq	- 4	- 8.0	12 4	38.7 8.0	11 5	35.5 10.0	6 26	19.4 52.0	2 11	6.5 22.0	31 50	100.0 100.0	2x = 25.95 p = .001 d.f. = 4 .S.

view. However, only 3.2% of the English tutors 'strongly agreed', as compared to 40.0% of Iraqi tutors, who thought similarly. This difference is confirmed as significant by the Chi-square test.

In Question 12, respondents in both samples were asked to reply to the statement that, "training courses use audio-visual aids inappropriate to the subject matter of the school situation. Both the Iraqi and English response patterns suggest that there is some justification in such a criticism.

Question 13 solicited reaction to the statement that, "Initial training courses that place a substantial emphasis on Educational Technology help student-teachers to adjust themselves to the continuous changes in teaching procedures." As Table 9.25 shows, Iraqi tutors responded markedly more positively, and the value of χ^2 shows significance.

Finally, Question 14 sought tutors' opinions on the role of Educational Technology in initial training courses as a central part of preparing teachers. Table 9.25 again reveals a response pattern where, on this occasion, the Iraqi side is markedly less positive. The value of χ^2 is 25.95 $p < .001$, and confirms a significant relationship between tutors' nationality and their replies to this question.

9.2 ENGLISH AND IRAQI STUDENT-TEACHERS' SURVEY: COMPARISON

Before making comparison between the student-teachers' replies in England and Iraq, it should be noted that some questions from the personal information section have been discussed, with comparative comment included, in Chapters 7 and 8.

9.2.1 Questionnaire Part One

This part comprised twenty-four closed and open questions, sub-divided into four sections.

Teaching Practice and School Observation: Questions 1-10

Question 1 sought to measure the degree of student-teachers satisfaction, or otherwise, in England and Iraq, concerning the current duration of teaching practice. More than half of the English sample (62.6%) stated that the duration of teaching practice was 'satisfactory', while 61.7% of the Iraqi sample indicated that it was not. The value of Chi-square (χ^2) shows high significance.

As was explained in Chapter 8, what is, in fact being compared is a teaching practice not exceeding 6 weeks in the case of Iraq, with a teaching practice of approximately 36 weeks, as is typically the case in England. It is understandable, therefore, why the situation pertaining in Iraq is felt to be so inadequate.

(See Table 9.26)

TABLE 9.26: FREQUENCY AND PERCENTAGE OF ENGLISH AND IRAQI STUDENTS' REPLIES TO QUESTIONS 1 AND 2

Question No.		Satisfactory		Not Satisfactory		Don't Know		Total		Results of χ^2
		F.	%	F.	%	F.	%	F.	%	
1	England	162	62.6	13	13.1	24	24.2	99	100.0	$\chi^2 = 79.26$ $p < .001$ $d.f. = 2$
	Iraq	100	33.3	185	61.7	15	5.0	300	100.0	
2	England	81	83.5	12	12.4	4	4.1	97	100.0	$\chi^2 =$
	Iraq	122	40.7	165	55.0	13	4.3	300	100.0	

In Question 2, respondents in both samples were requested to indicate their views on the teaching practice. The majority of English students (83.5%) indicated that the timing of teaching practice was satisfactory, while 55.0% of the Iraqi students indicated it was not. (See Table 9.26)

In Iraq, what is provided is a 6 week period of teaching practice at the end of the training course, whereas in England, teaching practice is typically more evenly spread over the whole course.

Question 3 asked students about the form in which they preferred teaching practice.

TABLE 9.27: FORM IN WHICH STUDENTS IN ENGLAND AND IRAQ WOULD PREFER TEACHING PRACTICE

Forms of Teaching Practice	England		Iraq		Results of Chi-Square
	F.	%	F.	%	
(a) As at present.	130	79.3	58	20.1	$\chi^2 = 170.00$ $p < .001$ d.f.=4 .S.
(b) In several shorter spells.	16	9.8	24	8.3	
(c) To take place in the last four weeks of the last two years of the course.	3	1.8	108	37.5	
(d) A number of separate weeks in school is better for students than a longer block of time.	10	6.1	39	13.5	
(e) To take place during the training course, on average three weeks yearly and 16 weeks in the last year of the course.	5	3.0	59	20.5	
TOTAL	164	100.0	288	100.0	

As Table 9.27 shows, the great majority of students in England (79.3%) did not want any change in the current form of teaching practice. Students in Iraq were much more divided in their views. It is also clear, however, that almost 80.0% of Iraqi students were 'dissatisfied' with present arrangements. The value of Chi-square is 170.00 $p < .001$., and this is significant.

Question 4 asked about the current duration of school observation. More than half of the English sample (69.6%) felt that the duration

of school observation was satisfactory, while about the same percentage in the Iraqi sample (66.4%) said it was not. The value of χ^2 , 54.23 p .001, shows a significant difference between the two sets of students' replies. (See Table 9.28)

TABLE 9.28: DISTRIBUTION AND FREQUENCY OF ENGLISH AND IRAQI STUDENTS' REPLIES TO QUESTION 4

Question No.		Satisfactory		Not Satisfactory		Don't Know		Total		Results of Chi-Square
		F.	%	F.	%	F.	%	F.	%	
4	England	71	69.6	26	25.5	5	4.9	102	100.0	$\chi^2 = 54.23$ p .001 d.f. = 2.S.
	Iraq	87	29.2	198	66.4	13	4.4	298	100.0	

In Question 5, students were asked which educators in the training process had given them valuable advice. Most of the students (86.3%) in the English sample indicated they had received valuable advice from classroom teachers; institutions' tutors in professional subjects rated second (82.4%) in the English sample, and institutions' tutors in main subjects rated third. In the Iraqi sample, institutions' tutors in main subjects emerged as the main source of worthwhile advice. Professional tutors rated second and classroom teachers rated third. The values of χ^2 are high and significant in respect of the advice of professional subject tutors, head teachers and classroom teachers. (See Table 9.29)

In Question 6, respondents in both samples were requested to choose from a given list of options, the form of school observation

TABLE 9.29: OPINIONS OF STUDENT-TEACHERS IN ENGLAND AND IRAQ ON QUESTION 5

Kinds of Educators	England			Iraq			Results of Chi-Square
	Yes P. %	No P. %	Total P. %	Yes P. %	No P. %	Total P. %	
(1) Institutions' tutors who teach main subjects.	115 66.5	58 33.0	173 100.0	220 73.3	80 26.7	300 100.0	$\chi^2 = 2.18$ d.f. = 1 N.S.
(2) Institutions' tutors who teach professional subjects.	136 82.4	29 17.6	165 100.0	207 69.0	93 31.0	300 100.0	$\chi^2 = 9.23$ p < .002 d.f. = 1 .5.
(3) H.M.I (Educational Supervisors and Specialists for Iraq sample.	6 4.3	134 95.6	140 100.0	29 9.7	270 90.3	299 100.0	$\chi^2 = 3.11$ d.f. = 1 N.S.
(4) The head teacher.	76 47.8	83 52.2	159 100.0	63 21.0	237 79.0	300 100.0	$\chi^2 = 34.09$ p < .001 d.f. = 1 .5.
(5) The classroom teacher.	145 86.3	23 13.7	168 100.0	189 63.2	110 36.8	299 100.0	$\chi^2 = 27.05$ p < .001 d.f. = 1 .5.

they most preferred.

The replies, detailed in Table 9.30, show that the majority of students in England (67.4%) preferred school observation 'as at present', whereas most Iraqi students were desirous of some change in the form of school observation. The value of χ^2 is 84.28 $p < .001$, and this is high and significant.

TABLE 9.30: DISTRIBUTION OF FREQUENCY AND PERCENTAGES OF ENGLISH AND IRAQI RESPONDENTS' REPLIES TO QUESTION 6

Form of School Observation Preferred	England		Iraq		Results of Chi-Square
	F.	%	F.	%	
(a) As at present.	97	67.4	65	23.0	$\chi^2 = 84.28$ $p < .001$ d.f. = 3 .S.
(b) One day each week during the last term of the first year.	1	.7	34	11.8	
(c) One day each week during the first term of the first year.	27	18.8	116	40.4	
(d) One day each week during the first year.	19	13.2	71	24.7	
TOTAL	144	100.0	287	100.0	

Question 7 asked, "Did you visit more than one class in your school observation." Replies (see Table 9.31) show that the majority of students, in England and Iraq, indicated that they did. However, a greater proportion of English students answered in the affirmative

and this is reflected in the significant Chi-square value obtained.

TABLE 9.31: FREQUENCY AND PERCENTAGE OF ENGLISH AND IRAQI STUDENTS' REPLIES TO QUESTION 7

Response Code	England		Iraq		Results of χ^2
	F.	%	F.	%	
Yes	132	74.3	189	63.4	$\chi^2 = 15.32$ $p < .001$ d.f. = 2 .S.
No	38	23.7	109	36.6	
TOTAL	172	100.0	298	100.0	

In Question 8, students were asked, "Were you required to write a report about your school observation.?"

TABLE 9.32: FREQUENCY AND PERCENTAGE OF ENGLISH AND IRAQI STUDENTS' REPLIES TO QUESTION 8

Response Code	England		Iraq		Results of Chi-Square
	F.	%	F.	%	
Yes	118	71.5	101	34.0	$\chi^2 = 58.36$ $p < .001$ d.f. = 1 .S.
No	47	28.5	196	66.0	
TOTAL	165	100.0	297	100.0	

As Table 9.32 shows, the majority of English students (71.5%) had been required to write a report about their school observation,

whereas the majority of Iraqi respondents (66.0%) had not been required to do so. The value of χ^2 , 58.36 $p < .001$, is high and significant.

Question 9 was open (see Chapter 7 and Students in England/Iraq survey)

Assessment of Student-Teachers: Questions 10-12:

This part of the questionnaire consisted of three questions, asking students their opinions about the assessment of student-teachers.

Question 10 posed the statement that, "A major problem of initial training courses is a lack of relevant methods for assessing student-teachers." Students in both samples were asked to what extent they agreed or disagreed with this. The majority of Iraqi students (74.7%) agreed there was a lack of relevant methods for assessing student-teachers; 33.0% of them doing so strongly, whereas 45.6% of the English students disagreed, and 31.6% did not know whether to agree or disagree. The value of Chi-square is 127.23 $p < .001$, which shows high significance. (See Table 9.33).

In Question 11, students in both samples were asked to what extent they agreed or disagreed with the statement that, "Tutors in training institutions have the appropriate knowledge and skills

TABLE 9.33: ENGLISH AND IRAQ STUDENTS' OPINIONS ON QUESTIONS 10-12

Question No.		SA		A		N		D		SD		Total		Results of χ^2
		F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	
10	England	10	5.8	29	17.0	54	31.6	74	43.3	4	2.3	171	100.0	$\chi^2=127.23$ $p<.001$ d.f.= 4
	Iraq	99	33.0	125	41.7	41	13.7	30	10.0	5	1.7	300	100.0	
11	England	10	5.8	116	67.1	29	16.8	18	10.4	-	-	173	100.0	$\chi^2=99.12$ $p<.001$ d.f.= 4 S.S.
	Iraq	62	20.7	82	27.3	41	13.7	97	32.3	18	6.2	300	100.0	
12	England	6	3.5	45	26.0	27	15.6	76	43.9	19	11.0	173	100.0	$\chi^2=75.34$ $p<.001$ d.f.=4 S.S.
	Iraq	68	22.7	128	42.7	43	14.3	53	17.7	8	2.7	300	100.0	

to assess student-teachers." The majority of students (72.9%) in England, agreed that tutors have the appropriate knowledge; 5.8% of them strongly agreeing. Iraqi responses were spread fairly evenly across the five points of the rating scale. The value of χ^2 shows high significance. (See Table 9.33).

In Question 12, students were required to indicate the degree to which they agreed or disagreed with the statement that, "Classroom teachers do not have the appropriate knowledge and skills to assess student-teachers." The results, detailed in Table 9.33, show that more than half of the students in England (54.9%), disagreed with the statement, whereas the majority of Iraqi students (65.4%) agreed.

As was mentioned in Chapter 8, this is a particularly important difference between the two countries. Teachers in England probably are, at present, better equipped to play a constructive role in supporting student-teachers. However, this should not deter Iraq from striving in this direction.

The Aims and Nature of Training Institutions' Courses:
Questions 13-15

This part of the questionnaire consisted of four questions, 13-15, which sought the opinions of student-teachers about various aspects of the nature and aims of teacher-training institutions.

Respondents were asked, in Question 12, "How satisfactory are the present methods of selecting candidates for entry into teacher-training institutions?" Replies to this question are detailed in Table 9.34.

TABLE 9.34: ENGLISH AND IRAQI STUDENTS' OPINIONS ON QUESTION 13

Response Code	England		Iraq		Results of Chi-Square
	F.	%	F.	%	
Satisfactory	54	31.6	62	20.7	$\chi^2 = 142.90$ $p < .001$ d.f. = 2 .S.
Not Satisfactory	31	18.1	212	70.7	
Don't Know	86	50.3	26	8.7	
TOTAL	171	100.0	300	100.0	

It is clear from the Table that students in Iraq were generally dissatisfied with the present method of selecting candidates. (Comment as to the reasons for this is provided in Chapter 8). On the English side, 31.6% of English students were satisfied, but about half of the sample, 50.3%, did not know whether to be satisfied or not. In England, more methods and procedures are used to select the candidates than is the case in Iraq. The value of χ^2 , 142.90 $p < .001$, shows high significance.

Question 4 was concerned with students' opinions of, and attitudes towards, the system of initial teacher-training in their

TABLE 9.35: OPINIONS OF ENGLISH AND IRAQI STUDENTS ON QUESTION 14

Statements		Yes		No		Total		Results of Chi-square
		F.	%	F.	%	F.	%	
(a) It gives students sufficient encouragement for creative work.	England	122	73.1	45	26.9	167	100.0	$\chi^2 = 63.37$ $p < .001$ d.f. = 2 ..5.
	Iraq	107	35.7	193	64.3	300	100.0	
(b) It gives students ample opportunity to improve skills and abilities.	England	95	56.8	72	43.2	167	100.0	$\chi^2 = 63.37$ $p < .001$ d.f. = 2 ..5.
	Iraq	185	61.7	115	38.3	300	100.0	
(c) It is well organised.	England	67	41.1	96	58.9	163	100.0	$\chi^2 = 0.27$ d.f. = 1 N.S.
	Iraq	113	38.2	183	61.8	296	100.0	
(d) The regime is harsh.	England	17	10.0	152	89.9	169	100.0	$\chi^2 = 30.91$ $p < .001$ d.f. = 1 ..5.
	Iraq	100	33.8	196	66.2	296	100.0	

TABLE 9.36: FREQUENCY AND PERCENTAGE OF ENGLISH AND IRAQI STUDENTS' REPLIES TO QUESTION 15 (*)

Questions	England			Iraq				
	Yes	No Reply	Total	Yes	No	Total		
	F.	%		F.	%			
(a) Good reference from previous school.	69	39.9	104	173	30	10.0	270	300
(b) academic achievement.	61	35.3	112	173	18	6.0	282	300
(c) special tests.	19	11.0	154	173	89	29.6	211	300
(d) interview	123	71.1	50	173	85	28.3	215	300
(e) a combination of the above items.	66	38.2	107	173	131	43.6	300	300

(*) Statistics (χ^2) cannot be computed when the number of non-empty columns is one.

institutions.

As Table 9.35 shows, there was an obvious feeling of dissatisfaction among the Iraqi students with the present system, whereas students in England were generally much more satisfied. More than half of the Iraqi students (64.3%), stated that the training system did not give students sufficient encouragement in creative work (item (a)), while the majority of English students (73.1%), said that it did. The value of χ^2 for this item is 63.37 $p < .001$. It shows high significance. For item (b), the majority of Iraqi students (61.7%) indicated that the training system gave ample opportunity to improve skills and abilities, while more than half of English students, 56.8%, said yes they did. The value of χ^2 shows no significance between the responses of the two samples for this item. For item (c), the majority of students in the two samples agreed that the training system was not well-organised, and the value of χ^2 shows no significance. The majority of Iraqi and English students stated that the regime in the training system was not harsh, but the proportion of English students so doing was much greater and consequently, the value of χ^2 reveals a significant difference in the response pattern.

Question 15, which provided a set of closed options, sought to learn more about students' opinions concerning present methods of selecting candidates to train as teachers. Table 9.36 shows the response pattern that emerged.

The most favoured method of selecting students for entry into teacher-training institutions, among English students, is an interview. The method was chosen by 71.1% of the respondents. A good relevance from previous school and a combination of different criteria attracted nearly equal percentages, i.e. 39.9% and 38.2%. Option (b) rated fourth. Iraqi respondents preferred option (e), that is to say, a combination of different criteria. This method was chosen by 43.6% of Iraqi respondents. The Chi-square test confirms a significant difference in the nature of the two sets of responses.

Question 16 solicited the opinions of student-teachers on the types of tutors likely to be most effective in terms of their qualifications and experience.

ON TYPE OF TUTORS

TABLE 9.37: OPINIONS OF STUDENT-TEACHERS LIKELY TO BE MOST EFFECTIVE

Types of Tutors	England		Iraq		Results of Chi-Square
	F.	%	F.	%	
(a) Tutors with higher academic degree only.	-	-	56	18.9	$\chi^2 = 86.50$ $p < .001$ d.f. = 2 .S.
(b) Tutors with considerable experience of teaching in school, and a first university degree.	72	47.4	35	11.8	
(c) Tutors with higher academic qualification, and considerable experience of teaching in schools.	80	52.6	206	69.4	
TOTAL	152	100.0	279	100.0	

As Table 9.37 shows, over half of the Iraqi students (69.4%) preferred tutors with higher academic qualifications, and considerable experience of teaching in schools, option (c), whereas the English students chose options (b) and (c) nearly equally; 47.4% of them preferred option (c), and 52.6% preferred option (b). The value of χ^2 , 86.50 $p < .001$, shows a high and significant difference between the responses of the two samples.

Curricula and Teaching Methods: Questions 17-24:

In this part of the questionnaire, students were encouraged to express their opinions about the current curricula and teaching methods used in initial teacher-training institutions (Questions 17-24).

Students were asked their opinions, in Question 17(a), on the adequacy, or otherwise, of main subject provision for preparing student-teachers to teach similar subjects in schools.

TABLE 9.38(a): ENGLISH AND IRAQI STUDENT OPINIONS ON QUESTION 17(a)

Response Code	England		Iraq		Results of Chi-square (χ^2)
	F.	%	F.	%	
Adequate	42	43.3	105	35.1	$\chi^2 = 5.25$ d.f. = 2 N.S.
Inadequate	54	55.7	176	58.9	
Don't Know	1	1.0	18	6.0	
TOTAL	97	100.0	299	100.0	

As Table 9.38(a) makes clear, more than half of the students in the two samples (54 or 55.7% in England, and 176 or 58.9% in Iraq), felt the main subject components of their training courses provided adequate preparation for teaching similar subjects in schools subsequently. The value of χ^2 shows no significance at all.

To probe the issue further, in Question 17(b), those students only who had responded 'inadequate' in Question 17(a), were asked did they "consider the weakness due to inappropriate academic standards?"

TABLE 9.38(b): OPINIONS EXPRESSED IN REPLY TO THE ABOVE QUESTION 17(b)

Response Code	England		Iraq		Results of Chi-square
	F.	%	F.	%	
Yes	9	11.7	102	70.8	$\chi^2 = 67.86$ $p < .001$ d.f. = 1 .S.
No	68	88.3	42	29.2	
TOTAL	77	100.0	144	100.0	

As Table 9.38(b) shows, 70.8% of the sub-group of Iraqi students felt that the weakness in main subject teaching was due to inappropriate academic standards, while 88.3% of the sub-group in England, indicated it was not. The value of χ^2 shows a high and significant difference between the two sub-samples in their responses to this question.

In Question 18(a), students' opinions were solicited on the adequacy, or otherwise, of the present curriculum of professional subjects in training institutions for preparing competent teachers for primary and secondary schools.

TABLE 9.39(a): ENGLISH AND IRAQI STUDENTS OPINIONS ON QUESTION 18(a)

Response Code	England		Iraq		Results of Chi-square
	F.	%	F.	%	
Adequate	126	72.8	115	38.3	$\chi^2 = 66.65$ $p < .001$ d.f. = 2 .S.
Inadequate	26	15.0	158	52.7	
Don't Know	21	12.1	26	9.0	
TOTAL	173	100.0	300	100.0	

Table 9.39(a) shows that more than half of the Iraqi students (52.7%), felt the curriculum of professional subjects were inadequate, while the majority of English students (72.8%), found them adequate. The value of χ^2 is 66.65 $p < .001$, and this has very high significance.

A question following Question 18(a) asked those respondents who stated 'inadequate' to item (a), if they considered the weakness due to inappropriate professional standards set by the institutions.

TABLE 9.39(b): FREQUENCY AND PERCENTAGE OF ENGLISH AND IRAQI STUDENTS' REPLIES TO QUESTION 18(b)

Response Code	England		Iraq		Results of Chi-Square
	F.	%	F.	%	
Yes	12	30.0	88	73.9	$\chi^2 = 22.93$ $p < .001$ d.f. = 1 .S.
No	28	70.0	31	26.1	
TOTAL	40	100.0	119	100.0	

As Table 9.39(b) shows, the sub-group of Iraqi students indicated this was the case, whereas 70.0% of the English students' sub-group said it was not. The Chi-square test confirmed the significance of this difference.

Students in both samples were required in Question 19 to state whether or not they agreed with the statement that, "On the whole, initial teacher-training offers opportunities for encountering new and significant advances in scientific knowledge," while an almost equal percentage of students in both groups agreed with this assertion, a greater proportion of Iraqi students disagreed, rather than indicating that they did not know whether to agree or disagree. This accounts for the significant difference in response pattern confirmed by the Chi-square test. (See Table 9.40)

TABLE 9.40: OPINIONS OF ENGLISH AND IRAQI STUDENTS IN REPLY
TO QUESTION 19

Question No.		Yes		No		Don't Know		Total		Results of Chi-Square
		F.	%	F.	%	F.	%	F.	%	
19	England	56	32.4	66	38.2	51	29.5	173	100.0	$\chi^2 = 19.82$ $p < .001$ d.f. = 2 .S.
	Iraq	97	32.3	162	54.0	41	13.7	300	100.0	

Question 20 provided students with an opportunity to express their opinions concerning the value and appropriateness of Psychology and other foundations of education courses, as provided in the training institutions they attended. The question comprised seven statements and students were free to select more than one with which to agree or disagree.

The replies detailed in Table 9.41 show that, overall, students in England seem to be more satisfied with Psychology and foundations of education courses than students in Iraq.

Question 21 asked "How valuable, in your opinion, are the following components of initial teacher-training courses: (1) main subjects; (2) professional subjects; (3) general education subjects, and (4) audio-visual aids subjects."

Generally, as results detailed in Table 9.42 show, only a minority of responses in both the England and Iraqi samples fall

TABLE 9.41: DISTRIBUTION OF FREQUENCY AND PERCENTAGE OF ENGLISH AND IRAQI STUDENTS' REPLIES TO QUESTION 20

Question (*)	England				Iraq			
	Yes F.	%	No Reply	Total	Yes F.	%	No Reply	Total
(a) Satisfactory.	85	49.1	88	173	70	23.3	230	300
(b) Too theoretical.	32	18.5	141	173	91	30.3	209	300
(c) Include theoretical and practical sides equally.	25	14.5	148	173	40	13.3	260	300
(d) Include too little experimental psychology.	20	11.6	153	173	43	14.2	257	300
(e) Include too little educational psychology.	18	10.4	155	173	69	22.9	231	300
(f) Include too little practice in child study.	40	23.1	133	173	90	30.0	210	300
(g) Deal well with some education problem of child growth.	70	40.5	103	173	67	22.3	233	300

N.B. The format of this question is such that Chi-square analysis is not possible.

TABLE 9.4.2: OPINIONS OF STUDENTS' IN ENGLAND AND IRAQ ON QUESTION 21

Questions	Responses Code											Total	Results of Chi-Square	
	EV.		VV.		V.		FV.		Not V.		P.			
	P.	%	P.	%	P.	%	P.	%	P.	%				
(1) Main Subjects	England Iraq	64 59	37.6 19.7	27 127	15.9 42.3	40 54	23.5 18.0	32 56	18.8 18.7	7 4	4.1 1.3	170 300	100.0 100.0	$\chi^2 = 41.83$ $p < .001$ d.f. = 4 .S.
(2) Professional Subjects	England Iraq	81 113	46.8 37.7	36 137	20.8 45.7	36 30	20.8 10.0	18 18	10.4 6.0	2 2	1.2 .7	173 300	100.0 100.0	$\chi^2 = 33.07$ $p < .001$ d.f. = 4 .S.
(3) General education subjects	England Iraq	33 114	20.1 38.0	38 134	23.2 44.7	61 22	37.2 7.3	24 27	14.5 9.0	8 3	4.9 1.0	164 300	100.0 100.0	$\chi^2 = 86.56$ $p < .001$ d.f. = 4 .S.
(4) Audio-visual aids subjects	England Iraq	20 137	11.8 45.7	40 118	23.5 39.3	61 118	35.9 39.3	43 17	25.3 5.7	6 2	3.5 .7	170 300	100.0 100.0	$\chi^2 = 126.79$ $p < .001$ d.f. = 4 .S.

KEY RATING

EV. = Extremely Valuable

VV. = Very Valuable

V. = Valuable

FV. = Fairly Valuable

Not V. = Not at all Valuable

in the 'fairly valuable' or 'not at all valuable' categories.

Despite this overall positive outcome, however, Chi-square analysis does reveal significant differences in national response pattern for all items.

Question 22 asked for students' views on the variety of teaching methods used in initial training courses, and whether or not they helped student-teachers develop their teaching skills.

TABLE 9.43: ENGLISH AND IRAQI STUDENTS' VIEWS ON QUESTION 22

Response Code	England		Iraq		Results of Chi-Square
	F.	%	F.	%	
Yes	130	84.4	153	51.3	$\chi^2 = 47.56$ $p < .001$ d.f. = 2 .S.
No	20	13.0	126	42.3	
Don't Know	4	2.6	19	6.4	
TOTAL	154	100.0	298	100.0	

Table 9.43 shows that a much greater proportion of English student-teachers answered in the affirmative. The value of Chi-square is 47.56 $p < .001$, which is very high and significant.

Question 23 asked, "How useful were a given list of methods used in training courses for preparing student-teachers to teach.

As can be seen in Table 9.44, which details the given options as well as the response patterns, there were significant national differences in respect of all items. There is, again, a tendency for Iraqi student-teachers to favour more formal approaches, but this tendency is not quite as marked as was the case when the responses of tutors were compared.

Question 24 asked, "What emphasis students would like to be given to each of certain listed course components. These components are detailed in Table 9.45, as are the response patterns obtained. As can be seen, the majority of students in both samples would like to see either 'a little more' or 'much more' emphasis being given to each of the listed subjects. However, differences in the degree of emphasis are such that Chi-square values are significant for all items.

9.2.2 Questionnaire Part Two: Educational Media in Training Institutions

This part of the questionnaire comprised sixteen closed questions and one open question.

Question 5 asked students to select from three given options relating to the place of educational media in training courses. These options are detailed in Table 9.47, as is the pattern of the responses obtained.

TABLE 9.44: OPINIONS OF ENGLISH AND IRAQI STUDENTS ON QUESTION 23

Types of Teaching Methods		Extremely Useful		Very Useful		Useful		Fairly Useful		Not at All Useful		Total		Results of Chi-Square
		F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	
(a) Lecturers	England	11	6.5	27	15.9	77	45.3	34	20.0	21	12.4	170	100.0	$\chi^2 = 62.90$ $p < .001$ d.f. = 4 .S.
	Iraq	47	15.7	89	29.7	40	13.3	82	27.3	42	14.0	300	100.0	
(b)	England	41	23.7	86	49.7	38	22.0	8	4.6	-	-	173	100.0	$\chi^2 = 49.34$ $p < .001$ d.f. = 4 .S.
	Iraq	145	48.3	106	35.3	19	6.3	27	9.0	3	1.0	300	100.0	
(c) Tutorials (individual or small group)	England	49	29.0	68	40.2	38	22.5	12	7.1	2	1.2	169	100.0	$\chi^2 = 101.24$ $p < .001$ d.f. = 4 .S.
	Iraq	20	6.7	69	23.0	63	21.0	98	32.7	50	16.7	300	100.0	
(d) Seminars (Large Group)	England	16	9.5	43	25.6	60	35.7	42	25.0	7	4.2	168	4.2	$\chi^2 = 37.76$ $p < .001$ d.f. = 4 .S.
	Iraq	63	21.0	124	41.3	46	15.3	56	18.7	11	3.7	300	100.0	
(e) Projects	England	49	28.8	53	31.2	49	28.8	13	7.6	6	3.5	170	100.0	$\chi^2 = 45.23$ $p < .001$ d.f. = 4 .S.
	Iraq	37	12.3	81	27.0	70	23.3	88	29.3	24	8.0	300	100.0	

TABLE 9.45: OPINIONS OF ENGLISH AND IRAQI STUDENTS ON REPLIES TO QUESTION 24

Subjects		Much More		A Little More		As at Present		A Little Less		Much Less		Total	Results of Chi-Square
		F.	%	F.	%	F.	%	F.	%	F.	%		
(1) Languages	England	48	28.6	55	32.7	59	35.1	6	3.6	-	-	299	$\chi^2=17.53$ $p < .002$ $d.f.=4$ S.S.
	Iraq	87	29.1	72	24.1	94	31.4	37	12.4	9	3.0	299	
(2) Science	England	24	14.3	67	39.9	73	43.5	4	2.4	-	-	168	$\chi^2=39.98$ $p < .001$ $d.f.=4$ S.S.
	Iraq	105	35.0	98	32.7	70	23.3	4	8.0	3	1.0	300	
(3) Professional Subjects	England	28	16.2	50	28.9	89	51.4	4	2.3	2	1.2	173	$\chi^2=71.12$ $p < .001$ $d.f.=4$ S.S.
	Iraq	137	45.7	91	30.3	53	17.7	15	5.0	4	1.3	300	
(4) Main Subject you intend to teach children	England	90	52.0	56	32.4	22	12.7	2	1.2	3	1.7	173	$\chi^2=10.25$ $p < .04$ $d.f.=4$ S.S.
	Iraq	127	42.3	45	14.7	58	19.3	16	5.3	4	1.3	300	

TABLE 9.46: ENGLISH AND IRAQI STUDENTS' OPINIONS ON QUESTIONS 1, 2, 3 AND 4

Question No.		Always		Often		Sometimes		Rarely		Never		Total	Results of Chi-Square	
		F.	%	F.	%	F.	%	F.	%	F.	%			
1	En,land	30	17.5	59	34.5	53	31.0	23	13.5	6	3.5	171	100.0	$\chi^2=21.85$ $p < .001$ d.f.=4 .S.
	Iraq	54	18.0	95	31.7	50	16.7	74	24.7	27	9.0	300	100.0	
2	Engl and	32	18.5	28	16.2	75	34.4	32	18.5	6	3.5	173	100.0	$\chi^2=49.10$ $p < .001$ d.f.=4 .S.
	Iraq	19	6.3	70	23.3	75	25.0	90	30.0	46	15.3	300	100.0	
3	Engl and	20	12.0	12	7.2	75	44.9	46	27.5	14	8.4	167	100.0	$\chi^2=38.41$ $p < .001$ d.f.=4 .S.
	Iraq	12	4.0	41	13.7	77	25.7	108	36.0	62	20.7	300	100.0	
4	Engl and	-	-	12	11.9	52	51.5	23	22.8	14	13.9	101	100.0	$\chi^2=30.70$ $p < .001$ d.f.=4 .S.
	Iraq	29	9.7	64	21.3	76	25.3	88	29.3	43	14.3	300	100.0	

It is clear from Table 9.47 that 'a training course in which educational media feature significantly' was a much more popular option among Iraqi students. This is, indeed, likely to represent an accurate reflection of a greater need. The results of the Chi-square test confirm the significance of this difference.

TABLE 9.47: FREQUENCY AND PERCENTAGE OF ENGLISH AND IRAQI STUDENTS' REPLIES TO QUESTION 5

Form of Courses	England		Iraq		Results of χ^2
	F.	%	F.	%	
(a) A training course in which educational media feature significantly.	110	64.3	271	90.9	$\chi^2 = 50.51$
(b) A training course in which educational media do not feature significantly.	6	3.5	3	1.0	p .001 d.f. = 2
(c) I have no opinion as to whether educational media should feature significantly or not.	55	32.3	24	8.1	.S.
TOTAL	171	100.0	298	100.0	

In Question 6, student-teachers in both samples were asked, "How, in general, they rated the quality of audio-visual aids that are available for initial training courses in their institutions. Replies are detailed in Table 9.48, and show that almost half of the Iraqi respondents (48.0%) indicated that the quality of available audio-visual aids was either 'poor' or 'very poor'.

Only 18.4% of English students were so critical. The value of Chi-square for this item is high and significant.

TABLE 9.48: OPINION OF ENGLISH AND IRAQI STUDENTS' ON QUESTION 6

	Excel- lent		Good		Accept- able		Poor		Very Poor		Total		Results of Chi-square
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	
Iraq	19	6.3	63	21.0	74	24.7	94	31.3	50	16.7	300	100.0	$\chi^2 = 51.76$ $p < .001$ d.f. = 4 .S.
England	18	10.4	48	27.7	77	44.5	28	16.2	2	1.2	173	100.0	

Question 7 asked student-teachers, in both samples, to evaluate the degree of importance of using educational media in initial training courses. As Table 9.49 shows, the majority of students in both samples thought this was 'important' or 'very important'. However, a far greater proportion of Iraqi students indicated 'very important' and the significance of this is reflected in the very high Chi-square value obtained.

TABLE 9.49: THE DEGREE OF IMPORTANCE OF USING EDUCATIONAL MEDIA IN TRAINING COURSES (QUESTION 7)

Response Code	England		Iraq		Results of Chi-square (χ^2)
	F.	%	F.	%	
Very Important	40	24.8	137	45.7	$\chi^2 = 34.65$ $p < .001$ d.f. = 4 .S.
Important	70	43.5	118	39.3	
Acceptable	45	28.0	30	10.0	
Unimportant	6	3.7	12	4.0	
Not Important at all	-	-	3	1.0	
TOTAL	161	100.0	300	100.0	

In Question 8, students were asked to indicate the degree of their agreement or disagreement with the statement, that "Institutions' tutors who teach how to use audio-visual aids are well-equipped for their role." The results, detailed in Table 9.50, show that the majority of English students (68.0%) agreed that audio-visual tutors are well-equipped; 2.3% of them doing so strongly, while 43.6% of Iraqi students disagreed that tutors were well-equipped. The value of χ^2 is 88.94 $p < .001$, and this is high and significant.

In Question 9, respondents were required to react to the statement that, "Tutors have a positive attitude towards the use of audio-visual aids in training institutions." The majority of English students (74.5%) agreed or strongly agreed that tutors did, whereas only 51.0% of the Iraqi students agreed or strongly agreed. The value of χ^2 for this item is again high and significant.

In Question 10, the statement and consideration was: "Audio-visual aids provide important additional and practical experience for students in training institutions." The majority of English and Iraqi students 'agreed' or agreed 'strongly' with this assertion. However, the proportion of Iraqi students 'strongly' agreeing was much greater and the significance of this is confirmed by the Chi-square value obtained.

In Question 11, the opinions of respondents were solicited as

TABLE 9.50: OPINIONS OF ENGLISH AND IRAQI STUDENT-TEACHERS' REPLIES TO QUESTIONS 8-16

Question No.		Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree		Total		Results of Chi-Square (χ^2)
		F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	
8	England Iraq	4 27	2.3 9.0	114 83	65.9 27.7	38 59	22.0 19.7	17 97	9.8 32.3	- 34	- 11.3	173 300	100.0 100.0	$\chi^2 = 68.94$ $p < .001$ d.f. = 4 .S.
9	England Iraq	12 34	6.9 11.3	117 119	67.6 39.7	36 50	20.8 16.7	8 75	4.6 25.0	- 22	- 7.3	173 300	100.0 100.0	$\chi^2 = 59.06$ $p < .001$ d.f. = 4 .S.
10	England Iraq	34 131	19.7 43.7	88 133	50.9 44.3	33 23	19.1 7.7	18 11	10.4 3.7	- 2	- .7	173 300	100.0 100.0	$\chi^2 = 40.48$ $p < .001$ d.f. = 4 .S.
11	England Iraq	25 114	14.5 38.0	91 133	52.6 44.3	32 32	18.5 10.7	25 18	14.5 6.0	- 3	- 1.0	173 300	100.0 100.0	$\chi^2 = 37.61$ $p < .001$ d.f. = 4 .S.
12	England Iraq	3 36	1.7 12.0	46 85	26.6 28.3	30 45	17.3 15.0	84 103	48.6 34.3	10 31	5.8 10.3	173 300	100.0 100.0	$\chi^2 = 22.76$ $p < .001$ d.f. = 4 .S.
13	England Iraq	15 63	8.7 21.0	112 135	65.1 45.0	29 42	16.9 14.0	10 52	5.8 17.3	6 8	3.5 2.7	172 300	100.0 100.0	$\chi^2 = 30.32$ $p < .001$ d.f. = 4 .S.
14	England Iraq	8 116	4.6 38.7	91 142	52.6 47.3	58 18	33.5 6.0	16 21	9.2 7.0	- 3	- 1.0	173 300	100.0 100.0	$\chi^2 = 103.30$ $p < .001$ d.f. = 4 .S.
15	England Iraq	8 18	4.6 6.0	97 95	56.1 31.7	50 53	28.9 17.7	18 102	10.4 34.0	- 32	- 10.7	173 300	100.0 100.0	$\chi^2 = 65.37$ $p < .001$ d.f. = 4 .S.
16	England Iraq	12 64	6.9 21.5	58 112	33.5 37.7	70 26	40.5 8.8	33 84	19.1 28.3	- 11	- 3.7	173 297	100.0 100.0	$\chi^2 = 78.91$ $p < .001$ d.f. = 4 .S.

to whether or not "Using audio-visual aids can improve the professional training course." The response pattern occurring is very similar to that obtained in Question 10, and χ^2 is again significant.

The statement in Question 12 was an assertion that, "Audio-visual aids used in initial training courses are inappropriate to the school situation." For this item, the degree of disagreement is noticeably greater in respect of the English sample, and the significance of this is reflected in a Chi-square value of 22.76 $p < .001$.

Question 13 solicited reaction to the statement that, "Educational technology in initial training is often lower in standard than it should be." The majority of students in England and in Iraq felt this was the case, but the significance of the substantially greater proportion of Iraqi students 'strongly' agreeing is reflected in a Chi-square value of 30.32 $p < 0.01$.

Students in both samples were required, in Question 14, to state the degree of their agreement or disagreement, with the statement that: "Use of new educational technology will raise the quality of initial training programmes." The stronger agreement of Iraqi students is, again, very noticeable (see Table 9.50), and a Chi-square value of 103.30 $p < 0.01$ confirms how significant this is.

Question 15 focussed on the use of educational technology in training institutions, asking if student-teachers considered this to be up-to-date in terms of content.

Table 9.50 clearly illustrates that a much greater proportion of Iraqi students felt they were not up-to-date. The Chi-square value for this item is 65.37 $p < 0.01$, and this is significant.

Question 16 comprised the last closed item in the student-teachers' questionnaires, and requested students to indicate their views as to whether training institutions gave educational technology a central part in the learning process. The major difference in the two response patterns is the large number of English students (40.5½), who indicated that they did not know whether or not training institutions did this. The Chi-square value for this item is 78.91 $p < 0.01$, and is again significant.

Question 17 was an open question. For details of English and Iraqi students' suggestions/comments that were forthcoming, see Chapters 7 and 8.

9.3 ENGLISH AND IRAQI SCHOOL TEACHERS SURVEYS: COMPARISON

9.3.1 Questionnaire Part One

Teaching Practice and School Observation: Questions 1-8

Question 1 asked, in general, how satisfactory was the current duration of teaching practice.

TABLE 9.51: ENGLISH AND IRAQI TEACHERS' OPINIONS ON THE CURRENT DURATION AND TIMING OF TEACHING PRACTICE (QUESTIONS 1 AND 2)

Question No.		Satisfactory		Not Satisfactory		Don't Know		Total		Chi-Square Result = χ^2
		F.	%	F.	%	F.	%	F.	%	
1	England	69	32.5	38	17.9	105	49.5	212	100.0	$\chi^2 = 127.56$ d.f.=2 p<.001 .S.
	Iraq	120	40.0	157	52.3	23	7.7	300	100.0	
2	England	70	32.4	30	13.9	116	53.7	216	100.0	$\chi^2 = 160.46$ d.f. = 2 p<.001 .S.
	Iraq	125	41.8	155	51.8	19	6.4	299	100.0	

In Question 2, teachers were asked in general about the degree of their satisfaction concerning the timing teaching practice.

From Table 9.51, it can be seen that 32.4 per cent of the English sample said it was satisfactory, while 13.9% were dissatisfied. For the Iraqi sample, 51.8 per cent of teachers were dissatisfied with the time of teaching practice, while 41.8% of others said the timing of teaching practice was satisfactory. The value of Chi-square is 160.64 $p < .001$. This is very high and very significant.

Question 3 invited teachers in England and Iraq to state in which form they preferred teaching practice. It is obvious from Table 9.52, that most of the English teachers (43.5%) preferred teaching practice "to take place during the training course on average three weeks yearly and 16 weeks in the last years of the course, while the

majority of Iraqi teachers (43.3%) wanted teaching practice to take place in the last four weeks of each of the last two years of the course. A quarter of both Iraqi and English samples wanted teaching practice as at present (form a). The rest of the responses were distributed among other options.

TABLE 9.52: THE DISTRIBUTION OF FORM OF TEACHING PRACTICE BY ENGLAND AND IRAQ

	Form of Teaching Practice*										Results of Chi-Square		
	1		2		3		4		5			Total	
	F.	%	F.	%	F.	%	F.	%	F.	%		F.	%
England	72	32.3	31	13.9	2	.9	21	9.4	97	43.5	223	100.0	$\chi^2 = 144.45$ d.f. = 4 $p < .001$
Iraq	73	24.5	36	12.1	129	43.3	22	7.4	38	12.8	298	100.0	

From the above table, it is found that there is a significant difference between the responses of Iraqi and English teachers. The value of Chi-square is 144.45 $p < .001$.

Teachers in England and Iraq were asked, in Question 4, how satisfactory was the current duration of school observation.

TABLE 9.53: ENGLISH AND IRAQI TEACHERS' REPLIES TO QUESTION 4

Response Code	England		Iraq		Chi-Square Result = χ^2
	F.	%	F.	%	
Satisfactory	49	23.0	113	37.7	$\chi^2 = 126.58$ d.f. = 2 $p < .001$.S.
Not satisfactory	54	25.4	164	54.7	
Don't Know	110	51.6	23	7.7	
TOTAL	213	100.0	300	100.0	

*For more information about the forms of teaching practice, see Appendix 1, question 3, teachers' questionnaire.

From the above table, it can be seen that 54.7 per cent of Iraqi teachers said it was not satisfactory, while 37.7% were satisfied with the duration of school observation, whereas more than half of the English sample (51.6%) did not know, while 23.0% said it was satisfactory, and 25.4% said it was not satisfactory. The value of Chi-square is 126.58 $p < .001$. This is very high and very significant.

In Question 5, teachers in England and Iraq were requested to state their opinions on the aims of teaching practice.

TABLE 9.54: IRAQI AND ENGLISH TEACHERS' OPINIONS ON QUESTIONS 5, 6 AND 7

Question No.		SA		A		N		D		SD		Total F. %	Results of Chi-Square	
		F.	%	F.	%	F.	%	F.	%	F.	%			
5	England	49	17.7	140	50.5	41	14.8	39	14.1	8	2.9	277	100.0	$\chi^2 = 4.53$ d.f.=4 N.S.
	Iraq	48	16.0	177	59.0	36	12.0	33	11.0					
6	England	15	5.4	204	73.1	26	9.3	30	10.8	4	1.4	279	100.0	$\chi^2 = 65.48$ d.f.=4 $p < .001$.S.
	Iraq	22	7.3	130	43.3	28	9.3	100	33.3	20	6.7	300	100.0	
7	England	83	29.6	153	54.6	16	5.7	28	10.0	-	-	280	100.0	$\chi^2 = 21.56$ d.f.=3 $p < .001$.S.
	Iraq	97	32.3	190	63.3	6	2.0	7	2.3	-	-	300	100.0	

KEY RATING:

- SA = Strongly Agree
A = Agree
N = Don't know
D = Disagree
SD = Strongly Disagree
F = Frequency

From the above table, it can be said for Question 5 that more than two-thirds of the sample (63.2%) in England and three-quarters (75.0%) in Iraq, agreed that "institutions often do not make sufficiently clear to teachers in receiving schools what the aims of teaching practice are." The value of Chi-square shows no significant difference between the Iraqi and English teachers' responses to this question.

In Question 6, teachers in both countries were required in general to state, whether or not teaching practice worked well in schools. Replies in Table 9.55 show that a large majority of school teachers (78.5%) in England, agreed that teaching practice worked well in schools, whereas 39.9% of the Iraqi sample disagreed, and 50.6% agreed.

In testing the relationship between the two samples, it was found that the value of Chi-square is very high and very significant; $\chi^2 = 65.48$ $p < .001$.

In Question 7, teachers in England and Iraq were asked to state if they believed that school observation should be closely linked with practice work. It is obvious from Table 9.55 that the great majority of English and Iraqi teachers agreed with this statement; 84.2% of teachers in England agreed, 29.6% of them doing so strongly, while 95.6% of teachers in Iraq agreed, 32.3% of them doing so strongly.

Question 8 was an open question, asking teachers in both countries

to give comments or suggestions for improving the components of initial teacher training. (For responses to this question, see Chapter 7 for English data survey, and Chapter 8 for Iraqi data survey.)

Assessment of Student-Teachers: Questions 9-14

This part comprised six questions (9-14) asking teachers about the assessment of student-teachers during teaching practice. These questions were as follows:

Question 9 asked teachers in England and Iraq to indicate whether they considered it very important to give classroom teachers responsibility for assessing student-teachers.

As Table 9.55 shows, a large proportion of English teachers considered it very important; 89.8% agreed and 34.8% did so strongly, while 89.6 per cent of the Iraqi sample agreed it is very important, 37.0% of them doing so strongly. In fact, teachers in England have responsibility for assessing student-teachers and the CATE criteria are placing more emphasis on this, whereas teachers in Iraq have no role in this respect.

Question 10 required teachers in both countries to state whether or not institutions' tutors generally have sufficient knowledge to assess student-teachers. Table 9.55 shows that 47.6% of English

TABLE 9.55: DISTRIBUTION OF TEACHERS' OPINIONS IN ENGLAND AND IRAQ
ON QUESTION 9, 10, 11, 12, 13 AND 14

Question No.		SA		A		N		D		SD		Total		Result of Chi-Square
		F.	%	F.	%	F.	%	F.	%	F.	%	F.	%	
9	England	105	37.0	150	52.8	17	6.0	12	4.2	-	-	284	100.0	$\chi^2 = 15.38$ d.f. = 4 $p < .001$.S.
	Iraq	104	34.8	164	54.8	5	1.7	19	6.4	7	2.3	239	100.0	
10	England	6	2.1	95	33.8	46	16.4	110	39.1	24	8.5	281	100.0	$\chi^2 = 88.16$ $p < .001$.S. d.f. = 4
	Iraq	62	20.7	146	48.7	31	10.3	45	15.0	16	5.3	300	100.0	
11	England	20	7.3	219	80.2	26	9.5	8	2.9	-	-	273	100.0	$\chi^2 = 99.24$ d.f. = 4 $p < .001$.S.
	Iraq	69	23.0	134	44.7	24	8.0	60	20.0	13	4.3	300	100.0	
12	England	36	12.7	210	73.9	25	8.8	11	3.9	2	.7	284	100.0	$\chi^2 = 180.46$ d.f. = 4 $p < .001$.S.
	Iraq	47	15.7	79	26.3	20	6.7	109	36.3	45	15.0	300	100.0	
13	England	32	11.2	195	68.2	38	13.3	18	6.3	3	1.0	286	100.0	$\chi^2 = 143.11$ d.f. = 4 $p < .001$.S.
	Iraq	64	21.3	82	27.3	21	7.0	105	35.0	28	9.3	300	100.0	
14	England	4	1.4	85	29.9	58	20.4	104	36.6	33	11.6	284	100.0	$\chi^2 = 32.15$ d.f. = 4 $p < .001$.S.
	Iraq	29	9.7	68	22.7	33	11.0	119	39.7	51	17.0	300	100.0	

KEY RATING

SA = Strongly Agree

A = Agree

N = Don't Know

D = Disagree

SD = Strongly Disagree

F = Frequency

teachers disagreed that institutions' tutors have sufficient knowledge to assess student-teachers, whereas more than half of the sample in Iraq (69.4%) agreed with the statement, 20.7% of them doing so strongly. The value of Chi-square is 88.16 $p < .001$. This is very significant. This means that there is a relationship between the teachers' countries and their responses to this question.

Respondents in both countries were asked, in Question 11, to evaluate the relationship between school staff and student-teachers. The majority of the teachers in England (87.5%) were positive in response, while 67.7% in Iraq indicated likewise. It would seem, therefore, that the relationship between school staff and student-teachers is usually good. However, Iraqi student-teachers faced many problems on teaching practice because they were insufficiently prepared to play a full part in school life. Moreover, sometimes problems in schools were created by disorganised planning of teaching practice. The Chi-square test (χ^2 is 99.24 $p < .001$), shows a highly significant relationship between teachers' responses and their country.

Question 12 asked the teachers in both countries, whether the school staff usually treat student-teachers as a part of their group and make them welcome. The great majority of the English sample (86.6%) agreed that this was so, 12.7% of them doing so strongly, whereas more than half of the Iraqi sample (51.3%) disagreed with this proposition, 15.0% of them doing so strongly.

In testing the relationship between English and Iraqi teachers'

responses to this question, the Chi-square value is high and very significant. It is $\chi^2 = 180.46$ $p < .001$, with 4 degrees of freedom.

In Question 13, the statement offered for consideration was that, typically, the school staff discuss matters with student-teachers during the period of teaching practice. Table 9.55 illustrates the value of Chi-square, frequency and percentage of responses. From this table, it is clear that the majority of the English sample agreed with this statement, while the majority of the Iraqi sample disagreed that school staff discuss matters with student-teachers. The Chi-square value is 143.11 $p < .001$. This means that there is a strong relationship between teachers' nationality and their responses to this question.

Question 14 invited teachers in England and Iraq to appraise the statement that the training institutions' tutors had good contact with school staff. Nearly half of the sample in England (48.2%) disagreed that institutions' tutors had good contact with school staff, while 56.7% of teachers in Iraq also disagreed with this question. The value of Chi-square for this question is 32.15 $p < .001$. It is very significant. This means there is a relationship between teachers in England and Iraq, and their responses to this question, suggesting particularly a need to improve the relationship between school staff and tutors in training institutions in the case of Iraq.

Aims and Procedures of the Training Institutions' Courses:

Questions 15-17

This section included Questions 15-17, asking for the opinions of teachers in both countries about the aims and procedures of training courses.

In Question 15, teachers in England and Iraq were requested to state their opinions on the types of tutors likely to be most effective in teacher-training institutions.

TABLE 9.56: TEACHERS' OPINIONS ON THE TYPES OF TRAINING TUTORS (QUESTION 15)

Type of Tutors	England		Iraq		Results of Chi-Square
	F.	%	F.	%	
(a) Tutors with a higher academic degree only.	-		36	12.2	$\chi^2 = 65.39$ d.f. = 2 $p < .001$.S.
(b) Tutors with considerable experience of teaching in school, plus a first university degree.	118	44.4	56	19.0	
(c) Tutors with a higher academic degree qualification, plus considerable experience of teaching in schools.	148	55.6	203	68.8	
TOTAL	266	100.0	295	100.0	

The above table shows that the majority of teachers in both samples preferred item (c), "tutors with a higher academic degree qualification, and considerable experience of teaching in schools. This item was

supported by 55.6 per cent of the English sample, and 68.8% of the Iraqi sample, whereas item (b) was favoured by 44.4% of the English sample, and 19.0% of the Iraqi sample. The Chi-square value is 65.3 $p < .001$. It is very significant. This means there is, again, a relationship between teachers' nationality and their responses. The questionnaire also contained an open question which asked teachers to specify any other kind of tutors they preferred to work in teacher-training institutions. Nobody from the Iraqi sample replied to this question, whereas some English teachers made a suggestion. (See Chapter 7, English teachers' survey).

Question 16 asked teachers in both countries, how satisfactory were present methods of selection of candidates for lectureships in teacher-training institutions?

Table 9.57 shows that the great majority of English teachers (88.3%) had no idea about these conditions, while the great majority of Iraqi teachers (67.3%) were unhappy with the present methods of selection of candidates.

In testing the relationship between the two samples and their responses to this question, the value of Chi-square was found to be very significant at 338.21 $p < .001$.

TABLE 9.57: ENGLISH AND IRAQI TEACHERS' REPLY TO QUESTION 16

Response Code	England		Iraq		Results of Chi-Square = χ^2
	F.	%	F.	%	
Satisfactory	11	4.0	62	20.9	$\chi^2 = 338.21$ d.f. = 3 $p < .001$
Not satisfactory	20	7.3	200	67.3	
Don't Know	242	88.3	35	11.8	
TOTAL	274	100.0	297	100.0	

Question 17 consisted of six closed items and one open one, and teachers in England and Iraq were asked to state their opinions on the best method of selecting candidates for entry to initial training courses. Because each item in this question has one response code to cover more than one response, cross-tabulation cannot be computed. Nonetheless, patterns may still be identified in Table 9.58.

It can be said that the great majority of teachers in England, 72.4%, preferred a combination of some of the methods presented in this question (item f); 54.0% of teachers in Iraq had a similar view.

The remaining methods of selection were less popular, particularly among English teachers.

TABLE 9.58: ENGLISH AND IRAQI TEACHERS' OPINIONS ON THE METHODS OF SELECTION OF CANDIDATES FOR INITIAL TRAINING COURSE (QUESTION 17)

Method of Selection of Candidates	England		Iraq	
	F.	%	F.	%
(a) good reference from previous school.	28	9.8	33	11.0
(b) academic achievement.	17	5.9	19	6.0
(c) special test (e.g. Psychology test).	3	1.0	58	19.0
(d) interview.	20	7.0	38	12.0
(e) the Central Acceptance for the Iraqi sample.	-	-	18	6.0
(f) a combination of items a, b, c and d.	207	72.4	163	54.0

Question 17(g) was an open question which asked teachers in both countries to suggest any other methods of selection of candidates for initial training courses. (For more information about these suggestions, see reporting of the English Survey in Chapter 7 and reporting of the Iraqi Survey in Chapter 8).

9.3.2 Questionnaire Part Two:

The Use of Educational Media and its Relation to the Initial Training Courses

This part consisted of 16 questions, one of them open, asking teachers' opinions in England and Iraq on the use of educational media in schools, and its role in preparing teachers in initial teacher-

training. The results were as follows:

Question 1 asked teachers if they found that the use of audio-visual aids in initial training corresponded to the needs of schools.

TABLE 9.59: TEACHERS' OPINIONS IN ENGLAND AND IRAQ IN RESPONSE TO QUESTION 1

Response Code	England		Iraq		Results of Chi-Square = χ^2
	F.	%	F.	%	
Always	6	2.3	31	10.3	$\chi^2 = 94.99$ d.f. = 4 $p < .001$.S.
Often	62	23.3	64	21.3	
Sometimes	164	61.7	85	28.3	
Rarely	34	12.6	92	30.7	
Never	-	-	28	9.3	
TOTAL	266	100.0	300	100.0	

From Table 9.59, it can be said that more than half of the sample in England (61.7%), said that sometimes the use of audio-visual aids corresponds to the needs of schools, whereas a large percentage of teachers in Iraq (30.7%) thought that it rarely does, and 28.3% found that it sometimes does. The value of Chi-square is 94.99 $p < .001$. It is very high and significant. This, again, confirms a relationship between teachers' nationality and their responses to the question.

Question 2 asked teachers in both countries whether or not they would like to see more or less use of educational media in the initial training of teachers.

TABLE 9.60: OPINIONS OF TEACHERS IN ENGLAND AND IRAQ ON QUESTION 2

Response Code	England		Iraq		Results of Chi-square = χ^2
	F.	%	F.	%	
Much more	74	28.2	140	46.7	$\chi^2 = 21.54$ d.f. = 4 $p < .002$.S.
A little more	136	51.9	108	36.0	
As at present	46	17.6	46	15.3	
A little less	4	1.5	5	1.7	
Much less	2	.2	1	.3	
TOTAL	262	100.0	300	100.0	

The response patterns in the above table show that about half of the English sample (51.9%) wanted 'a little more' use of educational media, and 28.2% wanted 'much more'. On the Iraqi side, 46.7% preferred 'much more' and 36.0% indicated they would like 'a little more'.

The Chi-square value shows a strong relationship between teachers' nationality and their responses to this question. However, both groups would still prefer to extend the use of educational media in initial teacher-training.

Teachers in England and Iraq, were asked in Question 3, whether or not they thought that the use of educational media in classrooms increases the interest of pupils in learning.

TABLE 9.61: ENGLISH AND IRAQI TEACHERS' RESPONSES TO THE QUESTIONS 3-15

Question No.	SA						In England						In Iraq						Results of Chi-Square = (X ²) d.f. = 3 p .001 .S.						
	A		H		D		SD		Total		A		H		D		SD			Total					
	F.	%	F.	%	F.	%	P.	%	F.	%	P.	%	F.	%	F.	%	P.	%		F.	%	F.	%		
3	96	34.0	164	58.2	18	6.4	4	1.4	-	-	282	100.0	176	50.7	118	39.3	5	1.7	1	.3	-	-	300	100.0	2 _x = 39.66 d.f. = 3 p .001 .S.
4	87	30.4	131	45.8	2	.7	58	20.3	8	2.8	286	100.0	136	45.3	148	49.3	11	3.7	5	1.7	-	-	300	100.0	2 _x = 70.33 d.f. = 4 p .001 .S.
5	77	26.9	156	54.5	14	4.9	37	12.9	2	.7	286	100.0	130	46.0	138	46.0	7	2.3	10	3.3	7	2.3	300	100.0	2 _x = 39.72 d.f. = 4 p .001 .S.
6	5	1.7	15	5.2	8	2.8	110	38.5	148	51.7	286	100.0	19	6.3	50	16.7	23	7.7	132	44.0	76	25.3	300	100.0	2 _x = 59.11 d.f. = 4 p .001 .S.
7	49	17.8	201	70.5	18	6.3	15	5.3	2	.7	285	100.0	105	35.0	172	57.3	13	4.3	8	2.7	2	.7	300	100.0	2 _x = 25.19 d.f. = 4 p .001 .S.
8	91	32.3	163	57.8	16	5.7	10	3.5	2	.7	282	100.0	153	57.0	135	45.0	5	1.7	4	1.3	3	1.0	300	100.0	2 _x = 26.39 d.f. = 4 p .001 .S.
9	40	14.0	169	59.3	12	4.2	62	21.8	2	.7	285	100.0	152	50.7	140	46.7	4	1.3	3	1.0	1	.3	300	100.0	2 _x = 125.64 d.f. = 4 p .001 .S.
10	65	22.7	157	54.9	8	2.8	51	17.8	5	1.7	286	100.0	117	39.0	169	56.3	12	4.0	2	.7	-	-	300	100.0	2 _x = 66.10 d.f. = 4 p .001 .S.
11	38	13.4	151	53.2	38	13.4	50	17.6	7	2.5	284	100.0	130	43.3	148	49.3	8	2.7	1	.3	-	-	300	100.0	2 _x = 97.21 d.f. = 4 p .001 .S.
12	50	17.7	185	65.6	18	6.4	26	9.2	3	1.1	282	100.0	32	10.7	88	29.3	14	4.7	106	35.3	60	20.0	300	100.0	2 _x = 138.55 d.f. = 4 p .001 .S.
13	5	1.8	57	20.7	124	44.9	71	25.7	19	6.9	276	100.0	39	13.0	69	23.0	36	12.0	101	33.7	55	18.3	300	100.0	2 _x = 97.73 d.f. = 4 p .001 .S.
14	27	9.8	169	61.2	66	23.9	12	4.3	2	.7	276	100.0	97	32.3	181	60.3	18	6.0	4	1.3	-	-	300	100.0	2 _x = 72.48 d.f. = 4 p .001 .S.
15	23	8.1	84	29.6	80	28.2	81	28.5	16	5.6	284	100.0	78	26.0	132	44.0	36	12.0	45	15.0	9	3.0	300	100.0	2 _x = 69.17 d.f. = 4 p .001 .S.

KEY RATING
 SA = Strongly Agree
 A = Agree
 N = Don't Know
 D = Disagree
 SD = Strongly Disagree
 P = Frequency

Table 9.61 shows that the great majority of teachers in England and Iraq were of the view that the use of educational media did increase the interest of pupils in learning. In England, 92.2% of teachers agreed, 34.0% of them doing so strongly, while 98.0% of the sample in Iraq agreed with this statement, 58.7% of them doing so strongly. The value of Chi-square is significant.

Question 4 asked teachers in both countries whether or not classroom teachers should have a voice in planning and evaluating the quality and quantity of educational media used in their schools. Table 9.61 shows more than half of the respondents in both countries agreed that teachers should have a voice in planning and evaluating the educational media in schools, but with differing degrees of emphasis. The value of Chi-square is 70.33 $p < .001$. It is significant, and confirms a relationship between teachers' nationality and their responses to this question.

Question 5 tested the statement that classroom teachers should be provided with a study guide and course outline in advance of using educational media.

As Table 9.61 shows, 81.4% of the English teachers, and 92.0% of the Iraqi teachers felt this need. Moreover, both samples were agreed on providing teachers with this guide and course outline. These observations notwithstanding the result of the Chi-square test, shows very significant differences between the two groups. The χ^2 is 38.33 $p < .001$.

In Question 6, teachers in both groups were asked about their feeling as to whether the use of audio-visual aids is generally a waste of time for qualified teachers. The results show that the great majority of teachers in both samples disagreed with this statement. They felt that the use of audio-visual aids is important for qualified teachers. In England, 90.2% of teachers disagreed, 51.7% doing so strongly, while 69.3% of teachers in Iraq disagreed, 25.3% of them doing so strongly. The value of Chi-square is, thus, 59.11 $p < .001$. It is very significant.

Question 7 invited teachers' opinions in England and Iraq with regard to the view that the major function of audio-visual aids in school is to improve instruction.

Table 9.61 illustrates the results of the Chi-square test and percentage and frequency of teachers' responses to this question. In England, 87.7% of teachers agreed with this view, 17.2% of them doing so strongly, whereas 92.3 per cent of Iraq teachers agreed, 35.2% of them doing so strongly. The Chi-square result shows a relationship between teachers' country and their responses to this question. The value of $\chi^2 = 25.19$ $p < .001$.

In Question 8, teachers were asked if they thought that teacher-training institutions should enable teachers to cope with technical development throughout their careers. The replies are shown in Table 9.61. A large proportion considered that institutions should

enable teachers to cope with technical development. In England, 90.1% of teachers agreed with this statement, 32.3% of them doing so strongly, while 96.0% of the Iraqi sample agreed that teachers should be enabled by institutions to cope with technical developments, 51.0% of them doing so strongly. The results of the Chi-square test is again significant: $\chi^2 = 26.19$ $p < .001$.

Question 9 asked teachers, in both groups, to state if student-teachers should be involved in producing audio-visual aids during their initial training courses. Table 9.61 shows that the great majority of teachers in both samples agreed or strongly agreed that they should. The result of Chi-square is 125.64 $p < .001$. This is very significant.

Question 10 asked teachers if they thought that the development of positive attitudes towards the use of audio-visual aids should be fostered in initial training of teachers.

The results in Table 9.61 show that the majority of English teachers (77.6%) agreed that the training institutions should play a marked role in proving this attitude, 22.7% of them doing so strongly. At the same time, 92.3% of the Iraqi sample agreed with this statement, 39.0% of them doing so strongly. Chi-square analysis shows a relationship between the teachers in England and Iraq and their responses to this question: 66.10 $p < .001$.

In Question 11, teachers in both groups were invited to appraise the statement that initial training courses which devote attention to educational technology would help teachers to adjust themselves to continuous change in teaching procedures. The majority of both groups identified with the statement, while a very small percentage of teachers in both samples appeared to disagree with it. The result of Chi-square is 97.21 $p < .001$. This is high and very significant. (See Table 9.61)

Question 12 explored the views of teachers in England and Iraq as to whether or not educational technology is used as a normal and natural part of teachers' work. The results in Table 9.61 show that the vast majority of teachers in Humberside (83.3%), agreed or strongly agreed that educational technology are used as a part of teachers' work. However, more than half of the Iraqi sample (55.3%) disagreed or strongly agreed. In the writer's view, the main reason for such a discrepancy in response pattern, as between the two countries, is that in Iraq, modern educational technology is not yet available in the majority of schools. The value of Chi-square in respect of this item is 138.55 $p < .001$. This is high and very significant.

In Question 13, teachers were invited to express their opinion as to the view that there was no significant relationship between teacher-training and the use of audio-visual aids in schools. The replies in Table 9.61 show that nearly half of the English sample (44.4%) did not know, while 32.6% disagreed and 22.5% agreed. More

than half of the Iraqi sample (52.0%) disagreed. The value of Chi-square shows a significant difference in the two sets of responses: $97.73 p < .001$.

Question 14 invited the teachers to evaluate the use of audio-visual aids in helping to improve the academic performance of pupils. A large majority of teachers in both groups agreed that the use of audio-visual aids could help pupils to improve their academic performance. The value of Chi-square is $72.48 p < .001$. This, too, is very significant. (See Table 9.61)

In Question 15, teachers in England and Iraq were requested to indicate whether or not they felt young teachers were unable to use audio-visual aids effectively, because of their lack of practice and experience. Table 9.62 illustrates the results of Chi-square, percentage and frequency for both samples. As can be seen, the majority of the Iraqi sample (70.0%) agreed with this statement, 26.0% of them doing so strongly, whereas 37.7% of the English sample agreed, and 34.1 per cent disagreed. The remainder of the sample (28.2%) did not know whether to agree or disagree. The value of Chi-square is $69.17 p < .001$, which is very significant.

In Question 16, which was an open item, teachers in both countries were free to make suggestions, or to state their viewpoints for improving the use of educational media in initial teacher-training and schools. Outcomes are reported in Chapter 7 of this study in respect of the English teachers' responses, and in Chapter 8 in respect of those of Iraqi teachers.

CHAPTER TEN

CONCLUSIONS AND RECOMMENDATIONS

In presenting conclusions and recommendations, it would seem appropriate to keep to the standard framework that has been used throughout the empirical part of the study and consider, in turn, teaching practice and school observation; assessment of student-teachers; aims and nature of training courses; curriculum and teaching methods; and educational media and their uses.

10.1 CONCLUSIONS

10.1.1 Teaching Practice and School Observation

The study has shown that, in Iraq, not enough importance is attached to teaching practice and school experience. Teaching practice is, at most, only of six weeks duration in all types of training institutions and days for school observation are generally not organised. There are also severe shortages of teachers sufficiently experienced in primary and secondary teaching methods.

Conversely, in England, a student-teacher will typically experience a total of 26 weeks teaching practice before completing his or her course. The planning of teaching practice and school experience, in Iraq, has also been shown to compare unfavourably with the situation pertaining in England.

In Iraq, there is no real co-operation between training institutions and schools. Teachers in England, on the other hand,

play a role in assessing teaching practice and schools exchange experiences with training institutions through various channels.

The number of supervision visits conducted by Iraqi tutors was also shown to be unsatisfactory.

10.1.2 Assessment of Student-Teachers

The study has confirmed that, in Iraq, the method of assessing student-teachers is limited almost entirely to the formal written examination. Teaching practice carries little weight. In England, teaching practice is a crucial element of overall assessment and student-teachers cannot be certificated without having demonstrated their competence to teach.

The study has identified the degree of co-operation that takes place between schools and training institutions in England, in respect of student assessment. This was, again, shown to be lacking in the case of Iraq.

10.1.3 Aim and Nature of Training Institutions

The overwhelming majority of tutors, student-teachers and school teachers surveyed in Iraq were of the view that training institutions do not encourage students to be either imaginative or creative. Too much attention is placed on the use of text books and rote learning.

The study has confirmed that most primary and secondary school teachers, in Iraq, tend to come from the lower academic streams in secondary schools. Many teachers will not have entered teaching out of a sense of vocation, but rather because their credentials were not recognised for entry to other fields of study. In England, this syndrome is far less severe or serious.

Selection methods for entry to teacher-training institutions were also shown to be completely inadequate in the case of Iraq, and especially when compared to practice in England. Staff in teacher-training institutions in Iraq, typically, do not have recent teaching experience in school and have little or no experience in using up-to-date educational media.

In England, through the leverage of CATE criteria, far more importance is now attached to tutors having "recent and relevant classroom experience".

10.1.4 Curricula and Teaching Methods

Curricula in Iraqi teacher-training institutions have been shown to be overcrowded and to place too much emphasis on theory at the expense of the practical preparation of teachers. Student-teachers are being prepared for academic and written examinations, rather than for their teaching careers. Curricula in training institutions, in Iraq, have also been shown to have no real links with school curriculum development. Iraqi training institutions

tend to use traditional teaching methods, rather than more "progressive" or imaginative approaches.

In the Iraqi teacher-training system, there is no real balance or cohesion between 'academic', 'professional' and 'general education' subjects in preparing teachers.

10.1.5 The Use of Educational Media

The study has confirmed that, In Iraq, the use of educational media in training institutions and schools is largely confined to simple audio-visual aids' types (i.e. maps, charts, diagrams). Some institutions and schools are supplied with sophisticated equipment, but this is often not put to good use because teachers and tutors lack the knowledge and experience to use such equipment.

Iraqi teachers' attitudes, in most levels of education toward the use of educational media, have also been shown to be somewhat apathetic.

In Iraq, the lack of time allocated on the timetable to media studies has also been exposed, and this is a concern that also applies to the English situation to some extent.

The study has provided evidence that student-teachers in both England and Iraq, could, and arguably should, be more involved in producing audio-visual aids during their initial training courses. The arguments for so doing are even more convincing in the case of Iraq.

In Iraq, there is a severe shortage of tutors with qualifications and experience to teach about educational media and their applications. Training institutions, in Iraq, lack dynamic 'centres' or special places for the study and exploitation of educational media or technology. In England, most colleges and universities possess such centres.

Despite major differences between the two countries, areas of agreement between the two samples surveyed have also emerged. One of the more important of these is the broad consensus concerning the potential of educational media to make a more effective contribution to the learning process.

10.2 RECOMMENDATIONS

10.2.1 Teaching Practice and School Observation

- a) In Iraq, the period of teaching practice should be expanded to a total of at least 16 weeks' duration. This should not comprise one block of teaching experiences, but be spread over the whole course with perhaps, say, a final 8 weeks' practice at the end of the training course. (pp. 371, 372, 378, 423)

- b) Teacher-training institutions should develop a written guide and policy defining and outlining the aims of teaching practice; and the role of tutors, teachers, head teachers, student-teachers and Educational and Specialist Supervisors in relation to the assessment of student-teachers. (pp. 269, 271, 384)

- c) There should be much more constructive co-operation between the staff of Iraqi training institutions and schools. (pp.377, 431).

d) As is conventional practice in England, Iraqi student-teachers should be provided with the opportunity to gain experience and observe good practice through carefully arranged visits to a range of schools before their teaching practice proper. (p.377)

10.2.2 Assessment of Student-Teachers

As is conventional practice in England, in Iraq:

a) Classroom teachers and heads of schools should be brought into the assessment process and take part in student supervision. (pp.269-271, 383).

b) Students should be required to write evaluation reports on their work, including teaching practice, and these should be discussed with tutors and taken into account in the overall assessment process. (pp.380-381).

c) As is the case in England, in Iraq, student-teachers should not be certified without successfully demonstrating their competence to teach. (p.389)

10.2.3 Aims and Nature of Training Institutions' Courses

a) In Iraq, selection of candidates should be based according to the needs of society for an adequate supply of teachers with suitable disposition, and who have the appropriate academic background, variety of skills and personal qualities. (pp.104, 391-392).

- b) Drawing from successful English experience, the Iraqi 'Central Acceptance' system should be superseded or overhauled to allow for a variety of methods and criteria (including interview) to be used in the selection of student-teachers. (pp.104, 392-393).
- c) Training institutions' staff should be appropriately qualified to teach their respective subjects. (p.569, 581-582).
- d) As is now promoted in England through CATE criteria, tutors in Iraq should have recent and relevant classroom experience, and this should be maintained on an organised and systematic basis. (pp.101, 581).
- e) Training institutions should encourage their teaching staff to do research and experimentation in the field of teacher education and in education, in general. This should be promoted through the provision of research facilities. Staff should then pass on the results of their research to students and local schools. (pp.211, 226).
- f) Through similar or other mechanisms, as are used in England, staff and student-teachers, in Iraq, should have the opportunity of expressing their views on the planning, designing and operation of programmes of teacher education. (p.532).
- g) In determining tutors teaching loads, Iraqi authorities should take into sufficient account the need for staff to have adequate time for: planning and preparing of teaching materials; super-

visory duties, and counselling of student-teachers, before and during the period of teaching practice; and for taking in-service training programmes in other institutions, as well as visiting local schools. (pp.377-378, 390).

h) The above duties should become contractual requirements. All staff in training institutions should regularly be provided with opportunities to upgrade their own knowledge and skills. (pp.396-405).

i) Aims and objectives of initial teacher-training should be integrated with real needs of communities, students, children and teachers. (pp.396-405).

j) Teachers should be trained to be able to recognise educational needs and teach in an inventive, creative and varied way. (pp.396-405).

10.2.4 Curricula and Teaching Methods

a) The development of training courses should be related closely with school curriculum development. (pp.105, 397-406).

b) Initial training courses should provide students with both theoretical and practical experience in teaching their subjects. (pp.425-426).

c) In Iraq, the imbalance between main subject, professional and general education subjects, and within professional studies themselves, needs to be redressed. (pp.397-399).

d) Training institutions should improve and experiment with the new techniques and teaching methods in preparing their students. (pp.400-405).

e) In Iraq, much less emphasis should be placed on text books' learning. (pp.397-405, 425-426).

f) In Iraq, teachers, tutors, head teachers, and other elements in the local community, need to be effectively involved in selection and designing of the content of the curricula and teaching methods, according to objectives established by the central education authority. (pp.397-407).

g) In Iraq, workshops promoting the project method of teaching should be instituted. (p.405)

10.2.5 Educational Media

a) Schools and training institutions should be provided with modern and appropriate educational technology. (p.226)

b) Teacher-training institutions should encourage their staff and students to promote research in the use of educational technology. In Iraq, emphasis should be placed on the production of materials and equipment that could be disseminated to schools. (pp.226, 414, 491).

c) All teachers should be trained to effectively use educational technology in the classroom. (pp.411, 413, 491).

d) Training institutions should incorporate, to a greater extent, the use of educational technology in their curricula. (pp.459-462).

- e) In Iraq especially, educational television should be given a greater role in the pre-service and in-service training of teachers. (pp.196-198, 222-225).
- f) In Iraq, buildings and other facilities for the provision of educational technology centres in training institutions should be provided. (pp.200-226).
- g) In Iraq, training institutions should offer schools a general support service and specific instruction in the basic concepts and uses of new technological devices, such as computers. (pp.220-222, 226).
- h) All student-teachers should be trained to develop skills and techniques in the design, production, and effective classroom use of a range of teaching materials. (pp.407-413).
- i) In Iraq, in particular, emphasis should be placed on increasing the knowledge and awareness of teachers and tutors concerning the potential of educational technology and its use in the classroom, seminar room and lecture theatre. (p.226)
- j) Training staff, particularly in Iraq, should be encouraged to develop positive attitudes towards using educational media. (pp.226,410).
- k) In Iraq, a National Council for Educational Technology (media) should be established, with sufficient authority to play a significant part in promoting all of the last ten listed recommendations. (pp.226, 407-414, 453-462, 483-491).

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APPENDICES

APPENDIX 1A

TABLE 1: PROGRAMME OF STUDY FOR TEACHER INSTITUTES OF FIVE-YEAR
POST-INTERMEDIATE STAGE FOR THE YEAR 1986/87
(THE LAST TWO YEARS)

Common and Educational Subjects	Social Sciences, Arabic Language and Alphabet Section (Hours per Week)			
	4th year	5th year		
Methodology of Religious Education	-	2	% of Common and Educational Subjects: 62%	
Methodology of English Language	2	2		
Methodology of Arabic Language	2	3		
Methodology of Science	2	1		
Methodology of Mathematics	1	2		
Methodology of Social Science	3	3		
Methodology of Arts Education	-	2		
Methodology of Physical Education	2	-		
National & Socialist Education	1	1		
Educational Psychology (Educational)	-	2		
Administration & Educational Supervision (Educational)	-	2		
Methods of Educational Research (Educational)	1	-		
Educational Counselling (")	2	-		
Adult Education (")	-	1		
Evaluation & Measurement (")	1	-		
School Hygiene (")	1	-		
An Introduction to Curricula (")	-	1		
Psychology Hygiene/ Special Ed. (")	1	-		
Specialised Subjects	TOTAL	19	21	40
Arabic Language	9	7	% of Specialised Subjects: 38%	
Social Studies	4	4		
% of Specialised Subjects % 38	TOTAL	11		13
Total No. of Weekly Classes	32	32		
Source: Ibid		Total %:	100%	

TABLE 2: PROGRAMME OF STUDY IN TEACHER-TRAINING INSTITUTES OF FIVE-YEAR COURSE (POST-INTERMEDIATE STAGE) FOR THE YEAR 1986/87

(THE FIRST THREE YEARS)

Subject	Hours per Week		
	1st year	2nd year	3rd year
Religious Education	2	2	2
Arabic Language	6	6	6
Arabic Writing	1	1	1
English Language	4	4	4
Kurdish Language	1	2	-
General Science	3	3	3
Mathematics	3	3	3
Social Science	4	4	4
National and Socialist Education	2	2	2
General Psychology	-	2	-
Child Psychology	-	-	2
Principles of Education	-	2	-
Primary Education	-	-	2
Physical Education	2	1	1
Arts Education	1	1	1
Family Education	2	-	-
Agricultural Education	2	-	-
General Teaching Methods	-	-	2
TOTAL NO. OF WEEKLY CLASSES	33	33	33

Source: Ministry of Education, General Directorate of Pre-Service and In-Service Training. Timetable of Teacher-Training Institutes for the Year 1987/88

**TABLE 3: PROGRAMME OF STUDY FOR TEACHER INSTITUTES OF FIVE-YEAR COURSES
POST-INTERMEDIATE STAGE FOR THE YEAR 1986/87
(FOR THE LAST TWO YEARS)**

Common and Educational Subjects	Sciences and Mathematics Section			
	Hours per Week			
	4th Year	5th Year		
Methodology of Religious Education	-	2		
Methodology of English Language	1	2		
Methodology of Arabic Language	2	2		
Methodology of Science	3	2		
Methodology of Mathematics	4	4		
Methodology of Social Science	2	1		
Methodology of Arts Education	2	-		
Methodology of Physical Education	-	2		
National & Socialist Education	1	1		
Educational Psychology	-	2		
Administration & Educational Supervision (Educational)	-	2		
Methods of Educational Research (Educational)	2	-		
Educational Counselling (")	1	-		
Adult Education (")	-	1		
Evaluation and Measurement (")	1	-		
School Hygiene (Health) (")	1	-		
An Introduction to Curricula (")	-	1		
Psychology Hygiene/ Special Education (")	1	-		
Specialised Subjects	TOTAL	21	22	43
Science		6	6	
Mathematics		5	4	
TOTAL SPECIALISED SUBJECTS		11	10	21
TOTAL NO. OF WEEKLY CLASSES		32	32	64

% of Common and Educational
Subjects = 62%

% of Specialisation Subjects = 38%

Source: Ibid

Total of %: 100%

TABLE 4: PROGRAMME OF STUDY FOR TEACHER INSTITUTES OF FIVE-YEAR POST-INTERMEDIATE STAGE FOR THE YEAR 1986/87

Common and Educational Subjects	English Language Section		
	Hours per Week		
	4th Year	5th year	
Methodology of Religious Education	-	2	
Methodology of English Language	2	3	
Methodology of Arabic Language	2	2	
Methodology of Social Science	2	-	
Methodology of Arts Education	2	-	
Methodology of Physical Education	-	2	
National & Socialist Education	1	1	
Educational Psychology (Educational)	-	2	
Administration & Educational Supervision (Educational)	-	2	
Methods of Educational Research (Educational)	2	-	
Educational Counselling (")	1	-	
Adult Education (")	-	1	
Evaluation & Measurement (")	1	-	
School Hygiene (")	-	1	
An Introduction to Curricula (")	-	1	
Psychology Hygiene/ Special Education (")	-	1	
Specialised Subjects	TOTAL		31
General English and Composition	5	5	
Pronunciation	3	3	
English Language Description	4	3	
Modern Tests	2	2	
Literary Choices	2	-	
Book Analysis	2	2	
TOTAL SPECIALISED SUBJECTS	18	15	
TOTAL NO. OF WEEKLY CLASSES	32	32	

% of Common and Educational Subjects: 48%

Source: Ibid

% of Specialised Subjects: 52%

**TABLE 5: TIMETABLE FOR CENTRAL TEACHER TRAINING INSTITUTES
(GENERAL SECTION) FOR THE YEAR 1986/87
TWO-YEAR PERIOD OF STUDY AFTER THE SECONDARY STAGE**

Subjects	1st Year		2nd Year
	1st term	2nd term	
Religious Education	1	1	-
Methodology of Religious Education	-	-	1
Arabic Language and its Methodology	4	4	-
Methodology of Arabic Language	-	-	4
English Language and its Methodology	3	3	-
Methods of English Language	-	-	4
Science and its Methodology	2	2	-
Methods of Science	-	-	2
Mathematics and its Methodology	2	2	-
Methods of Mathematics	-	-	2
Social Sciences and its Methodology	4	4	-
Methods of Social Sciences	-	1	2
Child Psychology	2	2	-
Educational Psychology	-	-	2
Principles of Education	2	2	-
Educational Administration & Supervision	-	-	2
National & Socialist Education	2	2	2
Kurdish Language	2	2	-
Audio-Visual Aids	-	-	2
Methods of Educational Research	2	2	-
Agriculture and School Gardening	1	1	-
Physical Education	2	2	-
Arts and Crafts	2	2	-
Methods of Music and Singing	-	-	1
Methods of Drawing and Painting	-	-	1
Methods of Physical Education	-	-	2
Arabic Calligraphy	1	1	-
Total No. of Weekly Classes	32	33	27

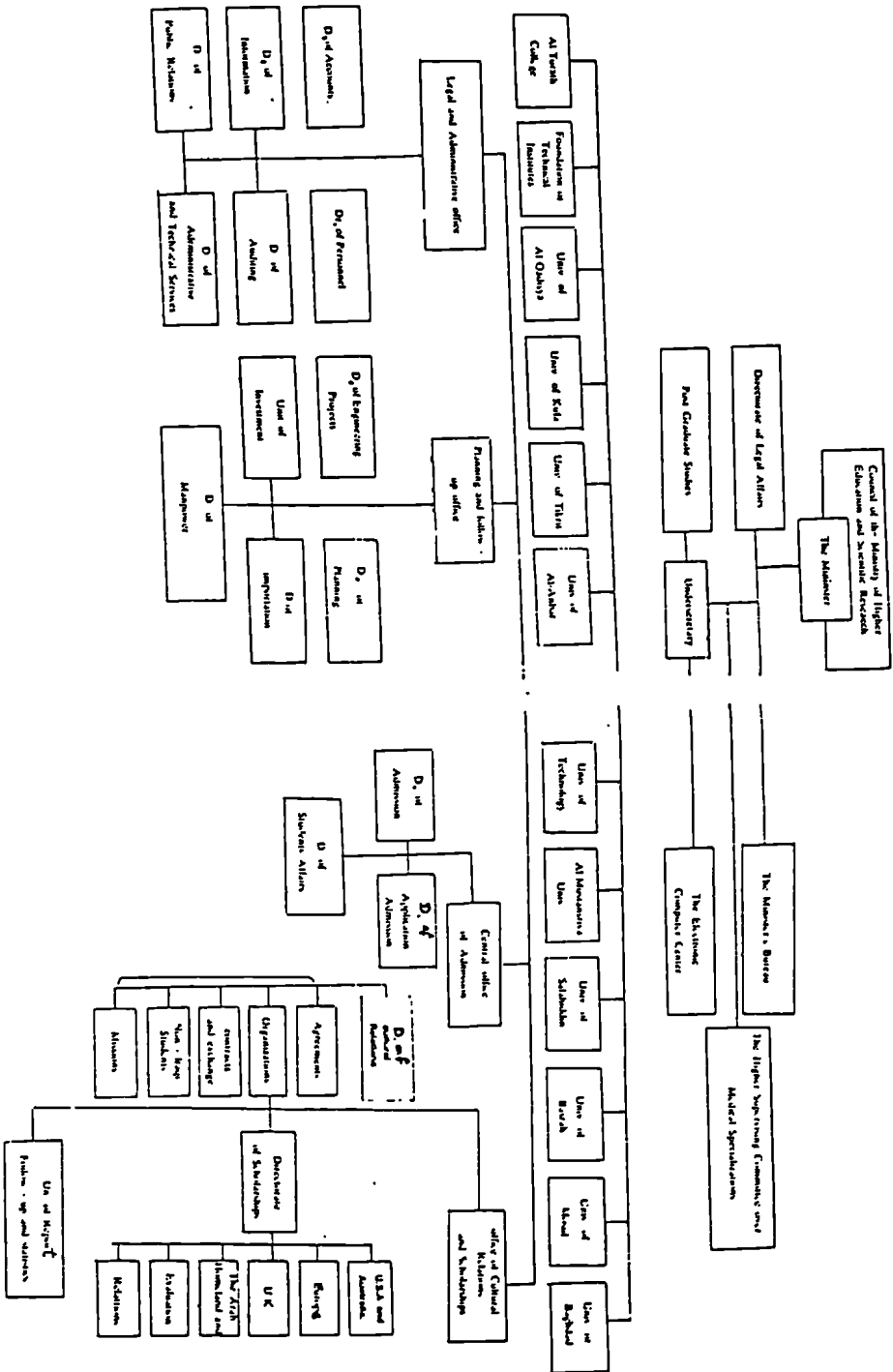
Source: Ministry of Education, General Directorate of Pre-Service and In-Service Teacher Training Timetables for Training Institutions, 1986/87

**TABLE 6: TIMETABLE FOR CENTRAL TEACHER-TRAINING INSTITUTES FOR THE
YEAR 1986/87 (ENGLISH SECTION)
(TWO YEAR PERIOD OF STUDY AFTER THE SECOND STAGE)**

Educational and Cooperation Subjects		1st year	2nd year	%
Islamic Education & its Methodology	1	2	Percentage of Educational and Cooperation Subjects	53%
Arabic Language & its Methodology	3	3		
English Language & its Methodology	3	3		
Kurdish Language	1	-		
National & Socialist Education	2	2		
Physical Education and its Methodology	-	2		
Arts Education and its Methodology	-	2		
Educational Principles	2	-		
Child Psychology	2	-		
Methods of Educational Research	2	-		
Educational Psychology	-	2		
Educational Administration and Supervision	-	2		
Specialised Subjects	TOTAL	16		
General English Language and Composition	4	5	Percentage of Specialised Subjects	47%
Pronunciation	3	2		
English Language Description	3	3		
Language Selection	2	2		
Analysis of English Text Books for Primary Stage	2	2		
Literary Choices	2	-		
TOTAL SPECIALISED SUBJECTS	16	14	30	
TOTAL NO. OF WEEKLY CLASSES	32	32	64	

Source: Ibid

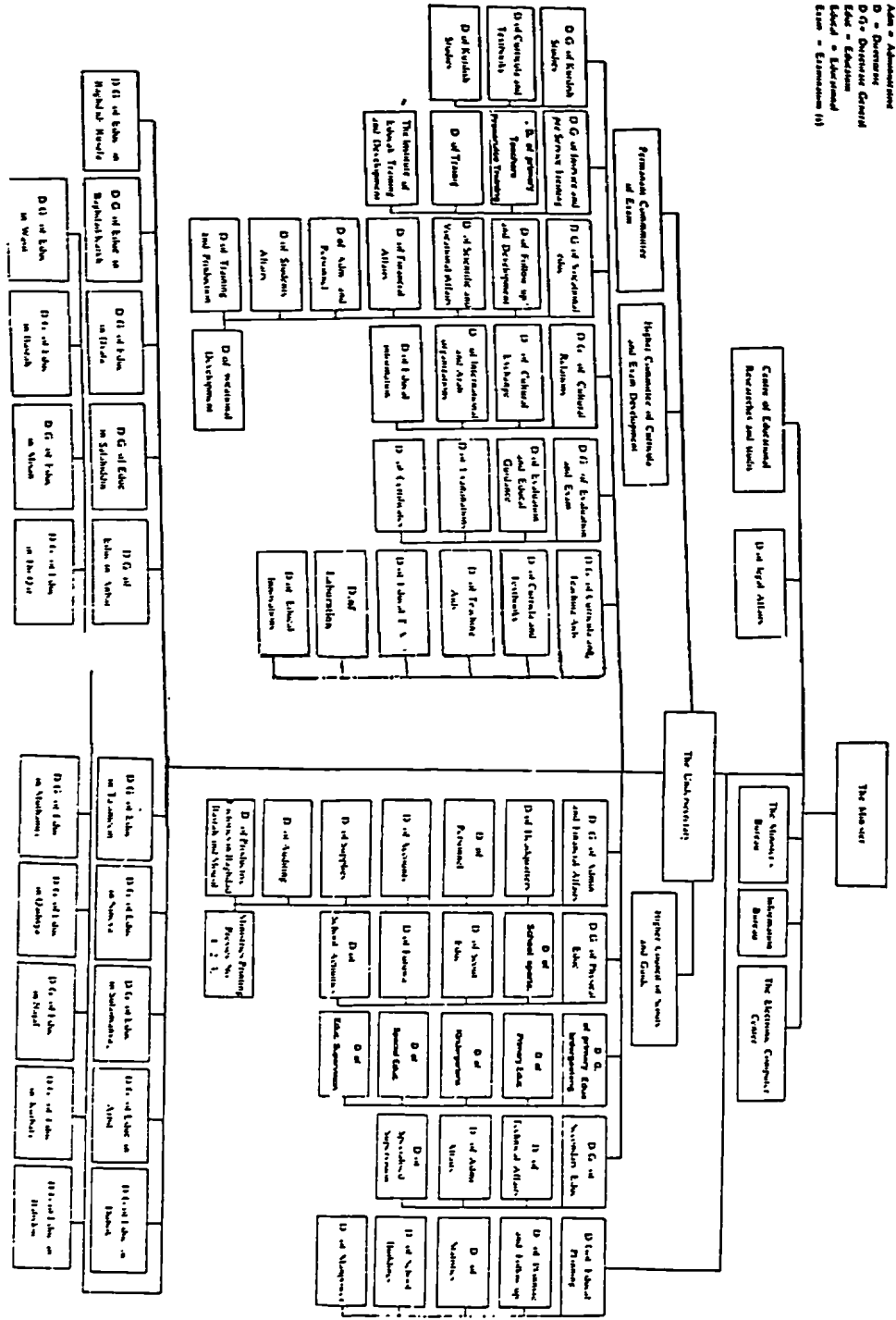
APPENDIX 2A
Organisational Structure of the Ministry of Higher Education and Scientific Research



Source: Republic of Iraq, Ministry of Education, Directorate General of Education Planning. Development of Education: 1986-1987, National Report of Iraq. International Conference on Education, 41st Session, Geneva, 1988, Baghdad, Iraq.

APPENDIX 2B
Organizational Structure of the Ministry of Education (1988)

Key to Abbreviations
Ad - Administration
D - Director
D/G - Director General
Ed - Education
Ed/Ed - Educational
Exam - Examination (1)



Ibid,

APPENDIX 3A

THE UNIVERSITY OF HULL

SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL STUDIES AND INSTITUTE OF EDUCATION

Tel: 0482 465406

173, Cottingham Road, Hull, HU5 2EH.

*Dean: Professor V. A. McClelland M.A., Ph.D. (Tel. 465988)**Secretary to Education: R. K. Gaydon, B.A. (Tel. 465989)**Administrative Assistant: I. D. Marriott, C.Biol. M.I.Biol. (Tel. 465031)*

23 December, 1987

The Cultural Attache
Iraq Embassy
LONDON

Dear Sir

Re: Mr. K.K. Ridha

This is to certify that Mr, K.K. Ridha is still a bona-fide full-time research student at the University of Hull, and that it has been recommended to the post-graduate committee that his registration be promoted from MPhil to PhD. This decision has been made in view of the good progress made by Mr. Ridha over the last year.

He has now reached the point in his research where it is necessary for him to undertake empirical studies both in England and in Iraq. With respect to the work in Iraq, it would be preferable for him to undertake this in the early part of 1988. I am therefore writing to request that the Iraq authorities enable Mr. Ridha to make the necessary visit to his country as early as possible in 1988.

Thanking you very much in anticipation of your coöperation.

COLIN BROCKSenior Lecturer in Education
Chairman of the International Education Unit

APPENDIX 3B

(*) A letter from the Ministry of Education to the College of Education/ Baghdad University, requesting co-operation with the study.

Republic of Iraq
Ministry of Education
Directorate General of Cultural Relations
Directorate of Cultural Exchange

No. 10577
Date: 18.2.88

TO: COLLEGE OF EDUCATION/BAGHDAD UNIVERSITY

With reference to the request presented by Mr K K Ridha, Lecturer in Baghdad Teacher Training Institute. We confirm that the above named is a scholarship student in the U.K. doing a Ph.D. in Educational Media.

Please co-operate with him by replying to the questionnaires, designed for student-teachers and tutors in the College of Education, for his study on teacher-training and the use of Educational Technology, for academic purposes.

With many thanks.

A.S. SALAHA

for: The Director General

Copy to: Directorate of Cultural Exchange

(*) The letter is translated from the Arabic language; it was also signed by the Dean of the College and the Heads of Departments to indicate their agreement. (See Appendix 3C).

APPENDIX 3C

بِسْمِ اللَّهِ أَتْرَحْمَنِ أَتْرَحِيمِ



الجمهورية العراقية

وزارة التربية

المديرية العامة للعلاقات الثقافية

مديرية التبادل الثقافي

العدد : ١٠٥ ٧٧

التاريخ ١٨ / ١٨ / ١٩٨٨

2259 EDUCATE IK

P. O. B. 258

الى / جا مسعة بغداد / كلية التربية —
م / تأييد
=====

بناءً على الطلب المقدم من قبل السيد كاظم كريم رضا / مدرس
محهد المعلمين في بغداد •
نؤيد لكم بأن الموما اليه مجاز دراسيا في المملكة المتحدة للحصول
على شهادة الدكتوراه في الاعلام التربوي •
يرجى تسهيل مهمته في تطبيق الاستبيان المعد من قبله الوجيه
الى اساتذة وطلبة كلية التربية بخصوص اعداد المدرس والمعلم وأثر
استخدام التكنولوجيا التعليمية في ذلك •• ولا غراض دراسية •

فتح التقدير

عاطف سالم صالح
ع / المدير العام

السيد كاظم
السيد كاظم
السيد كاظم

دس خه منه الى /
مديرية التبادل الثقافي

اجري الالبع

السيد كاظم
السيد كاظم

احلام ٢/١٨

APPENDIX 3DREPUBLIC OF IRAQ

(*) A letter of permission from the Ministry of Education to visit Primary Teacher-Training Institutions.

Ministry of Education
Directorate General of Pre-Service
and In-Service Teacher Training
Directorate of Preparing Teachers

No. 10348

Date: 17.2.88

TO: CENTRAL TEACHER TRAINING INSTITUTE/BAGHDAD WOMEN'S AND
MEN'S TEACHER TRAINING INSTITUTES/BAGHDAD

Please co-operate with K.K. Ridha, A Ph.D. student in the University of Hull, for his study (Pre-Service Teacher Training in Iraq and England, and the Role of Educational Technology: A Comparative Study).

With many thanks.

A.A. KADHUM

for: Director General

Copy to: Centre of Studies and Researches, reference your letter dated 17.2.88.

Directorate of Preparing Teachers Affairs

(*) The letter has been translated from the Arabic Language. (See Appendix 3E).

APPENDIX 3E

بسم الله الرحمن الرحيم
 الجمهورية العراقية
 وزارة التربية
 المديرية العامة للاعداد والتدريب
 مديرية اعداد المعلمين

العدد / ١٠٦٤٨
 التاريخ / ١٧ / ٢ / ١٩٨٨

الى / معهد المعلمين / بغداد
 معاهد اعداد المعلمين والمعلمات بغداد . .

م / تسهيل مهمة

==

يرجى تسهيل مهمة الطالب كاظم كريم رضا طالب الدكتوراه في جامعة هــ
 بخصوص تطبيق امتحانياته المتعلقة بالبحث الموسوم (دراسة مقارنة بين اعداد المدرس
 والمعلم في العراق وانكلترا ودور تكنولوجيا التعليم في اعدادهم) . .
 مع التقدير



عبد الرحمن اسماعيل كاظم
 و: المدير العام

نسخة منه الى /
 مركز البحوث والدراسات / اشارة الى مذكرتكم في ١٧ / ٢ / ١٩٨٨
 مديرية اعداد المعلمين / شؤون التدريس

APPENDIX 3FA LETTER OF PERMISSION FOR VISITING NORTH RIDING COLLEGE

THE UNIVERSITY OF HULL

SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL STUDIES AND INSTITUTE OF EDUCATIONTel: 0482 465406
Fax: 0482 466205
Telex: 592592 KHMAIL G HULIB375

Cottingham Road, Hull, HU6 7RX.

*Dean: Professor V. A. McClelland M.A., Ph.D. (Tel. 465988)**Secretary to Education: I. D. Marriott, C.Biol., M.I.Biol. (Tel. 465989)**Administrative Assistant: Miss K. C. Carrick, B.A., L.G.S.M. (Tel. 465031)*

/MC

29th November 1989

Mr K K Ridha
84 Lambert Street
Newland Avenue
HULL, HU5 2SH

Dear Mr Ridha

Professor McClelland has asked me to inform you that North Riding College will be happy to help you with your questionnaire/survey with both staff and students. You are asked to contact Mr Peter Williams, Head of the Computer Department to make detailed arrangements. The College telephone number is 0723-362392.

I hope this information is of help to you.

Yours sincerely

*M Cordeaux*M. Cordeaux (Mrs)
Secretary to Professor McClelland



THE UNIVERSITY OF HULL
INTERNATIONAL EDUCATION UNIT

Tel. 0482-46311

Institute of Education,
173 Cottingham Road, Hull, ~~HU6 2EM~~ HUG 7RX

Professor V. A. McClelland (Ext. 7401)
Director of the Institute of Education
Mr. C. Brock, M.A., M.Ed. (Ext. 7407)
Chairman of the International Education Unit

APPENDIX 3G

An appointment has been made for you to meet Mr Maw at the College of Ripon and York St John at 10.30 on Thursday, February 1st. It may or may not be possible for Dr David Smawfield to come with you. You will have to discuss that with him, but the College is aware that he may be coming.

The address of the College is:-

The College
Lord Mayors Walk
YORK
YO3 7EX

The telephone number is:-

0904 656671

APPENDIX H

THE UNIVERSITY OF HULL



SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL STUDIES AND INSTITUTE OF EDUCATION

Tel: 0482 465406
Fax: 0482 466205
Telex: 592592 KHMAIL G HULIB375

173, Cottingham Road, Hull, HU5 2EH.

Dean: Professor V. A. McClelland M.A., Ph.D. (Tel. 465988)
Secretary to Education: R. K. Gaydon, B.A. (Tel. 465989)
Administrative Assistant: I. D. Marriott, C.Biol. M.I.Biol. (Tel. 465031)

14th November 1988

Dear Mr Ridha

I am writing to advise you that it is in order for you to go ahead with your plans to conduct a pilot survey at Bretton Hall.

Please keep me in touch as to how this proceeds.

With every good wish.

Yours sincerely

David Smaufield.

DR DAVID SMAWFIELD
Acting Chairman: International Education Unit
Lecturer in Education

APPENDIX 3I

THE UNIVERSITY OF HULL
SCHOOL OF EDUCATION
U.K

QUESTIONNAIRE FOR TUTORS

Dear tutor

This questionnaire is part of a research degree at the University of Hull on initial education and training of primary and secondary school teachers in England and Iraq. The questionnaire is in two parts. The first is general, the second part is on the use of educational media in initial teacher training institutions and the role of educational media in schools.

Most of the items in this questionnaire ask you for your opinions. Others are open-ended questions. They are for research purposes only. There is no need to write your name. I do appreciate your taking time to complete this questionnaire, and thank you for your help.

The researcher
Kadhun K. Ridha
Ph.D student in education

Notes:

1. Some of the items are questions which have up to five possible answers. Please answer to the best of your knowledge by ringing the appropriate number(s).
2. Some questions ask for open-ended answers. Please be as brief as you can, giving important details only.
3. Some of these items are statements that have five possible answers on a scale "strongly agree" to "strongly disagree".

Choose and ring the one that most is closely approximate to your opinions.

key

SA = Strongly Agree
 A = Agree
 N = I don't know
 D = Disagree
 SD = Strongly Disagree

PERSONAL INFORMATION

(Please answer the following questions by ringing the chosen number or, otherwise, completing as appropriate).

1. Name of the Institution. _____

Department _____

2. Sex : Male 1

Female 2

3. What is your age?

Less than 30 Years 1

30-39 Years 2

40-49 Years 3

50 or over 4

4. Teaching experience in teacher training institutions.

Less than 5 Years 1

5 - 9 Years 2

10 - 14 Years 3

15 and over 4

5. Please give details of your teaching experience outside

teacher - training institutions.

Stage	No. of years
Primary	
Secondary	
Others or equivalent	

6. Please indicate which of the following qualification(s) you hold: {Please latest qualification }

Diploma in Education	1
Certificate of Education	2
B.Ed. degree	3
B.Sc degree	4
B.A. degree	5
P.G.C.E/P.G.D.E.	6
M.Ed. degree	7
M.A. degree	8
M.Sc. degree	9
Ph.D degree	10
Others (please specify)._____	

7. Grade of present appointment.

Lecturer in Iraqi Primary Teacher Training	
Institution	1
Demonstrator	2
Assistant Lecturer	3
Lecturer	4
Senior Lecturer	5
Reader	6
Professor	7
Other(please specify)._____	

8. Main subject area(s) you teach (Circle as appropriate).

Languages	1
Social Science	2
General Science	3
Mathematics	4
Professional subject(s)	5
Audio-visual aids or Educational technology subject(s)	6
Physical Education	7
Arts and Music	8

PART ONETEACHING PRACTICE AND SCHOOL OBSERVATION

Note: (For items 1.2 and 4 please circle the responses you feel are most appropriate .

1. On average, the current duration of teaching practice in the following courses is :

	<u>Satisfactory</u>	<u>Not Satisfactory</u>	<u>I don't know</u>
B.Ed	1	2	3
P.G.C.E	1	2	3

2. In general, the timing of teaching practice, in the following courses is:

	<u>Satisfactory</u>	<u>Not Satisfactory</u>	<u>I don't know</u>
B.Ed	1	2	3
P.G.C.E	1	2	3

3. On the basis of your answer to question B1 and B2 above, please indicate in which form you prefer teaching practice .
(you may circle more than one item)

- | | |
|--|---|
| (a) As at present | 1 |
| (b) In several shorter spells. | 2 |
| (c) To take place in the last four weeks of each of the last two years of the course. | 3 |
| (d) A number of separate weeks in school is better. for students. than a longer block of time | 4 |
| (e) To take place during the training course on average three weeks yearly (and 16 weeks in the last year of the course) | 5 |

(f) Any other organization, if any, of teaching
Practice (please
specify) _____

4. In general, the current duration of school observation
in the following courses is:

	<u>Satisfactory</u>	<u>Not Satisfactory</u>	<u>I don't know</u>
B Ed	1	2	3
P.G.T.E	1	2	3

5. On the basis of your answer to question 4 above, (How
might school observation be improved) Please indicate in
which form you prefer school observation. [you may
circle more than one]

- (a) As at present. 1
- (b) One day each week during the last term of the
first year. 2
- (c) One day each week during the first term of the
first year. 3
- (d) One day each week during the first year. 4

6. In general, do you think that the time currently spent on
professional subjects covered preparing students for
teaching practice is:

<u>Sufficient</u>	<u>Not Sufficient</u>	<u>I don't know</u>
1	2	3

7. Please indicate any suggestion(s), if any, for improving
school observation and teaching practice. _____

8. One of the current aims of teaching practice is to
ensure the relationship between the practical and
theoretical sides in the training of the teachers.

SA	A	N	D	SD
1	2	3	4	5

9. In general, tutors are given sufficient time for the supervision of teaching practice and school observation.

SA	A	N	D	SD
1	2	3	4	5

ASSESSMENT OF STUDENT-TEACHERS

10. Which of the following statements are important to assess student-teachers after finishing last teaching practice.

(Please ring one number on scale for each question).

(a) Students should write evaluation reports in the light of relevant theory on their school observation and teaching practice after they have finished their teaching practice

Very Important Important Least Important Useless

1 2 3 4

(b) Co-operative assessment of student-teachers between schools and training institutions should be.

Very Important Important Least Important Useless

1 2 3 4

(c) The role of heads in assessing the teaching practice other personal characteristic of student-teachers should be .

Very Important Important Least Important Useless

1 2 3 4

(d) The role of class room teachers in assessing the teaching practice of student-teachers should be.

Very Important Important Least Important Useless

1 2 3 4

(e) The role of the institutions tutors in professional subject(s) in assessing both practical and theoretical sides of student-teachers should be.

Very Important Important Least Important Useless

1 2 3 4

(f) The role of the institutions tutors in main subject(s) in assessing both practical and theoretical sides of student-teachers should be.

Very Important Important Least Important Useless

1 2 3 4

- (g) The role of Educational and Specialist Supervisors (H.M.I.'s) in England (Educational and Specialist Supervisors in Iraq) in assessing the practical side teaching practice of student-teachers should be.

<u>Very Important</u>	<u>Important</u>	<u>Least important</u>	<u>Useless</u>
1	2	3	4

- (h) Any other methods in assessing student-teachers, if any, please specify:
-

11. Please answer the following questions on the scale by ringing the appropriate number.

- (a) On average, three visits by institutions main subject(s) tutors during the teaching practice to assess student - teachers are:

<u>Completely Adequate</u>	Slightly <u>More than Adequate</u>	<u>Adequate</u>	Slightly <u>Inadequate</u>	<u>Completely Inadequate</u>
1	2	3	4	5

- (b) On average, three supervision visits by institutions professional tutors during the teaching practice to assess student-teachers in professional aspects are:

<u>Completely Adequate</u>	Slightly <u>More than Adequate</u>	<u>Adequate</u>	Slightly <u>Inadequate</u>	<u>Completely Inadequate</u>
1	2	3	4	5

- (c) On average, three supervision visits by classroom teachers to assess student-teachers are:

<u>Completely Adequate</u>	Slightly <u>More than Adequate</u>	<u>Adequate</u>	Slightly <u>Inadequate</u>	<u>Completely Inadequate</u>
1	2	3	4	5

- (d) Any other suggestion, if so, please specify number of visits and who should be involved.
-

12. In your opinion, which of the following evidence do you take into account when assessing student-teachers at the end of the initial training course.

(Please ring the appropriate number for each statement . you may answer more than one item) .

	<u>Yes</u>	<u>No</u>
(a) The practical work of students (teaching during the teaching practice).	1	2
(b) Practical work at the training College/ University. (e.g. workshop, preparing teaching lesson on fellow students) .	1	2
(c) Report and individual research.	1	2
(d) The role of students during the seminars at College/University.	1	2
(e) Formal written examinations.	1	2
(f) A combination of items a,b,c,d and e .	1	2
(g) Others, if any, please specify. _____		

13. The available time for supervision of teaching practice to assess student-teacher is:

Satisfactory	1
Not satisfactory	2
I don't know	3

14. On the whole, classroom teachers do not have the appropriate knowledge and skills to assess student-teachers.

<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>
1	2	3	4	5

AIMS AND NATURE OF TRAINING INSTITUTION COURSES

15. In your opinion, how satisfactory are the present methods of selecting candidates for entry into teacher institutions (College/University).

Satisfactory	1
Not Satisfactory	2
I don't know	3

16. Which of the following methods of selecting candidates for initial training courses do you think should be used.

(Please ring .you may answer more than one item).

- (a) good references from previous school. 1
- (b) academic achievement . 2
- (c) special tests. 3
- (d) interview . 4.
- (e) a combination of items a.b.c. and d . 5
- (f) Central Admission for the Iraqi sample 6
- (g) other methods.if any. please specify. _____

17. Please indicate how far you agree / disagree with each of the following statements.

(please rig the appropriate number)

Current initial training courses aim to :-

	SA	A	N	D	SD
(a) prepare student-teachers for future professional life.	1	2	3	4	5
(b) prepare student-teachers to be able to link between theory and practice in education.	1	2	3	4	5
(c) prepare student-teachers with general knowledge of the curriculum they are to teach.	1	2	3	4	5
(d) prepare student-teachers to manage the classroom.	1	2	3	4	5
(e) prepare student-teachers with an understanding of the learning process and the social functions of schooling.	1	2	3	4	5
(f) help student-teachers understand and solve practical problems they will face in schools.	1	2	3	4	5
(g) prepare student-teachers for understanding the mental growth of children and their needs.	1	2	3	4	5
(h) provide a wide experience of a variety of techniques for practical teaching.	1	2	3	4	5
(i) provide a wide experience in using educational technology in learning.	1	2	3	4	5
(j) strengthen the connection between theoretical and practical aspects of teaching methods.	1	2	3	4	5

CURRICULUM COURSES AND TEACHING METHODS

Note:(please select the item which is suitable for your own position in questions 18 and 19).

18(a) How would you rate the extent to which main subjects in initial training courses prepare student-teachers for teaching these subjects in the following courses ?

	<u>Adequate</u>	<u>Not Adequate</u>	<u>I don't know</u>
B.Ed	1	2	3
P.G.C.E	1	2	3.

18(b). (On the basis of your answer to question 24 above)
*if your answer is "not adequate", do you consider the weakness due to inappropriate academic standards set by the institution.

Yes	1
No	2

* Any other important reasons, if any ,please specify.

19(a). On the whole , do you consider the curriculum of professional subjects in the College/University for preparing competent teachers for primary/secondary schools .

Adequate	1
Not Adequate	2
I don't know	3

19(b) (On the basis of your answer to your question 25)
if your answer is "not adequate", do you consider the weakness due to inappropriate professional standards set by the institution ?

Yes	1
No	2

* Any other important reasons,if any, please specify

20. On the whole , initial training College/University offers opportunities for encountering new and significant advance in scientific knowledge.

Yes	1
No	2
I don't know	3

21. The Psychology and other foundations of education courses provided by College/University for initial training are:
(please ring, you may ring more than one item if you find them appropriate)

- | | |
|--|---|
| (a) Satisfactory | 1 |
| (b) Too theoretical. | 2 |
| (c) Include theoretical and practical, equal side. | 3 |
| (d) include too little experimental psychology. | 4 |
| (e) Include too little educational psychology. | 5 |
| (f) Include too little practice in child study. | 6 |
| (g) Deal well with some education problems of child growth | 7 |

22. The variety of teaching methods used in initial training courses helps student-teachers develop their teaching skills.

- | | |
|--------------|---|
| Agree | 1 |
| Disagree | 2 |
| I don't know | 3 |

23. How useful are the following teaching methods or mix of methods in preparing students to teach through initial training course ?

	Extremely Useful	Very Useful	Useful	Fairly Useful	Not at all Useful
(a) Lectures.	1	2	3	4	5
(b) Discussions.	1	2	3	4	5
(c) Tutorials (individual or small group)	1	2	3	4	5
(d) Seminars (Large group).	1	2	3	4	5
(e) Projects.	1	2	3	4	5

(f) If any other (please specify) and indicate degree of usefulness.

24. How valuable, in your opinion, are the following components of initial teacher training course?

	Extremely Valuable	Very Valuable	Valuable	Fairly Valuable	Not at all Valuable
1. Main subjects.	1	2	3	4	5
2. Professional Subjects.	1	2	3	4	5
3. General Education Subjects.	1	2	3	4	5
4. Audio-Visual Aids Subjects.	1	2	3	4	5

PART TWO

EDUCATIONAL MEDIA IN TRAINING INSTITUTIONS

Note: the term "Educational Media" is defined as the devices and material used in the-learning process. e.g. books, TV and so on.

1. In general, the tutors for educational technology in the College/university are involved in planning courses of initial training.

<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Never</u>
1	2	3	4	5

2. College/University provide facilities to preview and assess the role of educational technology in initial training.

<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Never</u>
1	2	3	4	5

3. Student-teachers receive during their initial course at least a simple introduction to educational technology at the conceptual as well as the practical level.

<u>Always</u>	<u>Often</u>	<u>sometimes</u>	<u>Rarely</u>	<u>Never</u>
1	2	3	4	5

4. On the whole, do you find initial training courses make optimum use of educational technology?

<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Never</u>
1	2	3	4	5

5. Student-teachers are involved efficiently in producing some audio - visual aids during the initial training course.

Always Often Sometimes Rarely Never
 1 2 3 4 5

6. College/University helps student-teachers to have a positive attitude towards the use of audio-visual aids.

Always Often Sometimes Rarely Never
 1 2 3 4 5

7. From your experience as a tutor using educational media, would you like to see more or less use of educational media in the initial training course ?

Much more A little more As at present A little less Much less
 1 2 3 4 5

8. In general, do you find the quality of audio- visual aids available for initial training courses at your College/University.

Excellent Good Acceptable Poor Very poor
 1 2 3 4 5

9. In your opinion, how do you find the clarity of aims of using audio- visual aids in initial training courses?

Excellent Good Acceptable Poor Very poor
 1 2 3 4 5

10. In general, audio-visual aids teaching provide practical and theoretical experience for students in initial training courses.

	SA	A	N	D	SD
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5

11. Student-teachers could improve their professional side by using audio visual aids substantially during the initial training course.

12. Audio- visual aids which are used on initial training courses are inappropriate to the subject matter of the school situation.

13. Initial training courses that place a substantial emphasis on educational technology help student-teachers to adjust themselves to the continuous changes in teaching procedures.

<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>
1	2	3	4	5

14. In general, Colleges and Universities consider educational technology as a central part of the learning process in initial training courses.

<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>
1	2	3	4	5

15. Please specify the way(s), if any, of improving the use of educational media in initial training institutions.

THANK YOU AGAIN FOR COMPLETING THIS QUESTIONNAIRE

APPENDIX 3J

THE UNIVERSITY OF HULL
SCHOOL OF EDUCATION
U.K

QUESTIONNAIRE FOR STUDENT-TEACHERS

Dear student

This questionnaire is part of a research degree at the University of Hull on initial education and training of primary and secondary school teachers in England and Iraq. The questionnaire is in two parts. the first is general. the second is on the use of educational media in initial teacher training institutions and the role of educational media in schools.

Most of the items in this questionnaire ask you for your opinions: others are open-ended questions. They are for research purposes only. There is no need to write your name. I do appreciate your taking time to complete this questionnaire, and thank you for your help.

The researcher
Kadhun K. Ridha
Ph.D student in education

Notes:

1. Some of the items are questions which have up to five possible answers. Please answer to the best of your knowledge by ringing the appropriate number(s).
2. Some questions ask for open-ended answers. Please be as brief as you can, giving important details only.
3. Some of these items are statements that have five possible answers on a scale "strongly agree" to "strongly disagree". Choose and ring the one that most closely approximates to your opinions.

key

SA = Strongly Agree
 A = Agree
 N = I don't know
 D = Disagree
 SD = Strongly Disagree

PERSONAL INFORMATION

1. a) Name of Institution. _____
 b) Main subjects studied. _____

2. Sex Male 1
 Female 2

3. Age _____ (years)

4. Range for which you are training :
 Primary 1
 Secondary 2
 Other 3

5. In what year of your course are you at the present ?

 First year 1
 Second year 2
 Third year 3
 Fourth year 4

6. The full time duration of your initial training course
 is: _____ years.

7. Are you keen to become a teacher ?

 Yes 1
 No 2

* If not, why did you choose to train as a teacher?

(Please specify)

8. Is this institution your first choice ?

Yes	1
No	2

* If not, did you apply to colleges and/or universities for a field of study other than teaching ?

Yes	1
No	2

! PART ONE !

Teaching Practice and School Observation

Note :

For items 1.2.4 and 5 please circle the response you feel is most appropriate .

1. On average . the current duration of teaching practice in the following courses is :

	<u>Satisfactory</u>	<u>Not Satisfactory</u>	<u>I don't know</u>
B.Ed	1	2	3
P.G.C.E	1	2	3

2. In general, the timing of teaching practice .in the following courses is:

	<u>Satisfactory</u>	<u>Not Satisfactory</u>	<u>I don't know</u>
B.Ed	1	2	3
P.G.C.E	1	2	3

3. On the basis of your answers to questions B1 and B2 above, please indicate in which form you prefer teaching practice.

(you may circle more than one)

- (a) As at present . 1
- (b) In several shorter spells . 2
- (c) To take place in the last four weeks of each of the last two years of the course. 3
- (d) A number of separate weeks in school is better. for students. than a longer block of time. 1
- (e) To take place during the training course on average three weeks yearly [and 16 weeks in the last year of the course]. 5
- (f) Any other organization, if any, of teaching practice (please specify) _____
-

4. In general, the current duration of school observation in the following courses is:

	<u>Satisfactory</u>	<u>Not Satisfactory</u>	<u>I don't know</u>
B.Ed	1	2	3
P.G.C.E	1	2	3

5. During the school observation, did the following people give you valuable advice ?

	<u>YES</u>	<u>NO</u>
(1) Institutions tutors who teach main subjects.	1	2
(2) Institutions tutors who teach professional subjects.	1	2
(3) H.M.I. (Educational Supervisors for Iraq sample)	1	2
(4) The Head teacher.	1	2
(5) The classroom teacher.	1	2
(6) Others, if any. (please specify) _____		

6. On the basis of your answer to question 4 above, (how might school observation be improved) Please indicate in which form you prefer school observation. (You may circle more than one)

- | | |
|---|---|
| (a) As at present . | 1 |
| (b) One day each week during the last term of the first year. | 2 |
| (c) One day each week during the first term of the first year. | 3 |
| (d) One day each week during the first year . | 4 |
| (e) Other forms of school observation, if any. (please specify). _____ | |
-

7. Did you visit more than one class in your school observation?

- | | |
|--------------|---|
| Yes . | 1 |
| No | 2 |
| I don't know | 3 |

8. Were you required to write a report about your school observation ?

- | | |
|--------------|---|
| Yes | 1 |
| No | 2 |
| I don't know | 3 |

Key

SA = Strongly Agree

A = Agree

N = I don't know

D = Disagree

SD = Strongly Disagree

9. Please indicate any suggestion(s) .if any . for improving school observation and teaching practice. _____

ASSESSMENT OF STUDENT - TEACHERS

	SA	A	N	D	SD
10. The lack of relevant methods for assessing student-teachers is a major problem of initial training courses.	1	2	3	4	5
11. In general, College/University tutors have the appropriate knowledge and skills to assess student-teachers.	1	2	3	4	5
12. On the whole, classroom teachers do not have the appropriate knowledge and skills to assess student-teachers.	1	2	3	4	5

AIMS AND NATURE OF TRAINING INSTITUTION COURSES

13. In your opinion, how satisfactory are the present methods of selecting candidates for entry into teacher training institutions (College / University).

Satisfactory 1
 Not satisfactory 2
 I don't know 3

14. On the whole, how do you find the system in the College/University you attend now ?

	YES	NO
(a) It gives students sufficient encouragement for creative work .	1	2
(b) It gives students ample opportunity to improve skills and abilities .	1	2
(c) It is well organized.	1	2
(d) The regime is harsh .	1	2
(f) If your answer for any of the above items is " no ", then please add your reasons for the deficiencies you perceive to be present .		

15. Which of the following methods of selecting candidates for initial training courses do you think should be used .

(Please ring , you may answer more than one item) .

- (a) good references from previous school. 1
- (b) academic achievement . 2
- (c) special tests . 3
- (d) interview . 1
- (e) a combination of items a.b.c and d 5
- (f) Central acceptance for Iraqi sample 6
- (g) Other methods. if any please specify . _____

16. In your opinion, which of the following types of tutors are likely to be most effective .

(Please ring the appropriate number)

- (a) Tutors with a higher academic degree only . 1
- (b) Tutors with considerable experience of teaching in school . plus a first university degree . 2
- (c) Tutors with higher academic qualification . plus a considerable experience of teaching in schools . 3
- (d) Others , if any . please specify . _____

CURRICULUM COURSES AND TEACHING METHODS

Key : In this section of the questionnaire the term 'main subject' is intended to include: English, Social Studies, Science... etc
The term 'professional subjects' refers to such components as : curriculum studies, teaching methods, principles of education ...etc.

Note : (Please select the item which is suitable for your own position in questions 22 and 23).

17(a). How adequately do 'main subjects' prepare student-teachers for teaching the following subjects ?

	<u>Adequately</u>	<u>Inadequately</u>	<u>I don't know</u>
Main subjects in B.Ed courses	1	2	3
Main subjects in P.G.C.E subjects	1	2	3

17(b) If you have indicated "Inadequately" for any of the responses to item 22 above, do you consider the weakness due to inappropriate academic standards set by the institution?

Yes	1
No	2

* Any other important reasons , if any , please specify .

18(a). On the whole, do you consider the curriculum of professional subjects in the College / University for preparing competent teachers for primary / secondary schools :

Adequate	1
Inadequate	2
I don't know	3

18(b) If your answer to item 23 is " Inadequate ". do you consider the weakness due to inappropriate professional standards set by the institution ?

Yes	1
No	2

* Any other important reasons , if any , please specify.

19. On the whole , initial training College / University offers opportunities for encountering new and significant advance in scientific knowledge .

Yes	1
No	2
I don't know	3

20. The Psychology and other foundations of education courses provided by College / University for initial training are:

(a) Satisfactory . . .	1
(b) Too theoretical .	2
(c) Include theoretical and practical . equal side .	3
(d) Include too little experimental psychology .	4
(e) Include too little educational psychology .	5
(f) Include too little practice in child study .	6
(g) Deal well with some education problems of child growth .	7

[You may ring more than one response]

21. How valuable , in your opinion , are the following components of initial teacher training courses ?

	Extremely Valuable	Very Valuable	Valuable	Fairly Valuable	Not at all Valuable
(1) Main subjects. (e.g. Mathematics. Science)	1	2	3	4	5
(2) Professional subjects. (e.g. Curriculum Studies. Teaching Methods)	1	2	3	4	5
(3) General Education subjects.	1	2	3	4	5
(4) Audio-Visual Aids subjects.	1	2	3	4	5

22 The variety of teaching methods used in initial training courses helps student teachers develop their teaching skills.

Yes 1
No 2
I don't know

23. How useful are the following teaching methods or mix of methods in preparing students to teach through training courses ?

	Extremely Useful	Very Useful	Useful	Fairly Useful	Not at all Useful
(a) Lectures.	1	2	3	4	5
(b) Discussions.	1	2	3	4	5
(c) Tutorials (individual or small group)	1	2	3	4	5
(d) Seminars (Large group).	1	2	3	4	5
(e) projects .	1	2	3	4	5
(f) If any other (please specify and indicate degree of usefulness. _____)					

24. What emphasis would you like to see given to each of the following course components ?

	Much more	A little more	As at present.	A little less	Much less
1. Languages subjects (e.g. English).	1	2	3	4	5
2. Science .	1	2	3	4	5
3. Professional subjects (e.g. curriculum study) .	1	2	3	4	5
4. Main subject you intend to teach in relation to children .	1	2	3	4	5

PART TWO

THE USE OF EDUCATIONAL MEDIA IN TEACHER TRAINING INSTITUTIONS

Notes:

- (1) The term " Educational Media " is taken here to mean the devices and materials used in the teaching-learning process (e.g. books, TV.).
- (2) Similarly the term " Educational Technology " is taken here to mean the development, application and evaluation of systems, techniques and aids to improve the process of human learning (e.g. computer, TV.) .

1. Student-teachers in your College/University are involved efficiently in producing some audio-visual aids during the initial training in the following courses .

	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Never</u>
B.Ed	1	2	3	4	5
P.G.C.E	1	2	3	4	5

2. Does your College/University provide facilities to preview and assess the role of educational technology in initial training?

Always Often Sometimes Rarely Never

1 2 3 4 5

3. In your institution, student-teachers receive during their initial course at least a simple introduction to educational technology at the conceptual as well as the practical level.

Always Often Sometimes Rarely Never

1 2 3 4 5

4. College/university helps student-teachers to have a positive attitude towards the use of audio-visual aids .

Always Often Sometimes Rarely Never

1 2 3 4 5

5. Which of the following do you prefer?

- (a) A training course in which educational media features significantly. 1
- (b) A training course in which educational media does not feature significantly. 2
- (c) I have no opinion as to whether educational media should feature significantly or not. 3

6. In general, do you find the quality of audio - visual aids available for initial training courses at your College/University ?

Excellent Good Acceptable Poor Very poor

1 2 3 4 5

7. In your opinion , do you think that the use of educational media in initial training of teachers is :

Very Not important.

important Important Acceptable Unimportant at all

1 2 3 4 5

In Your Opinion:

	SA	A	N	D	SD
8. College/University tutors who teach students how to use audio-visual aids are well equipped for their role?	1	2	3	4	5
9. College/University tutors have a positive attitude towards the use of audio-visual aids in training teachers .	1	2	3	4	5
10. In general audio-visual aids teaching provides important additional theoretical and practical experience for students in initial training courses	1	2	3	4	5
11. Students-teachers could improve their professional side by using audio-visual aids substantially during the initial training course.	1	2	3	4	5
12. Audio-visual aids which are used on initial training courses are inappropriate to the school situation .	1	2	3	4	5
13. In general, the student use of educational technology in initial training is often below what it should be.	1	2	3	4	5
14. The use of new educational technology will raise the quality of initial training instruction programmes ?	1	2	3	4	5
15. Most of the initial training courses in College/University on educational technology are up to date in terms of validity of their content .	1	2	3	4	5
16. In general . Colleges and Universities consider educational technology as a central part of the learning process in initial training courses .	1	2	3	4	5
17. Please specify the way(s) . if any . of improving the use of educational media in initial training institutions .					

THANK YOU AGAIN FOR COMPLETING THIS QUESTIONNAIRE

APPENDIX 3K

(*) A letter from the Ministry of Education in Iraq to the General Directorate of Education in Baghdad/Karhk.

The Ministry of Education
The Centre of Educational Studies and Researches

No.10347
Date: 17.2.88

TO: THE GENERAL DIRECTORATE OF EDUCATION IN BAGHDAD/KARHK

With reference to the letter of the Iraqi Embassy/the Cultural Attache in London, No.75/K/80/1790, dated 10.1.88.

Please co-operate with Mr K K Ridha, research student in the University of Hull in England, in applying his questionnaires to some primary, intermediate and secondary school teachers, for completion of his study, entitled "Pre-Service Teacher Training in Iraq and England, and the Role of Educational Technology: A Comparative Study", submitted as a part of a Ph.D. degree in the role of Educational Technology in preparing school teachers.

Thank you for your co-operation.

M.A. AHMAD

for: The Centre of Educational
Studies and Researches

Copies to: The General Directorate of Education in Baghdad/Rassafa
for the same reason.

The Centre of Educational Studies and Researches.

The Student.

(*) This letter is translated from the Arabic Language. (See Appendix 3L).

APPENDIX 31

2259 EDUCATE IK
P. O. B 258

وزارة التربية
مركز البحوث والدراسات التربوية
رقم التلكس ٢٢٥٩
رقم صندوق البريد ٢٥٨

المدد / ٢٦ - ١
التاريخ ١٥ / ٢ / ٨٠

الى / المديرية العامة للتربية في مدينة بغداد / الكرخ

م / تسجيل مهمة طالب دراسات عليا

اشارة الى كتاب سفارة الجمهورية العراقية / الدائرة الثقافية في لندن العرقسم
٧٥/ق/٨٠/١٧٩٠ والعومخ في ١٠/١/١٩٨٨ *

يرجى التدخل بتسجيل مهمة السيد كاظم كريم رضا طالب الاجازة الدراسية فسي
انكلترا جامعة هسل بتوزيع الاستبيان المتعلق ببحثه على عيه من معلمي ومدرسي
المدارس الابتدائية والمتوسطة والاعدادية التابعة لكم لاستكمال بحثه الموسوم ((دراسة
مقارنة بين اعداد المدرس والمعلم في العراق وانكلترا ودور تكنولوجيا التعليم فسي
اعدادهم)) كجزء من متطلبات الحصول على شهادة الدكتوراه في دور تكنولوجيا
التعليم في اعداد المدرس والمعلم *

محمود عبد الله احمد

ع / رئيس مركز البحوث والدراسات التربوية

نسخه منه الى /

المديرية العامة للتربية في مدينة بغداد / الرماثة * * لنس الخرض اعلاه
مركز البحوث والدراسات التربوية / البحوث
الطالب

APPENDIX 3M

(*) A letter from the General Directorate of Education/Karhk to Schools, Republic of Iraq.

The General Directorate of Education in Baghdad/Karhk
Researchers and Studies
No.8994

Date: 5.3.88.

TO: ALL PRIMARY AND SECONDARY SCHOOL ADMINISTRATIONS

With reference to the letter of Ministry of Education/Centre of Educational Studies and Researches No.10347 dated 17.2.88. Please cooperate with Mr K K Ridha, a research student in the University of Hull in England, in applying his questionnaires in your schools for his study (Pre-Service Teacher Training in Iraq and England, with Special Reference to the Use of Educational Technology - A Comparative Study).

Thank you for your co-operation.

F.A. ABAS

for: The General Director

Copy to: The Researches and Studies

(*) The letter is translated from the Arab Language. (See Appendix 3N).

NOTE Another letter from the General Directorate of Education in Baghdad/Rassafa to schools is included in Appendix 3⁰, same content.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ - - -

الجمهورية العراقية - - -

المديرية العامة لتربيته مدينة بغداد / التز:

البحوث والدراسات

العدد / ١٩٩٤

التاريخ / ١٩٨٨ / ٢ / ٥

المرجع / انتارات المدارس الابتدائية والثانوية كالمثل - - -

م / تسهيل مهمة

إشارة إلى كتاب وزارة التربية / مركز البحوث والدراسات التربوية المرقم ١٠٣٤٧

تاريخي / ١٩٨٨ / ٢ / ١٧

يرجى تسهيل مهمة السيد كاظم كريم رشاد الباطي بجائزة الدراسات والبحوث التي انكلترا جامعة هانغ
 عند زيارته لمدريتهكم . . لتوزيع استبيان استطلاع يبحث على عينه من معلمي ومدرسي المدارس
 الابتدائية والمتوسطة واعداديه استكشاف بحثه الموسوم (دراسة مقارنة بين اعداد المدرسين والمعلمين
 في العراق و انكلترا) واورتكنولوجيا التعليم في العراق كجزء من مقدمات الحصول على
 شهادة الدكتوراه في دور التكنولوجيا التعليمية في اعداد المدارس والمعالم التعليمية المذكورة .

~~_____~~

فايزة عبد الحبيب عباس

م / المدير العام

نسخه منه الى / /

البحوث والدراسات / مع اوليات

المرجع

APPENDIX 30

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الجمهورية العراقية


المد يريه انعامه للتربيه في مدينه بغداد / الرعايه

القسم / التخطيط التربوي /

المستند /
التاريخ / ١٦٨٨ / ٢ / ١٧

الس / ادارات امدار من التايمة لمد يريه / كاعينه
م / تسهيلات مهمه

استنادا لما جاء بكتاب وزاره التربيه / مركز البحوث والدراسات
التربويه المرقم ١٢٤٧ فسي في ١٦ / ٢ / ١٧٨٨ نرجو تسهيلات
مهمه السيد كاعينه كريم رضا / بتوزيع الاستبيان المتعلق
ببحثه الموسوم ((دراسه مقارنه بين اعداد المدرسين والمعلمين
عبي انبراق وانكتر وود ورتكنولوجيا التعليم في اعداد عم)) على ان
لا يوثق ذلك على مدير التدرسيات
مدير التدرسيات


طالب محمد حميد
د / مدير التدرسيات

نسخه عنه اليه
قسم التخطيط التربوي / البحوث /

حكيمة ١٦٨٨ / ٢ / ٢٨

APPENDIX 3P**THE UNIVERSITY OF HULL
INTERNATIONAL EDUCATION UNIT**

Tel. 0482-46311

School of Education
173 Cottingham Road, Hull, HU5 2EHProfessor V.A. McClelland (Ext. 5401)
Director of the Institute of Education
Mr. C. Brock, M.A., M.Ed. (Ext. 5407)
Chairman of the International Education Unit

28th November 1988



Dear Mr Ridha

I am pleased to be able to advise you that Mr Stott contacted me today to confirm that permission has been granted by the local education authority for you to proceed with your survey of Humberside teachers.

Accordingly, you are now at complete liberty to approach Humberside head teachers in the schools you have in mind.

Best wishes in your research.

Yours sincerely

David  

DR DAVID SMAWFELD
Acting Chairman: International Education Unit
Lecturer in Education

APPENDIX 30

THE UNIVERSITY OF HULL
INTERNATIONAL EDUCATION UNIT

School of Education
173 Cottingham Road, Hull, HU5 2EH

Tel. 0482-46311

Professor V.A. McClelland (Ext. 5401)
Director of the Institute of Education
Mr. C. Brock, M.A., M.Ed. (Ext. 5407)
Chairman of the International Education Unit

From: David Smawfield, BA, MEd, PhD, FCollP

7th November 1988

Dear Mr Hebditch

I write further to my recent telephone conversation with Miss Demoulted. Mr K Ridha is a PhD student in the School of Education of the University of Hull. He is undertaking a comparative study of teacher education in Britain and Iraq. In connection with his research Mr Ridha wishes to survey a group of British teachers. A copy of the questionnaire he has in mind to use is enclosed.

It would be most helpful if Mr Ridha could approach teachers in Humberside. Please allow me, therefore, to make on Mr Ridha's behalf a formal request for permission to do this.

Mr Ridha is an excellent student with very substantial experience in senior positions within the educational system of Iraq. I have every confidence that he would employ the utmost professionalism and discretion in carrying out the task he has set himself.

Yours sincerely

David Smawfield

DR DAVID SMAWFIELD
Lecturer in Education
Acting Chairman: International Education Unit

cc Mr K. Ridha.

APPENDIX 3R

THE UNIVERSITY OF HULL
INTERNATIONAL EDUCATION UNIT

Tel. 0482-46311

School of Education
~~XXX~~ Cottingham Road, Hull, ~~HULL~~ HU6 7RX

Professor V.A. McClelland (Ext. 5401)
Director of the Institute of Education
Mr. C. Brock, M.A., M.Ed. (Ext. 5407)
Chairman of the International Education Unit

Mr Ridha
84 Lambert Street
HULL

22 October 1989

Dear Mr Ridha

THE KINGSTON SCHOOL, HULL

As you will see from the attached copy, I think I have managed to get you fixed up with another school for your survey. Mr McGlashan and Mr Watkinson have kindly agreed to enable this to happen.

However, please note that the school is on half-term holiday until November 6th, and do not approach them until then.

I would suggest that you call me (840288) on the evening of my return from Gibraltar (November 1st) and we can discuss the next move.

All yours

COLIN BROCK
Senior Lecturer in Education

Encs.



THE UNIVERSITY OF HULL
INTERNATIONAL EDUCATION UNIT

Tel. 0482-46311

School of Education
~~173~~ Cottingham Road, Hull, ~~HU6 7RX~~ HU6 7RX

Professor V.A. McClelland (Ext. 5401)
Director of the Institute of Education
Mr. C. Brock, M.A., M.Ed. (Ext. 5407)
Chairman of the International Education Unit

Mr J McGlashan
Deputy Head
The Kingston School
Pickering Road
HULL
HU4 7AE

*cc Mr Ridha
for file*

22 October 1989

Mr RIDHA (Iraq)

I am writing formally, following Mr Watkinson's enquiry on my behalf, to thank you most warmly for agreeing to receive Mr Ridha's survey in The Kingston School, and to request that he may now go ahead and make an arrangement with you to come to the school and have an initial discussion about the logistics of it. His survey is all ready, but it would be good for him to meet with you in advance of issuing the questionnaire to your colleagues.

I am sending Mr Ridha a copy of this letter and will advise him to contact you as soon as possible after the half-term break.

COLIN BROCK

Senior Lecturer in Education
Chairman: International Education Unit

APPENDIX 3T

THE UNIVERSITY OF HULL
INSTITUTE OF EDUCATION
U.K.

QUESTIONNAIRE FOR SCHOOL TEACHER

Dear teacher

This questionnaire is part of researches degree at the University of Hull on initial education and training of primary and secondary school teacher in England and Iraq. the questionnaire is in two part, the first is general, the second part of the questionnaire is on the use of educational media in initial teacher training institutions and the role of educational media in schools.

Most of the items in this questionnaire ask you for your opinions, other are open-ended questions. They are for research purposes only. There is no need to write your name. I do appreciate your taking time to complete this questionnaire , and thank you for your help.

The researcher
Kadhun K. Ridha
P.h.D student in education

Notes

1. Some of the items are questions which have up to five possible answers. Please answer to the best of your knowledge by ringing the appropriate number.
2. Some questions ask for a open-ended answers. Please be as brief as you can, giving important details only.
3. some of these items are statements that have five possible answers on a scale "strongly agree" to "strongly disagree". Choose and ring the one that most closely approximates to your opinions.

Key

SA = Strongly Agree
 A = Agree
 N = I don't know
 D = Disagree
 SD = Strongly Disagree

PART ONEPERSONAL INFORMATION

Please Circle the appropriate number.

1. Sex

Male	1
Female	2
2. What is your approximate age?

Less than 30 years	1
30-34	2
40-49	3
50-Over	4
3. Present school post?

primary	1
Middle	2
Elementary	3
Secondary	4
Other ,please specify _____	
4. Length of teaching experience

Under 5 years	1
5-9 years	2
10-14 years	3
15 Over	4
5. Please indicate which of the following Qualification [s] you hold

Teacher Training Certificate	1
Advanced Certificate	2
Diploma in education	3
Teacher Training School	4
B.Ed. degree	5
B.Sc. degree	6
B.A. degree	7
P.G.C.E	8
M.Ed degree	9
M.A. degree	10
M.Sc. degree	11
Ph.D. degree	12
Others [please specify] _____	
6. Main Subject Area Taught

Languages	1
General Science	2
Social Science	3
Mathematics	4
Domestic Science and Health	5
Physical Education	6
Art	7
Music	8
General Primary Curriculum	9

TEACHING PRACTICE AND SCHOOL OBSERVATION

Note: (please select the item which is suitable for your own position in question 1,2,4 and 5)

1. On average, the current duration for teaching practice in the following courses is:

	<u>Satisfactory</u>	<u>Not satisfactory</u>	<u>I don't know</u>
B.Ed	1	2	3
PGCE	1	2	3

2. In general, the timing of teaching practice, in the following courses is:

	<u>Satisfactory</u>	<u>Not satisfactory</u>	<u>I don't know</u>
B.Ed	1	2	3
PGCE	1	2	3

3. On the basis of your answer to question B1 and B2 above, please indicate in which form you prefer teaching practice.

[a] As at present	1
[b] In several short spell	2
[c] To take place in the last four weeks of the two years of the courses	3
[d] a number of separate weeks in school is better for student than a longer block of time	4
[e] To take place during the training course in average three weeks yearly [and 16 week in the last year of the course]	5

4. In general, do you think the current duration given for school observation in following courses is:

	<u>Satisfactory</u>	<u>Not satisfactory</u>	<u>I don't know</u>
B.ED	1	2	3
PGCE	1	2	3

5. When sending students on teaching practice, institutions often do not make sufficiently clear to teacher in the receiving schools what the aims of teaching practice are.

6. Generally, teaching practice has worked well in school

	SA	A	N	D	SD
1	2	3	4	5	
1	2	3	4	5	

7. The school observation should be closely

SA	A	N	D	SD
1	2	3	4	5

linked with practical work

8. Please indicate any suggestion, if any, to improve teaching practice and school observation

ASSESSMENT OF STUDENT - TEACHER

9. It is very important to give the classroom teacher responsibility to assess student teacher

	SA	A	N	D	SD
9. It is very important to give the classroom teacher responsibility to assess student teacher	1	2	3	4	5
10. Tutors generally have a sufficient knowledge of the student teacher's need and background to assess them	1	2	3	4	5
11. The relationship between school staff and student teachers is very good	1	2	3	4	5
12. School staff treat student teachers as a part of their group. They are made welcome.	1	2	3	4	5
13. The school staff discuss matters with student teachers during the period of teaching practice.	1	2	3	4	5
14. The teacher training tutors have good contact with school	1	2	3	4	5

10. Tutors generally have a sufficient knowledge of the student teacher's need and background to assess them

11. The relationship between school staff and student teachers is very good

12. School staff treat student teachers as a part of their group. They are made welcome.

13. The school staff discuss matters with student teachers during the period of teaching practice.

14. The teacher training tutors have good contact with school

AIMS AND PROCEDURES OF TRAINING INSTITUTION COURSES

15. In your opinion, which of the following types are the best tutors training institutions.

(please ring the appropriate number)

- | | |
|--|---|
| (a) Tutors with a higher academic degree (like M.Ed., Ph.D) | 1 |
| (b) Tutors with considerable experience of teaching in schools, plus a first university degree | 2 |
| (c) Tutor with higher academic qualification, plus considerable experience of teaching in schools. | 3 |
| (d) Others, if any, please specify | |
-

16. In general, how satisfactory are the present methods on selection of candidates for lectureships in a teacher training institution?

Satisfactory

Not satisfactory

I don't know

1

2

3

17. Which of the following methods of selecting candidates for initial- teacher training courses do you think should be used? Please ring the appropriate number: (you may answer more than one item.)

- | | |
|---|---|
| (a) good references from previous school. | 1 |
| (b) academic achievement. | 2 |
| (c) special test | 3 |
| (d) combine between items a,b,c and d. | 4 |
| (e) The central acceptance (for the Iraqi sample) | 5 |

PART TWO

THE USE OF EDUCATIONAL MEDIA IN SCHOOL AND ITS RELATION

10 INITIAL TRAINING COURSE

1. Do you find the use of audio-visual aids in initial training institutions concurrent with the needs of school ?

<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Never</u>
1	2	3	4	5

2. From your experience as a teacher using educational media, would you like to see more or less use of educational media in the initial training of teacher ?

Much more	1
A little more	2
As at present	3
A little less	4
Much less	5

3. The use of educational media in classrooms will increase the interest of pupils in learning.

	SA	A	N	D	SD
1	2	3	4	5	
4. Classroom teachers should have a voice in planning and evaluating the quality and quantity of educational media in their schools.	1	2	3	4	5
5. Classroom teachers should be provided with a study guide and course outline in advance of using educational media	1	2	3	4	5
6. Audio-Visual Aids are generally a waste of time for qualified teachers	1	2	3	4	5
7. A major function of Audio-Visual Aids in the schools is in improving instruction.	1	2	3	4	5
8. Training institutions should enable teacher to cope with technical development throughout their career.	1	2	3	4	5
9. Student teachers should be involve efficiently in producing some Audio-Visual Aids during the initial training course.	1	2	3	4	5
10. Positive attitudes toward the use of Audio-Visual Aids should be connected with the initial training of teachers.	1	2	3	4	5

	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>
11. Initial training courses with educational technology would help teachers to adjust themselves to the continuous change in teaching procedures.	1	2	3	4	5
12. Educational technology used as a normal and natural part of any teacher's day work.	1	2	3	4	5
13. In general, there is no significant relationship between training teachers in initial teacher training courses and the use of Audio-visual Aids in schools.	1	2	3	4	5
14. Use of audio-visual aids helps to improve the academic performance of pupils	1	2	3	4	5
15. Young teachers are today not able to use the audio-visual aids, because of the lack of practice and experience.	1	2	3	4	5
16. Any other suggestion to improve the use of the audio-visual aids in teacher training institution and school.					

THANK YOU AGAIN FOR COMPLETING THIS QUESTIONNAIRE

APPENDIX 4A

TABLE 1

Cross-tabulation of Questions by Age of English Tutors

PART ONE

Question No.	Age Range	Frequency					Total	Results of Chi-Square (χ^2)			
		1	2	3	4	5		D.F.	χ^2	Significance	
1(a) B.Ed	30 - 39 years 40 - 49 years 50 and over	- 10 10	4 - 5	2 - -	X X X	X X X	6 10 15	31	D.F. = 4, p .001	χ^2 = 20.09, .S.	
1(b) PGCE	30 - 39 years 40 - 49 years 50 and over	4 8 3	1 - 4	- 2 6	X X X	X X X	5 10 13	28	D.F. = 4, p .04	χ^2 = 10.32, .S.	
2(a) B.Ed	30 - 39 years 40 - 49 years 50 and over	- 8 13	4 2 2	1 - -	X X X	X X X	5 10 15	30	D.F. = 4, p .001	χ^2 = 15.74, .S.	
2(b) PGCE	ditto	5 7 7	1 3 -	- - 6	X X X	X X X	6 10 13	29	D.F. = 4, p .001	χ^2 = 15.74, .S.	
3	ditto	- 7 11	1 - -	- 2 -	3 - -	X X X	4 9 11	24	D.F. = 6, p .001	χ^2 = 27.26, .S.	
4(a) B.Ed		16	12	3	X	X	31		4	7.06	N.S.
4(b) PGCE		12	11	8	X	X	31		4	6.69	N.S.
5	ditto	- 5 8	5 2 2	- - 1	X X X	X X X	5 7 11	23	D.F. = 4, p .03	χ^2 = 10.87, .S.	
6		12	19	X	X	X	31		2	1.64	N.S.
Open Q.											
8		6	21	4	X	X	31		4	7.97	N.S.
9	ditto	- 2 2	2 - 6	- - 1	4 - 2	- 8 4	6 10 15	31	D.F. = 8, p .001	χ^2 = 22.56, .S.	
10(a)		10	19	2	X	X	31		4	2.46	N.S.
10(b)		19	12	X	X	X	31		2	0.51	N.S.
10(c)		11	19	1	X	X	31		4	6.03	N.S.
10(d)		20	10	1	X	X	31		4	4.86	N.S.
10(e)		21	10	X	X	X	31		2	4.15	N.S.

Table 1 (Continued)

Question No.	Age Range	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		D.F.	χ^2	Significance
10(f)		17	14	X	X	X	31	2	0.31	N.S.
10(g)	30 - 39 years 40 - 49 years 50 and over	2 - 2	4 - 8	- 6 5	- 2 -	X X X	6 8 15	29	D.F. = 6, p .001	χ^2 = 18.03, .S.
11(a)		2	1	12	9	7	31	8	8.94	N.S.
11(b)	ditto	- - 2	6 - 6	- 6 4	- 4 2	X X X	6 10 14		D.F. = 6, p .001	χ^2 = 19.37, .S.
11(c)	ditto	- - 1	3 - -	1 2 9	2 6 5	X X X	6 8 15	29	D.F. = 6, p .001	χ^2 = 17.34, .S.
12(a)		26	1	X	X	X	27	2	1.12	N.S.
12(b)	ditto	5 7 4	1 - 7	X X X	X X X	X X X	6 7 11	24	D.F. = 2, p .01	χ^2 = 8.80, .S.
12(c)	ditto	4 4 1	- 2 8	X X X	X X X	X X X	4 6 9	19	D.F. = 2, p .001	χ^2 = 10.09, .S.
12(e)		8	13	X	X	X	21	2	2.04	N.S.
12(f)		9	5	X	X	X	14	2	2.21	N.S.
13		10	20	1	X	X	31	4	3.41	N.S.
14		1	2	6	22	X	31	6	10.83	N.S.
15		16	9	5	X	X	30	4	8.56	N.S.
Open Q.										
17(a)		19	8	2	2	X	31	6	11.34	N.S.
17(b)		11	17	1	2	X	31	6	12.38	N.S.
17(c)		- 4 8	2 6 4	4 - 3	X X X	X X X	6 10 15	31	D.F. = 4, p .01	χ^2 = 12.40, .S.
17(d)		13	16	1	1	X	31	6	10.11	N.S.

Table 1 (Continued)

Question No.	Age Range	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
17(e)	30 - 39 years	-	6	X	X	X	6	D.F. = 2, χ^2 = 6.23, p .04 .S.		
	40 - 49 years	6	4	X	X	X	10			
	50 and over	8	7	X	X	X	15			
17(f)		13	12	2	4	X	31	6	11.90	N.S.
17(g)	ditto	1	2	2	1	X	6	D.F. = 6, χ^2 = 14.01, p .03 .S.		
		5	5	-	-	X	10			
		7	8	-	-	X	15			
17(h)		10	12	3	6	X	31	6	7.11	N.S.
17(i)		9	15	1	6	X	31	6	2.94	N.S.
17(j)		14	11	2	4	X	31	6	9.75	N.S.
18(a) B.Ed		16	6	6	X	X	28	4	8.79	N.S.
18(a) PGCE		4	10	11	X	X	25	4	7.43	N.S.
18(b)		2	10	X	X	X	12	2	1.20	N.S.
19(a)		13	16	2	X	X	31	4	5.34	N.S.
19(b)		6	10	X	X	X	16	2	4.30	N.S.
20		6	13	11	X	X	30	4	9.04	N.S.
Open Q.										
22		24	2	5	X	X	31	4	6.20	N.S.
23(a)		1	7	14	6	2	30	8	10.86	N.S.
23(b)		7	20	4	X	X	31	4	6.02	N.S.
23(c)	ditto	4	2	X	X	X	6	D.F. = 2, χ^2 = 8.88, p .01 .S.		
		2	8	X	X	X	10			
		1	14	X	X	X	15			
23(d)	ditto	-	4	-	2	X	6	D.F. = 2, χ^2 = 24.05, p .001 .S.		
		-	4	-	6	X	10			
		2	3	16	-	X	15			
23(e)		11	15	2	2	X	30	6	7.30	N.S.
24(1)		9	5	11	6	X	31	6	10.88	N.S.
24(2)		15	12	2	X	X	29	4	8.37	N.S.

Table 1 (Continued)

Question No.	Age Range	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
17(e)	30 - 39 years 40 - 49 years 50 and over	- 6 8	6 4 7	X X X	X X X	X X X	6 10 15	31	D.F. = 2, χ^2 = 6.23, p .04 .S.	
17(f)		13	12	2	4	X	31	6	11.90	N.S.
17(g)	ditto	1 5 7	2 5 8	2 - -	1 - -	X X X	6 10 15	31	D.F. = 6, χ^2 = 14.01, p .03 .S.	
17(h)		10	12	3	6	X	31	6	7.11	N.S.
17(i)		9	15	1	6	X	31	6	2.94	N.S.
17(j)		14	11	2	4	X	31	6	9.75	N.S.
18(a) B.Ed		16	6	6	X	X	28	4	8.79	N.S.
18(a) PGCE		4	10	11	X	X	25	4	7.43	N.S.
18(b)		2	10	X	X	X	12	2	1.20	N.S.
19(a)		13	16	2	X	X	31	4	5.34	N.S.
19(b)		6	10	X	X	X	16	2	4.30	N.S.
20		6	13	11	X	X	30	4	9.04	N.S.
Open Q.										
22		24	2	5	X	X	31	4	6.20	N.S.
23(a)		1	7	14	6	2	30	8	10.86	N.S.
23(b)		7	20	4	X	X	31	4	6.02	N.S.
23(c)	ditto	4 2 1	2 8 14	X X X	X X X	X X X	6 10 15	31	D.F. = 2, χ^2 = 8.88, p .01 .S.	
23(d)	ditto	- - 2	4 4 3	- - 16	2 6 -	X X X	6 10 15	31	D.F. = 2, χ^2 = 24.05, p .001 .S.	
23(e)		11	15	2	2	X	30	6	7.30	N.S.
24(1)		9	5	11	6	X	31	6	10.88	N.S.
24(2)		15	12	2	X	X	29	4	8.37	N.S.

Table 1 (Continued)

Question No.	Age Range	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
24(3)	30-39 years	-	-	6	-	X	6	29	D.F. = 6, χ^2 = 15.47, p .02 .S.	
	40-49 years	-	4	6	-	X	10			
	50 and over	1	2	4	6	X	13			
24(4)	ditto	2	-	4	-	X	6	31	D.F. = 6, χ^2 = 13.85, p .03 .S.	
		2	2	6	-	X	10			
		6	1	2	6	X	15			
<u>PART TWO</u>										
1	ditto	-	3	2	-	-	5	15	D.F. = 8, χ^2 = 16.18, p .04 .S.	
		2	-	2	3	-	7			
		-	2	7	2	2	13			
2	ditto	-	3	1	-	X	4	25	D.F. = 6, χ^2 = 15.67, p .02 .S.	
		2	2	-	2	X	6			
		-	13	2	-	X	15			
3	ditto	5	1	-	-	X	6	30	D.F. = 6, χ^2 = 23.67, p .001 .S.	
		4	4	-	1	X	9			
		2	-	9	4	X	15			
4	ditto	4	2	-	X	X	6	29	D.F. = 4, χ^2 = 10.93, p .03 .S.	
		-	6	2	X	X	8			
		2	11	2	X	X	15			
5		2	7	12	8	X	29	6	12.61	N.S.
6		3	13	14	X	X	30	4	4.63	N.S.
7		8	19	3	X	X	30	4	6.65	N.S.
8		2	9	18	2	X	31	6	10.79	N.S.
9	ditto	-	1	5	-	X	6	28	D.F. = 6, χ^2 = 26.60 p .001 .S.	
		4	2	3	-	X	9			
		-	-	3	10	X	13			
10		3	17	6	3	2	31	8	6.92	N.S.
11	ditto	1	1	4	-	X	6	21	D.F. = 6, χ^2 = 14.30, p .03 .S.	
		-	8	2	-	X	10			
		-	7	4	4	X	15			
12	30 - 39 years	4	2	-	-	X	6	31	D.F. = 6, χ^2 = 14.77, p .02 .S.	
	40 - 49 years	1	3	6	-	X	10			
	50 and over	1	3	9	2	X	15			
13		16	15	X	X	X	31	2	3.91	N.S.
14		12	11	6	2	X	31	6	12.21	N.S.

PART ONE

TABLE 2

Cross-tabulation of Questions by Sex of English Tutors

Question No.	Sex	Frequency					Total		Results of Chi-Square (χ^2)		
		1	2	3	4	5			D.F.	χ^2	Significance
1(a) B.Ed	Male Female	17 3	5 4	- 2	X X	X X	22 9	31	D.F. = 4, p .04	$\chi^2 = 10.09,$.S.	
1(b) PGCE		15	5	8	X	X	28		4	6.99	N.S.
2(a)		21	8	1	X	X	30		4	4.31	N.S.
2(b)		19	4	6	X	X	29		4	3.98	N.S.
3		18	1		2	3	24		6	1.5	N.S.
4(a) B.Ed	Male Female	15 1	6 6	1 2	X X	X X	22 9	31	D.F. = 4, p .05	$\chi^2 = 9.58$	
4(b) PGCE	Male Female	11 1	5 6	6 2	X X	X X	22 9	31	D.F. = 4, p .04	$\chi^2 = 9.95,$	
5		13	9	1	X	X	23		4	6.33	N.S.
6		12	19	-	X	X	31		2	4.32	N.S.
Open Q.											
8		6	21	4	X	X	31		4	3.01	N.S.
9	ditto	4 -	8 -	- 1	3 3	7 5	22 9	31	D.F. = 8, p .001	$\chi^2 = 38.66$	
10(a)		10	19	2	X	X	31		4	8.01	N.S.
10(b)		19	12	-	X	X	31		4	2.26	N.S.
10(c)		11	19	1	X	X	31		4	9.18	N.S.
10(d)		18 2	4 6	- 1	X X	X X	22 9	31	D.F. = 4, p .009	$\chi^2 = 13.65$	
10(e)	ditto	18 3	4 6	X X	X X	X X	22 9	31	D.F. = 2, p .01	$\chi^2 = 9.16$	
10(f)	ditto	16 1	6 8	X X	X X	X X	22 9	31	D.F. = 2, p .007	$\chi^2 = 9.85$	
10(g)		4	12	11	2	X	29		6	2.64	N.S.
11(a)	ditto	1 1	1 -	9 3	6 3	5 2	22 9	31	D.F. = 8, p .05	$\chi^2 = 15.79$	
11(b)		2	12	10	6	X	30		6	8.78	N.S.

Table 2 (Continued)

Question No.	Sex	Frequency					Total	Results of Chi-Square (χ^2)			
		1	2	3	4	5		D.F.	χ^2	Significance	
11(c)	Male Female	- 1	3 -	11 1	6 7	X X	20 9	29	D.F. = 6, χ^2 = 36.95 p .001		
12(a)	Male Female	20 8	- 1	X X	X X	X X	20 7	27	D.F. = 6, χ^2 = 27.00 p .001		
12(b)		16	8	X	X	X		24	2	4.60	N.S.
12(c)	Male Female	11 -	2 4	X X	X X	X X	13 4	17	D.F. = 2, χ^2 = 9.59 p .008		
12(d)		9	10	X	X	X		19	2	1.35	N.S.
12(e)	Male Female	4 4	12 1	X X	X X	X X	16 5	21	D.F. = 2, χ^2 = 8.28 p .02		
12(f)		9	5	X	X	X		14	2	3.55	N.S.
13		10	20	1	X	X		21	4	8.79	N.S.
14	Male Female	- 1	2 -	5 1	15 7	X X	22 9	31	D.F. = 6, χ^2 = 32.38 p .001		
15		16	9	5	X	X		30	2	0.34	N.S.
Open Q.											
17(a)		19	8	2	2	X		31	6	5.18	N.S.
17(b)		11	17	1	2	X		31	6	3.11	N.S.
17(c)	Male Female	12 -	8 4	2 5	X X	X X	22 9	31	D.F. = 4, χ^2 = 12.68 p .01		
17(d)		13	16	1	1	X		31	6	4.27	N.S.
17(e)		14	17	X	X	X		31	2	2.92	N.S.
17(f)		13	12	2	4	X		31	6	2.72	N.S.
17(g)		13	15	2	1	X		31	6	2.37	N.S.
17(h)		10	12	3	6	X		31	6	4.93	N.S.
17(i)		9	15	1	6	X		31	6	6.48	N.S.
17(j)		14	11	2	4	X		31	6	2.64	N.S.

Table 2 (Continued)

Question No.	Sex	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
18(a) B.Ed		16	6	6	X	X	28	4	7.14	N.S.
18(a) PGCE		4	10	11	X	X	25	4	4.16	N.S.
18(b)	Male	1	5	X	X	X	6	D.F. = 2, χ^2 = 6.00 p .05		
	Female	1	5	X	X	X	6			
19(a)		13	16	2	X	X	31	4	7.17	N.S.
19(b)		6	10	X	X	X	16	2	1.78	N.S.
20		6	13	11	X	X	30	4	5.56	N.S.
Open Q.										
22		24	2	5	X	X	31	4	1.63	N.S.
23(a)	ditto	1	6	12	2	X	21	D.F. = 8, χ^2 = 17.28, p .03		
		1	2	4	2	X	9			
23(b)		7	20	4	X	X	31	4	2.03	N.S.
23(c)		7	24	X	X	X	31	2	1.55	N.S.
23(d)	ditto	1	10	8	3	X	22	D.F. = 6, χ^2 = 22.63 p .001		
		1	1	2	5	X	9			
23(e)		11	15	2	2	X	30	6	3.62	N.S.
24(1)	ditto	8	5	7	2	X	22	D.F. = 6, χ^2 = 12.70 p .05		
		1	-	4	4	X	9			
24(2)		15	12	2	X	X	29	4	2.21	N.S.
24(3)		1	6	16	6	X	29	6	4.67	N.S.
24(4)		10	3	12	6	X	31	6	5.90	N.S.

PART TWO.

1		2	5	11	5	2	25	8	4.09	N.S.
2	ditto	2	17	-	1	X	20	D.F. = 6, χ^2 = 21.46 p .01		
		-	1	3	1	X	5			
3		11	5	9	5	X	30	6	5.30	N.S.
4	ditto	4	17	1	X	X	22	D.F. = 4, χ^2 = 12.43 p .01		
		2	2	3	X	X	7			
5	ditto	2	3	12	5	X	22	D.F. = 6, χ^2 = 12.36 p .05		
		-	4	-	3	X	7			

Table 2 (Continued)

Question No.	Sex	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
6		3	13	14	X	X	30	4	4.71	N.S.
7		8	19	3	X	X	30	4	1.48	N.S.
8	ditto	1 1	7 2	14 4	- 2	X X	22 9			
									D.F. = 6, $\chi^2 = 21.14$ p .002 .S.	
9		4	3	11	10	X	28	6	6.08	N.S.
10		3	17	6	3	2	31	8	4.05	N.S.
11		1	16	10	4	X	31	6	9.51	N.S.
12		6	8	15	2	X	31	6	5.35	N.S.
13		16	15	X	X	X	31	2	2.20	N.S.
14		-	12	11	6	2	31	6	11.11	N.S.

TABLE 3

Cross-tabulation of Questions by Teaching Experience of English Tutors

PART ONE

Question No.	Experience	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		D.F.	χ^2	Significance
1(a)	B.Ed	20	8	2	X	X	30	6	10.78	N.S.
1(b)	PGCE	Less than 5 years	8	-	-	X	X	8	D.F. = 6, χ^2 = 23.84 p .001 .S.	
	5-9 years	2	3	-	X	X	5			
	10-14 years	-	-	4	X	X	4			
	15 and over	4	2	4	X	X	10			
2(a)		20	8	1	X	X	29	6	3.32	N.S.
2(b)	PGCE	ditto	8	1	-	X	X	9	D.F. = 6, χ^2 = 19.15, p .001 .S.	
		4	1	-	X	X	5			
		-	-	4	X	X	4			
		6	2	2	X	X	10			
3		17	1	2	3	X	23	9	10.01	N.S.
4(a)	B.Nd.	16	11	3	X	X	30	6	11.50	N.S.
4(b)	PGCE	ditto	3	4	2	X	X	9	D.F. = 6, χ^2 = 14.40, p .03	
		2	3	-	X	X	5			
		-	-	4	X	X	4			
		6	4	2	X	X	12			
5	ditto	-	7	-	X	X	7	D.F. = 6, χ^2 = 21.27, p .001 .S.		
		2	-	1	X	X	3			
		2	-	-	X	X	2			
		8	2	-	X	X	10			
6	ditto	-	9	X	X	X	9	D.F. = 3, χ^2 = 13.64 p .001 .S.		
		1	4	X	X	X	5			
		4	-	X	X	X	4			
		6	6	X	X	X	12			
Open Q.										
8	ditto	2	7	-	X	X	9	D.F. = 6, χ^2 = 32.56 p .001 .S.		
		-	5	-	X	X	5			
		-	-	4	X	X	4			
		4	8	-	X	X	12			
9		4	8	6	12	X	30	9	8.86	N.S.

Table 3 (Continued)

Question No.	Experience	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		D.F.	χ^2	Significance
22		23	2	5	X	X	30	6	10.43	N.S.
23(a)		1	6	4	6	2	29	12	17.51	N.S.
23(b)		7	19	4	X	X	30	6	5.27	N.S.
23(c)	ditto	5 1 - 1	4 4 4 11	X X X X	X X X X	X X X X	9 5 4 12	30	D.F. = 3, χ^2 = 7.98, p .05 .S.	.
23(d)	ditto	- - - 1	3 1 - 7	- 2 4 4	6 2 - -	- X X X	9 5 4 12	30	D.F. = 9, χ^2 = 23.31, p .001 .S.	
23(e)	ditto	5 - - 5	4 2 4 5	- 2 - -	- 1 - 1	X X X X	9 5 4 11	29	D.F. = 9, χ^2 = 18.58, p .03 .S.	
24(1)	ditto	- - 2 6	1 - - 4	6 3 2 -	2 2 - 2	X X X X	9 5 4 12	30	D.F. = 9, χ^2 = 20.10, p .02 .S.	
24(2)	ditto	3 5 - 6	4 - 4 4	2 - - -	X X X X	X X X X	9 5 4 10	28	D.F. = 6, χ^2 = 14.64, p .02 .S.	
24(3)	ditto	- - - 1	2 - - 3	7 3 - 6	- 2 4 -	X X X X	9 5 4 10	28	D.F. = 9, χ^2 = 23.71, p .001 .S.	
24(4)	ditto	1 1 2 5	- - - 3	8 2 - 2	- 2 2 2	X X X X	9 5 4 12	30	D.F. = 9, χ^2 = 20.09, p .02 .S.	

Table 3 (Continued)

PART TWO

Question No.	Experience	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		D.F.	χ^2	Significance
1	ditto	-	3	1	3	-	7	24	D.F. = 12, χ^2 = 38.61, p .001 .S.	
		2	2	1	-	-	5			
		-	-	-	2	2	4			
		-	-	8	-	-	8			
2	ditto	-	3	-	2	X	5	24	D.F. = 9, χ^2 = 31.91, p .001 .S.	
		2	-	3	-	X	5			
		-	4	-	-	X	4			
		-	10	-	-	X	10			
3	ditto	7	-	-	1	X	8	29	D.F. = 9, χ^2 = 20.30, p .02 .S.	
		2	1	2	-	X	5			
		-	-	2	2	X	4			
		2	4	5	1	X	12			
4	ditto	3	2	2	X	X	7	28	D.F. = 6, χ^2 = 13.16, p .04 .S.	
		1	2	2	X	X	5			
		-	4	-	X	X	4			
		1	11	-	X	X	12			
5		2	7	12	7	X	28	9	10.20	N.S.
6		3	13	13	X	X	29	6	3.33	N.S.
7	ditto	5	2	1	X	X	8	29	D.F. = 6, χ^2 = 17.97, p .001 .S.	
		2	3	-	X	X	5			
		-	2	2	X	X	4			
		1	11	-	X	X	12			
8		1	9	18	2	X	30	9	14.33	N.S.
9	ditto	-	2	6	-	X	8	27	D.F. = 9, χ^2 = 22.42, p .001 .S.	
		-	1	2	2	X	5			
		-	-	-	4	X	4			
		4	-	3	3	X	10			
10	ditto	-	5	3	1	-	9	30	D.F. = 12, χ^2 = 42.23, p .001 .S.	
		3	2	-	-	-	5			
		-	-	-	2	2	4			
		-	9	3	-	-	12			
11	ditto	-	3	6	-	X	9	30	D.F. = 9, χ^2 = 41.67, p .001 .S.	
		1	2	2	-	X	5			
		-	-	-	4	X	4			
		-	10	2	-	X	12			
12	ditto	4	5	-	-	X	9	30	D.F. = 9, χ^2 = 28.96, p .001 .S.	
		1	-	4	-	X	5			
		-	-	2	2	X	4			
		1	3	8	-	X	12			
13		16	14	X	X	X	30	3	1.41	N.S.
14	ditto	3	-	4	2	X	9	30	D.F. = 9, χ^2 = 22.10, p .001 .S.	
		1	4	-	-	X	5			
		-	2	2	-	X	4			
		7	5	-	-	X	12			

TABLE 4

Cross-tabulation of Questions by Qualification of English Tutors

PART ONE

Question No.	Qualification	Frequency					Total	Results of Chi-Square (χ^2)			
		1	2	3	4	5		D.F.	χ^2	Significance	
1 (B.Ed)	C.E. *	-	-	2	X	X	2	31	D.F. = 14, χ^2 = 50.35, p .001 .S.		
	B.Ed	-	5	-	X	X	5				
	B.Sc	2	-	-	X	X	2				
	B.A	10	-	-	X	X	10				
	M.Ed	4	2	-	X	X	6				
	M.A.	1	-	-	X	X	1				
	Ph.D	2	2	-	X	X	4				
	PGCE/PGDE	1	-	-	X	X	1				
1 (PGCE)		15	5	8	X	X	28		14	17.66	N.S.
2 (B.Ed)	ditto	-	-	1	X	X	1	30	D.F. = 14, χ^2 = 44.21 p .001 .S.		
		1	4	-	X	X	5				
		2	-	-	X	X	2				
		10	-	-	X	X	10				
		3	3	-	X	X	6				
		1	-	-	X	X	1				
		3	1	-	X	X	4				
		1	-	-	X	X	1				
2(a) (PGCE)		19	4	6	X	X	29		14	9.66	N.S.
3		18	1	-	2	3	24		18	16.79	N.S.
4(a) (B.Ed)	ditto	-	-	2	X	X	2	31	D.F. = 14, χ^2 = 39.05 p .001 .S.		
		-	5	-	X	X	5				
		2	-	-	X	X	2				
		7	3	-	X	X	10				
		5	1	-	X	X	6				
		1	-	-	X	X	1				
		-	3	1	X	X	4				
		1	-	-	X	X	1				
4(b) (PGCE)		12	11	8	X	X	31		14	20.28	N.S.
5		13	9	1	X	X	23		14	21.51	N.S.
6		12	19	-	X	X	31		7	11.19	N.S.
Open Q.											
8		6	21	-	4	-	31		14	21.36	N.S.

* C.E. = Certificate of Education

Table 4 (Continued)

Question No.	Qualification	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
9	ditto	-	-	-	2	-	2	D.F. = 28, χ^2 = 51.56 p .004 .S.		
		-	3	1	1	-	5			
		-	-	-	2	-	2			
		-	4	-	-	6	10			
		2	-	-	1	3	6			
		1	-	-	-	-	1			
		-	1	-	-	3	4			
		1	-	-	-	-	1			31
10(a)	ditto	-	2	-	-	X	2	D.F. = 14, χ^2 = 38.66 p .001 .S.		
		2	3	-	-	X	5			
		-	-	2	-	X	2			
		6	4	-	-	X	10			
		2	4	-	-	X	6			
		-	1	-	-	X	1			
		-	4	-	-	X	4			
		-	1	-	-	X	1			31
10(b)		19	12	-	-	X	31	7	7.68	N.S.
10(c)	ditto	-	1	1	-	X	2	D.F. = 14, χ^2 = 31.00 p .001 .S.		
		4	1	-	-	X	5			
		-	2	-	-	X	2			
		5	5	-	-	X	10			
		-	6	-	-	X	6			
		1	-	-	-	X	1			
		-	4	-	-	X	4			
		1	-	-	-	X	1			31
10(d)	ditto	-	1	1	-	X	2	D.F. = 14, χ^2 = 27.59 p .02 .S.		
		4	1	-	-	X	5			
		2	-	-	-	X	2			
		7	3	-	-	X	10			
		5	1	-	-	X	6			
		1	-	-	-	X	1			
		-	4	-	-	X	4			
		1	-	-	-	X	1			31
10(e)		21	10	-	-	X	31	7	7.51	N.S.
10(f)		17	14	-	-	X	31	7	13.64	N.S.
10(g)		4	2	11	2	X	29	21	26.06	N.S.

Table 4 (Continued)

Question No.	Quali- fication	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		D.F.	χ^2	Significance
11(a)	ditto	-	-	-	2	-	2	31	D.F. = 28, χ^2 = 41.44 p .04 .S.	
1		-	3	1	-	5				
1		1	-	-	-	2				
-		-	2	5	3	10				
-		-	3	-	3	6				
-		-	1	-	-	1				
-		-	2	1	1	4				
-		-	1	-	-	1				
11(b)	ditto	-	-	2	-	-	2	30	D.F. = 21, χ^2 = 57.59 p .001 .S.	
-		-	3	2	-	5				
2		-	-	-	-	2				
-		-	2	7	-	9				
-		-	3	-	3	6				
-		-	1	-	-	1				
-		-	-	1	3	4				
-		-	1	-	-	1				
11(c)	ditto	-	-	-	-	2	2	29	D.F. = 21, χ^2 = 33.61 p .04 .S.	
1		-	3	1	-	5				
-		-	-	1	1	2				
-		-	-	2	6	8				
-		-	-	5	1	6				
-		-	-	1	-	1				
-		-	-	1	3	4				
-		-	-	1	-	1				
12(a)		26	1	X	X	X	27	7	4.57	N.S.
12(b)		16	8	X	X	X	24	7	14.10	N.S.
12(c)	ditto	3	1	X	X	X	4	17	D.F. = 4, χ^2 = 9.34 p .05 .S.	
-		2	X	X	X	2				
6		-	X	X	X	6				
2		2	X	X	X	4				
-		1	X	X	X	1				
12(d)		9	10	X	X	X	19	4	7.43	N.S.
12(e)		8	13	X	X	X	21	6	6.87	N.S.
12(f)		9	5	X	X	X	14	6	11.10	N.S.
13		10	20	1	X	X	31	14	23.02	N.S.
14		1	2	6	22	-	31	21	20.12	N.S.
15		16	9	5	X	X	30	14	12.28	N.S.
17(a)		19	8	2	2	-	31	21	20.87	N.S.
17(b)		11	17	1	2	-	31	21	17.00	N.S.

Table 4 (Continued)

Question No.	Qualification	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		D.F.	χ^2	Significance
17(c)	ditto	-	-	2	-	-	2	31	D.F. = 14, χ^2 = 26.64 p .02 .S.	
		-	2	3	-	-	5			
		2	-	-	-	-	2			
		6	4	-	-	-	10			
		4	1	1	-	-	6			
		-	1	-	-	-	1			
		-	3	1	-	-	4			
		-	1	-	-	-	1			
17(d)		13	16	1	1	-	31	21	32.07	N.S.
17(e)		14	17	-	-	-	31	7	11.08	N.S.
17(f)	ditto	-	-	-	2	-	2	31	D.F. = 21, χ^2 = 40.95 p .01 .S.	
		1	3	1	-	-	5			
		1	1	-	-	-	2			
		8	-	-	2	-	10			
		-	6	-	-	-	6			
		1	-	-	-	-	1			
		2	1	1	-	-	4			
		-	1	-	-	-	1			
17(g)		13	15	2	1	-	31	21	27.16	N.S.
17(h)		10	12	3	6	-	31	21	31.44	N.S.
17(i)		9	15	1	6	-	31	21	31.51	N.S.
17(j)	ditto	-	2	-	-	-	2	31	D.F. = 21, χ^2 = 41.73 p .004 .S.	
		1	3	-	1	-	5			
		2	-	-	-	-	2			
		6	2	-	2	-	10			
		3	3	-	-	-	6			
		-	-	1	-	-	1			
		2	1	-	1	-	4			
		-	-	1	-	-	1			
18(a) B.Ed.		16	6	6	X	X	28	14	11.01	N.S.
18(a) PGCE		4	10	11	X	X	25	14	20.10	N.S.
18(b)		2	10	X	X	X	12	7	12.00	N.S.
19(a)		13	16	2	X	X	31	14	21.00	N.S.
19(b)		6	10	X	X	X	16	7	13.16	N.S.
20		6	13	11	X	X	30	14	22.47	N.S.
Open Q.										
22		24	2	5	X	X	31	14	12.37	N.S.
23(a)		1	7	14	6	.2	30	28	35.36	N.S.

Table 4 (Continued)

Question No.	Qualification	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		D.F.	χ^2	Significance
23(b)		7	20	4	-	-	31	14	22.63	N.S.
23(c)		7	24	-	-	-	31	7	10.79	N.S.
23(d)		2	11	10	8	-	31	21	28.52	N.S.
23(e)		11	15	2	2	-	30	21	32.91	N.S.
24(1)	ditto	-	-	-	2	-	2	D.F. = 21, χ^2 = 35.47 p .03 .S.		
		1	1	2	1	-	5			
		2	-	-	-	-	2			
		4	4	2	-	-	10			
		-	-	5	1	-	6			
		1	-	-	-	-	1			
		-	-	2	2	-	4			
		1	-	-	-	-	1			
24(2)	ditto	-	2	-	-	-	2	D.F. = 14, χ^2 = 25.33 p .03 .S.		
		2	-	2	-	-	4			
		2	-	-	-	-	2			
		4	6	-	-	-	10			
		4	2	-	-	-	6			
		-	1	-	-	-	1			
		3	-	-	-	-	3			
		-	1	-	-	-	1			
24(3)		1	6	16	6	-	29	21	27.02	N.S.
24(4)		10	3	12	6	-	31	21	21.82	N.S.
<u>PART TWO</u>										
1		2	5	11	5	2	25	28	32.33	N.S.
2		2	18	3	2	-	25	18	19.68	N.S.
3		11	5	9	5	-	30	21	24.13	N.S.
4		-	6	19	4	-	29	14	19.20	N.S.
5		2	7	12	8	-	29	21	25.31	N.S.
6		3	13	14	-	-	30	14	15.54	N.S.
7		8	19	3	-	-	30	14	14.26	N.S.

Table 4 (Continued)

Question No.	Qualification	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
8	ditto	-	-	2	-	-	2	D.F. = 21, χ^2 = 32.38 p .05 .S.		
		1	3	1	-	-	5			
		1	1	-	-	-	2			
		-	2	8	-	-	10			
		-	3	3	-	-	6			
		-	-	1	-	-	1			
		-	-	2	-	2	4			
		-	-	1	-	-	1			
		-	-	1	-	-	1			
9		4	3	11	10	-	28	21	20.82	N.S.
10		3	17	6	3	2	31	28	33.65	N.S.
11		1	16	10	4	-	31	21	23.84	N.S.
12		-	6	8	15	2	31	21	24.49	N.S.
13		-	16	15	-	-	31	7	9.18	N.S.
14	ditto	-	-	2	2	-	2	D.F. = 21, χ^2 = 44.56 p .002 .S.		
		-	4	1	-	-	5			
		-	1	1	-	-	2			
		-	6	4	-	-	10			
		-	1	5	-	-	6			
		-	-	2	-	-	1			
		-	-	1	-	2	4			
		-	-	1	-	-	1			
		-	-	1	-	-	1			

TABLE 5

Cross-tabulation of Questions by Subject Area Taught of English Tutors

PART ONE

Question No.	Subjects Area Taught	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		D.F.	χ^2	Significance
1 B.Ed.		20	9	2	X	X	31	14	17.34	N.S.
1 PGCE		15	5	8	X	X	28	12	15.65	N.S.
2 B.Ed.		21	8	1	X	X	30	14	15.00	N.S.
2 PGCE		19	4	6	X	X	29	12	18.64	N.S.
3		18	1	-	2	3	24	15	4.27	N.S.
4 B.Ed.		16	12	3	X	X	31	14	14.94	N.S.
4 PGCE		12	11	8	X	X	31	14	21.40	N.S.
5		13	-	9	1	-	23	12	16.18	N.S.
6		12	19	-	X	X	31	7	8.04	N.S.
Open Q.										
8		6	21	-	4	-	31	14	15.70	N.S.
9	Languages Social Science General Science Mathematics Prof. Studies Audio-Visual Aids Physical Education Arts/Music	- - - 1 - 2 1 -	- - 2 1 4 - - -	1 - - - - - - -	- 1 - - 5 - - -	2 2 - - 8 - - -	3 3 2 2 7 2 2 1 1	31	D.F. = 28, χ^2 = 49.60, p .007 .S.	
10(a)		10	19	2	-	X	31	14	11.65	N.S.
10(b)		19	12	-	-	X	31	7	8.23	N.S.
10(c)		11	19	1	-	X	31	14	9.12	N.S.
10(d)		20	10	1	-	X	31			
10(e)	ditto	1 - - 2 14 2 1 1	2 3 2 - 3 - - -	- - - - - - - -	- - - - - - - -	X X X X X X X X	3 3 2 2 7 2 1 1	31	D.F. = 7, χ^2 = 16.64, p .02 .S.	

Table 5 (Continued)

Question No.	Subjects Area Taught	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		D.F.	χ^2	Significance
10(f)		17	14	-	-	X	31	7	12.04	N.S.
10(g)		4	12	11	2	X	29	21	28.54	N.S.
11(a)		2	1	12	9	7	31	28	30.82	N.S.
11(b)		2	-	12	10	6	30	18	23.19	N.S.
11(c)		1	-	3	12	13	29	21	21.17	N.S.
12(a)		26	1	X	X	X	27	7	8.31	N.S.
12(b)	ditto	-	3	X	X	X	3	D.F. = 7, χ^2 = 14.39, p .05 .S.		
		1	1	X	X	X	2			
		-	2	X	X	X	2			
		2	-	X	X	X	2			
		9	2	X	X	X	11			
		2	-	X	X	X	2			
		1	-	X	X	X	1			
		1	-	X	X	X	1	24		
12(c)		11	6	X	X	X	17	5	10.19	N.S.
12(d)		9	10	X	X	X	19	6	10.09	N.S.
12(e)	ditto	2	1	X	X	X	3	D.F. = 6, χ^2 = 14.40, p .03 .S.		
		3	-	X	X	X	3			
		-	2	X	X	X	2			
		1	-	X	X	X	1			
		1	8	X	X	X	9			
		-	2	X	X	X	2			
		1	-	X	X	X	1			21
12(f)		9	5	X	X	X	14	5	7.47	N.S.
13		10	20	1	X	X	31	14	23.39	N.S.
14		1	2	6	22	-	31	21	27.33	N.S.
15	ditto	-	2	-	X	X	2	D.F. = 14, χ^2 = 25.73, p .03 .S.		
		-	2	1	X	X	3			
		-	-	2	X	X	2			
		1	1	-	X	X	2			
		12	3	2	X	X	17			
		2	-	-	X	X	2			
		1	-	-	X	X	1			30
Open Q.										
17(a)	ditto	1	2	-	-	-	3	D.F. = 21, χ^2 = 58.47, p .001 .S.		
		1	-	-	-	2	3			
		-	-	2	-	-	2			
		2	-	-	-	-	2			
		12	5	-	-	-	17			
		2	-	-	-	-	2			
		-	1	-	-	-	1			31
17(b)		11	17	1	2	-	31	21	27.20	N.S.

Table 5 (Continued)

Question No.	Subjects Area Taught	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		D.F.	χ^2	Significance
17(c)	ditto	-	-	3	-	-	3	31	D.F. = 14, χ^2 = 25.81, p .03 .S.	
		-	3	-	-	-	3			
		-	2	-	-	-	3			
		1	1	-	-	-	2			
		8	5	4	-	-	17			
		2	-	-	-	-	2			
		-	1	-	-	-	1			
		1	-	-	-	-	1			
17(d)		13	16	1	1	-	31	21	22.89	N.S.
17(e)		14	17	-	-	-	31	7	13.30	N.S.
17(f)	ditto	1	2	-	-	-	3	31	D.F. = 21, χ^2 = 49.00, p .001 .S.	
		-	1	-	2	-	3			
		-	-	2	-	-	2			
		2	-	-	-	-	2			
		9	6	-	2	-	17			
		-	2	-	-	-	2			
		-	1	-	-	-	1			
		1	-	-	-	-	1			
17(g)		13	15	2	1	-	31	21	10.30	N.S.
17(h)		10	12	3	6	-	31	21	26.75	N.S.
17(i)		9	15	1	6	-	31	21	31.38	N.S.
17(j)	ditto	1	2	-	-	-	3	31	D.F. = 21, χ^2 = 56.08, p .001 .S.	
		1	-	-	-	2	3			
		-	-	-	-	2	2			
		-	1	1	-	-	2			
		12	5	-	-	-	17			
		-	2	-	-	-	2			
		-	-	-	1	-	1			
		-	1	-	-	-	1			
18(a) B.Ed.		16	6	6	X	X	28	14	13.88	N.S.
18(a) PGCE		4	10	11	X	X	25	12	17.94	N.S.
18(b)		2	10	X	X	X	12	5	3.60	N.S.
19(a)	ditto	-	3	-	X	X	3	31	D.F. = 14, χ^2 = 41.32, p .001 .S.	
		1	2	-	X	X	3			
		-	-	2	X	X	2			
		-	2	-	X	X	2			
		10	7	-	X	X	17			
		2	-	-	X	X	2			
		-	1	-	X	X	1			
		-	1	-	X	X	1			
19(b)		6	10	X	X	X	16	5	5.16	N.S.
20		6	13	11	X	X	30	14	14.91	N.S.
Open Q.										
22		24	2	5	X	X	31	14	12.82	N.S.

Table 5 (Continued)

Question No.	Subjects Area Taught	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		D.F.	χ^2	Significance
23(a)		1	7	14	6	2	30	28	34.04	N.S.
23(b)	ditto	-	3	-	-	-	3	31	D.F. = 14, χ^2 = 25.77, p .03 .S.	
		-	-	2	-	-	2			
		1	1	-	-	-	2			
		4	11	2	-	-	17			
		2	-	-	-	-	2			
		-	1	-	-	-	1			
		-	1	-	-	-	1			
23(c)		7	24	-	-	-	31	7	4.98	N.S.
23(d)		2	11	10	8	-	31	21	25.32	N.S.
23(e)	ditto	1	2	-	-	-	3	30	D.F. = 21, χ^2 = 56.05, p .001 .S.	
		-	2	-	1	-	3			
		-	-	-	1	-	1			
		2	-	-	-	-	2			
		7	10	-	-	-	17			
		-	-	2	-	-	2			
		1	-	-	-	-	1			
		-	1	-	-	-	1			
24(1)		9	5	11	6	-	31	21	33.69	N.S.
24(2)		15	12	2	-	-	29	12	9.14	N.S.
24(3)		1	6	16	6	-	29	18	14.43	N.S.
24(4)		10	3	12	6	-	31	21	22.96	N.S.
<u>PART TWO</u>										
1	ditto	-	2	-	-	-	3	25	D.F. = 28, χ^2 = 40.91, p .05 .S.	
		-	-	1	2	-	3			
		-	-	1	-	-	1			
		-	-	2	-	-	2			
		-	3	4	3	2	12			
		2	-	-	-	-	2			
		-	-	1	-	-	1			
		-	-	1	-	-	1			
2	ditto	-	1	1	2	-	3	25	D.F. = 21, χ^2 = 54.63, p .001 .S.	
		-	-	-	1	2	3			
		-	-	2	-	-	2			
		-	-	2	-	-	2			
		-	-	11	-	-	11			
		2	-	-	-	-	2			
		-	-	1	-	-	1			
		-	-	1	-	-	1			
3		11	5	9	5	-	30	21	24.46	N.S.
4		-	6	19	4	-	29	14	23.23	N.S.

Table 5 (Continued)

Question No.	Subjects Area Taught.	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		D.F.	χ^2	Significance
5	ditto	-	-	-	3	-	3	29	D.F. = 21, χ^2 = 54.06	
		-	3	-	-	-	3			
		2	-	-	-	-	2			
		-	-	2	-	-	2			
		-	4	6	5	-	15			
		-	-	2	-	-	2			
		-	-	1	-	-	1			
		-	-	1	-	-	1			
6	ditto	-	-	3	-	-	3	30	D.F. = 14, χ^2 = 32.05, p .004 .S.	
		1	2	-	-	-	3			
		2	-	-	-	-	2			
		-	1	1	-	-	2			
		-	7	9	-	-	16			
		-	2	-	-	-	2			
		-	-	1	-	-	1			
		-	1	-	-	-	1			
7		8	19	3	-	-	30	14	14.61	N.S.
8		2	9	18	2	-	31	21	18.91	N.S.
9	ditto	-	-	-	3	-	3	28	D.F. = 18, χ^2 = 40.68 p .002 .S.	
		-	3	-	-	-	3			
		-	-	1	1	-	2			
		4	-	7	5	-	16			
		-	-	2	-	-	2			
		-	-	1	-	-	1			
		-	-	-	1	-	1			
10	ditto	-	3	-	-	-	3	31	D.F. = 28, χ^2 = 44.99 p .02 .S.	
		1	-	1	-	-	2			
		-	-	2	-	-	2			
		-	2	-	-	-	2			
		-	2	-	-	-	2			
		-	11	2	2	2	17			
		2	-	-	-	-	2			
		-	1	-	-	-	1			
		-	-	1	-	-	1			
11		1	16	10	4	-	31	21	21.45	N.S.
12		6	8	15	2	-	31	21	18.76	N.S.
13		-	16	15	-	-	31	7	9.37	N.S.
14		-	12	11	6	2	31	21	20.47	N.S.

APPENDIX 4B.

TABLE 1

Cross-tabulation of Questions by Students' Type of Institution they Attend

(English Student-Teachers)

Question No.	Type of School	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		D.F.	χ^2	Significance
1 (B.Ed.)		62	13	24	X	X	99	2	2.80	N.S.
1 (PGCE)		61	16	7	X	X	84	2	5.17	N.S.
2 (B.Ed.)	Primary Secondary	19 62	5 7	4 -	X X	X X	28 69	97	D.F. = 2, p .003	$\chi^2 = 11.97$
2 (PGCE)	Primary Secondary	30 59	3	-	X X	X	33 59	92	D.F. = 2, p .01	$\chi^2 = 10.17$
3		130	16	3	10	5	164	4	0.44	N.S.
4 (B.Ed.)	Primary Secondary	26 45	2 24	3 2	X X	X X	31 71	102	D.F. = 2, p .01	$\chi^2 = 9.71$
4 (PGCE)		32	35	15	X	X	82	2	1.28	N.S.
5(1)	Primary Secondary	50 65	11 47	X X	X X	X X	61 112	173	D.F. = 1, p .01	$\chi^2 = 9.10$
5(2)	Primary Secondary	61 75	- 29	X X	X X	X X	61 104	165	D.F. = 1, p .001	$\chi^2 = 18.76$
5(3)		6	134	X	X	X	140	1	0.00	N.S.
5(4)	Primary Secondary	15 61	36 47	X X	X X	X X	51 108	159	D.F. = 1, p .001	$\chi^2 = 9.12$
5(5)		145	23	X	X	X	168	1	2.83	N.S.
6		97	1	27	19	-	144	3	5.14	N.S.
7	Primary Secondary	55 77	5 33	1 2	X X	X X	61 112	173	D.F. = 2, p .01	$\chi^2 = 10.51$.S.
8	Primary Secondary	22 96	37 10	X X	X X	X X	59 106	165	D.F. = 1, p .001	$\chi^2 = 50.23$
Open Q.										
10		9 1	8 21	15 39	25 49	2 2	59 112	171	D.F. = 4, p .003	$\chi^2 = 15.77$.S.
11		2 8	39 77	7 22	13 5	- -	61 112	173	D.F. = 3, p .004	$\chi^2 = 13.50$.S.

Table 1 (Continued)

Question No.	Type of School	Frequency					Total	Results of Chi-Square ($2x$)		
		1	2	3	4	5		D.F.	$2x$	Significance
12		6	45	27	76	19	173	4	1.52	N.S.
13		54	31	86	X	X	171	2	5.67	N.S.
14(a)		22	45	2	X	X	169	2	4.17	N.S.
14(b)		95	72	2	X	X	169	2	3.80	N.S.
14(c)		67	96	X	X	X	163	1	1.60	N.S.
14(d)		17	152	-	X	X	169	1	0.67	N.S.
Open Q.										
16			72	80	X	X	152	1	1.00	N.S.
17(a) B.Ed.		42	54	1	X	X	97	2	4.58	N.S.
17(a) PGCE	Primary Secondary	16 29	16 12	- 13	X X	X X	32 54 86	D.F. = 2, $2x$ = 12.51 p .001		
17(b)		9	68	X	X	X	77	1	0.01	N.S.
18(a)	Primary Secondary	60 66	1 25	- 21	X X	X X	61 112 173	D.F. = 2, $2x$ = 31.12 p .001 .S.		
18(b)		12	28	X	X	X	40	1	0.00	N.S.
19	Primary Secondary	29 27	17 49	15 51	X X	X X	61 112 173	D.F. = 2, $2x$ = 10.07 p .01 .S.		
Open Q.										
21(1)	Primary Secondary	16 48	18 9	13 27	8 24	5 2	60 110 170	D.F. = 4, $2x$ = 20.23 p .001 .S.		
21(2)		81	36	36	18	2	173	4	3.02	N.S.
21(3)	Primary Secondary	8 25	20 18	18 43	8 16	- 8	54 110 164	D.F. = 4, $2x$ = 12.06 p .01 .S.		
21(4)	Primary Secondary	9 11	22 18	15 46	14 29	- 6	60 110 170	D.F. = 4, $2x$ = 14.10 p .01 .S.		
22	Primary Secondary	54	3	4	X	X	61 93 154	D.F. = 2, $2x$ = 11.36 p .003 .S.		
23(a)	Primary Secondary	10 11	7 27	17 79	15 34	10 21	59 111 170	D.F. = 4, $2x$ = 24.54 p .001 .S.		

Table 1 (Continued)

Question No.	Type of School	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
23(b)	Primary Secondary	24 17	27 59	6 32	4 4	- -	61 112	173	D.F. = 3, χ^2 = 17.37 p .001 .S.	
23(c)		49	68	26	12	2	169	4	8.91 N.S.	
23(d)		16	43	60	42	7	168	4	8.65 N.S.	
23(e)	Primary Secondary	28 21	18 35	9 40	6 7	- 6	61 109	170	D.F. = 4, χ^2 = 20.20 p .001 .S.	
24(1)	Primary Secondary	12 36	14 41	28 31	4 2	- -	58 110	168	D.F. = 3, χ^2 = 11.04 p .01 .S.	
24(2)	Primary Secondary	6 18	26 41	22 51	4 -	- -	58 110	168	D.F. = 3, χ^2 = 9.71 p .02 .S.	
24(3)	Primary Secondary	2 26	10 40	45 44	4 -	- 2	61 112	173	D.F. = 4, χ^2 = 32.36 p .001 .S.	
24(4)		90	56	22	2	3	173	4	3.20 N.S.	

PART TWO

1(B.Ed)	Primary Secondary	- -	8 4	13 39	7 16	1 13	29 72	101	D.F. = 3, χ^2 = 12.01 p .01 .S.
1(PGCE)	Primary Secondary	- 6	16 -	10 4	6 25	- 11	32 46	78	D.F. = 4, χ^2 = 46.19 p .001 .S.
2	Primary Secondary	12 20	6 12	32 75	7 46	- 14	57 110	167	D.F. = 4, χ^2 = 24.30 p .001
3	Primary Secondary	14 18	15 13	25 50	7 25	- 6	61 112	173	D.F. = 4, χ^2 = 11.02 p .03 .S.
4	Primary Secondary	18 12	31 28	9 44	3 20	- 6	61 110	171	D.F. = 4, χ^2 = 31.58 p .001 .S.-
5		110	6	55	-	-	171	2	5.57 N.S.
6	Primary Secondary	18 -	21 27	19 58	3 25	- 2	61 112	173	D.F. = 4, χ^2 = 46.82 p .001 .S.
7	Primary Secondary	17 23	30 40	8 37	2 4	- -	57 104	161	D.F. = 3, χ^2 = 8.71 p .03 .S.

Table 1 (Continued)

Question No.	Type of School	Frequency					Total		Results of Chi-Square (χ^2)		
		1	2	3	4	5			D.F.	χ^2	Significance
8	Primary Secondary	4 -	42 72	10 28	5 12	- -	61 112	173	D.F. = 3, p .03	χ^2 = 9.06 .S.	
9	Primary Secondary	10 2	48 69	3 33	- 8	- -	61 112	173	D.F. = 3, p .001	χ^2 = 29.64 .S.	
10		34	88	28	10	-	173		3	7.47	N.S.
11	Primary Secondary	17 8	20 71	9 23	15 10	- -	61 112	173	D.F. = 3, p .001	χ^2 = 26.19 .S.	
12	Primary Secondary	1 2	4 42	6 24	40 44	10 -	61 112	173	D.F. = 4, p .001	χ^2 = 41.27 .S.	
13	Primary Secondary	2 13	34 78	9 20	10 -	6 -	61 111	172	D.F. = 4, p .001	χ^2 = 33.85 .S.	
14	Primary Secondary	8 8	35 91	14 58	4 16	- -	61 112	173	D.F. = 3, p .001	χ^2 = 18.98 .S.	
15	Primary Secondary	4	41	8	8	-	61 112	173	D.F. = 3, p .01	χ^2 = 11.64 .S.	
16	Primary Secondary	10 2	22 36	20 50	9 24	- -	61 112	173	D.F. = 3, p .002	χ^2 = 14.62 .S.	

TABLE 2

Cross-tabulation of Questions by Sex of English Student-TeachersPART ONE

Question No.	Sex	Frequency					Total		Results of Chi-Square (χ^2)		
		1	2	3	4	5			D.F.	χ^2	Significance
1(B.Ed)	Male	16	9	8	X	X	33	98	D.F. = 2, χ^2 = 8.87	p .01	.S.
	Female	45	4	16	X	X	65				
1(PGCE)		60	16	6	X	X	82		2	1.52	N.S.
2(B.Ed)	Male	23	6	4	X	X	33	96	D.F. = 2, χ^2 = 10.06	p .01	.S.
	Female	57	6	-	X	X	63				
2(PGCE)		70	6	14	-	-	90		2	0.01	N.S.
3	Male	39	10	-	4	3	56	162	D.F. = 4, χ^2 = 9.62	p .05	.S.
	Female	89	6	3	6	2	106				
4(B.Ed)	Male	30	4	2	X	X	36	101	D.F. = 2, χ^2 = 6.28	p .04	.S.
	Female	40	22	3	X	X	65				
4(PGCE)		31	35	14	X	X	80		2	1.39	N.S.
5(1)	Male	54	5	X	X	X	59	171	D.F. = 1, χ^2 = 23.37	p .001	.S.
	Female	60	52	X	X	X	112				
5(2)	Male	54	3	X	X	X	57	163	D.F. = 1, χ^2 = 6.89	p .01	.S.
	Female	82	24	X	X	X	106				
5(3)		6	132	X	X	X	138		1	2.62	N.S.
5(4)		75	82	X	X	X	157		1	0.10	N.S.
5(5)		144	22	X	X	X	166		1	3.60	N.S.
6		95	1	27	19	-	142		3	6.95	N.S.
7	Male	53	4	3	X	X	59	171	D.F. = 2, χ^2 = 17.10	p .001	.S.
	Female	130	38	3	X	X	112				
8	Male	30	27	X	X	X	57	163	D.F. = 1, χ^2 = 13.32	p .001	.S.
	Female	86	20	X	X	X	106				
Open Q.											
10	Male	6	9	12	28	4	59	169	D.F. = 4, χ^2 = 14.31	p .01	.S.
	Female	4	20	29	53	73	110				

Table 2 (Continued)

Question No.	Sex	Frequency					Total		D.F.	χ^2	Significance
		1	2	3	4	5					
11	Male	2	40	5	12	-	59	171	D.F. = 3,	$\chi^2 = 12.67$	p .01 .S.
	Female	7	75	24	6	-	112				
12	Male	2	14	7	23	13	59	171	D.F. = 4,	$\chi^2 = 11.18$	p .02 .S.
	Female	4	30	20	52	6	112				
13	Male	15	18	26	X	X	59	169	D.F. = 2,	$\chi^2 = 9.10$	p .01 .S.
	Female	39	13	58	X	X	110				
14(a)		120	45	2	X	X	167		2	3.99	N.S.
14(b)		95	70	2	X	X	167		2	3.78	N.S.
14(c)		67	94	-	X	X	161		1	1.27	N.S.
14(d)		17	150	-	X	X	167		1	0.65	N.S.
Open Q.											
16		-	71	79	X	X	15		1	0.63	N.S.
17(a) B.Ed		41	54	1	X	X	96		2	2.20	N.S.
17(a) PGCE		45	27	12	X	X	84		2	3.16	N.S.
17(b)		9	67	X	X	X	76		1	1.40	N.S.
18(a)	Male	50	6	3	X	X	59	171	D.F. = 2,	$\chi^2 = 7.16$	p .03 .S.
	Female	74	20	18	X	X	112				
18(b)		12	20	X	X	X	40		1	0.16	N.S.
19	Male	30	17	12	X	X	59	171	D.F. = 2,	$\chi^2 = 13.42$	p .001 .S.
	Female	56	66	49	X	X	112				
Open Q.											
21	Male	10	22	22	5	-	59	168	D.F. = 4,	$\chi^2 = 22.07$	p .001 .S.
	Female	10	18	38	38	5	109				
22		130	19	4	X	X	153		2	2.85	N.S.
23(a)	Male	10	13	14	11	9	57	168	D.F. = 4,	$\chi^2 = 28.58$	p .001 .S.
	Female	1	13	63	23	11	111				
23(b)	Male	20	30	9	-	-	59	171	D.F. = 3,	$\chi^2 = 9.63$	p .02 .S.
	Female	21	55	28	8	-	112				

Table 2 (Continued)

Question No.	Sex	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
23(c)	Male	20	36	3	-	-	59	167	D.F. = 4, χ^2 = 29.70 p .001 .S.	
	Female	28	32	35	12	1	108			
23(d)	Male	10	15	15	14	-	54	166	D.F. = 4, χ^2 = 11.72 p .02 .S.	
	Female	6	27	45	27	7	112			
23(e)	Male	32	17	7	3	-	59	168	D.F. = 4, χ^2 = 32.23 p .001 .S.	
	Female	17	36	41	10	5	109			
24(1)	Male	10	15	34	-	-	59	166	D.F. = 3, χ^2 = 22.75 p .001 .S.	
	Female	38	39	24	6	-	107			
24(2)		24	66	72	4	-	166	3	4.65	N.S.
24(3)	Male	6	10	41	2	-	59	171	D.F. = 4, χ^2 = 13.41 p .01 .S.	
	Female	32	40	47	2	1	112			
24(4)	Male	25	28	4	2	-	59	171	D.F. = 4, χ^2 = 16.14 p .003 .S.	
	Female	64	27	18	-	3	112			

PART TWO

1 (B.Ed)	Male	-	9	17	8	-	34	100	D.F. = 3, χ^2 = 16.30 p .001 .S.	
	Female	-	3	35	14	14	66			
1 (PGCE)	Male	-	12	10	5	-	27	77	D.F. = 4, χ^2 = 32.86 p .001 .S.	
	Female	6	4	4	26	10	50			
2		20	11	74	46	14	165	4	9.20	N.S.
3		32	38	74	31	6	171	4	6.41	N.S.
4	Male	16	35	7	1	-	59	169	D.F. = 4, χ^2 = 44.12 p .001	
	Female	14	23	46	22	5	110			
5	Male	46	4	9	X	X	59	169	D.F. = 2, χ^2 = 13.12 p .001 .S.	
	Female	63	2	45	X	X	110			
6	Male	14	24	18	3	-	59	171	D.F. = 4, χ^2 = 31.54 p .001 .S.	
	Female	4	24	58	24	2	112			
7		40	69	45	5	-	159	3	7.60	N.S.
8	Male	4	36	13	6	-	59	171	D.F. = 3, χ^2 = 7.95 p .05 .S.	
	Female	-	77	24	11	-	112			
9	Male	12	45	2	-	-	59	171	D.F. = 3, χ^2 = 40.77 p .001 .S.	
	Female	-	71	33	8	-	112			
10	Male	18	28	4	9	-	59	171	D.F. = 3, χ^2 = 14.49 p .002 .S.	
	Female	16	58	29	9	-	112			
11		25	84	32	25	-	171	3	5.36	N.S.

Table 2 (Continued)

Question No.	Sex	Frequency					Total		Results of Chi-Square (χ^2)		
		1	2	3	4	5			D.F.	χ^2	Significance
12	Male	-	4	5	44	6	59	171	D.F. = 4, χ^2 = 33.33 p .001 .S.		
	Female	3	42	23	40	4	112				
13	Male	2	32	11	8	6	59	170	D.F. = 4, χ^2 = 25.03 p .001 .S.		
	Female	13	78	18	2	-	111				
14	Male	8	36	13	2	-	59	171	D.F. = 3, χ^2 = 25.76 p .001		
	Female	-	53	45	14	-	112				
15	Male	4	40	7	8	-	59	171	D.F. = 3, χ^2 = 12.02 p .01 .S.		
	Female	4	57	41	10	-	112				
16	Male	8	27	12	12	-	59	171	D.F. = 3, χ^2 = 18.66 p .001 .S.		
	Female	4	30	57	21	-	112				

TABLE 3

Cross-tabulation of Questions by the Types of Schools the English Student-Teachers were preparing to Teach

Question No.	Types of School	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		D.F.	χ^2	Significance
1 (B.Ed)		62	13	24	X	X	99	2	0.61	N.S.
1 (PGCE)		61	16	7	X	X	84	2	2.61	N.S.
2 (B.Ed)	Primary Secondary	48 33	4 8	- 4	X X	X X	52 45	97	D.F. = 2, p .02	$\chi^2 = 7.65$.S.
2 (PGCE)		71	6	15	X	X	92	2	3.01	N.S.
3	Primary Secondary	92 38	10 6	- 3	6 4	- 5	18 56	164	D.F. = 4, p .001	$\chi^2 = 17.06$.S.
4 (B.Ed)	Primary Secondary	35 36	20 6	- 5	X X	X X	55 47	102	D.F. = 2, p .01	$\chi^2 = 12.00$
4 (PGCE)		32	35	15	X	X	82	2	0.14	N.S.
5(1)		15	58	X	X	X	173	1	0.99	N.S.
5(2)	Primary Secondary	75 61	29 -	- -	X X	X X	104 61	165	D.F. = 1, p .001	$\chi^2 = 18.76$
5(3)		6	134	X	X	X	140	1	0.24	N.S.
5(4)		76	83	X	X	X	159	1	1.23	N.S.
5(5)		145	32	X	X	X	168	1	2.64	N.S.
6	Primary Secondary	68 29	- 1	16 11	7 12	- -	91 53	144	D.F. = 3, p .02	$\chi^2 = 9.56$
7	Primary Secondary	78 54	34 4	- 3	X X	X X	112 61	173	D.F. = 2, p .001	$\chi^2 = 17.54$
8	Primary Secondary	86 32	22 25	X X	X X	X X	108 57	165	D.F. = 1, p .01	$\chi^2 = 8.98$
Open Q.										
10	Primary Secondary	2 8	16 13	42 12	51 23	- 4	111 60	171	D.F. = 4, p .001	$\chi^2 = 21.91$
11	Primary Secondary	8 2	69 47	25 4	10 8	- -	112 61	173	D.F. = 3, p .03	$\chi^2 = 8.94$

Table 3 (Continued)

Question No.	Type of School	Frequency					Total		Results of Chi-Square (χ^2)		
		1	2	3	4	5			D.F.	χ^2	Significance
12	Primary Secondary	4 2	35 10	20 7	51 25	2 17	112 61	173	D.F. = 4, χ^2 = 29.04 p .001		
13	Primary Secondary	38 16	13 18	59 27	- -	- -	110 61	171	D.F. = 2, χ^2 = 8.32 p .02		
14(a)	Primary Secondary	86	21	1	-	-	108 61	169	D.F. = 2, χ^2 = 8.26 p .02		
14(b)		95	72	2	X	X	169		2	0.54	N.S.
14(c)		69	96	X	X	X	163		1	0.00	N.S.
14(d)		17	152	X	X	X	169		1	0.59	N.S.
Open Q.											
16	Primary Secondary	58 14	50 30	X X	X X	X X	108 44	152	D.F. = 1, χ^2 = 5.16 p .02		
17(a) B.Ed		42	54	1	X	X	97		2	1.43	N.S.
17(b) PGCE		43	28	13	X	X	86		2	1.80	N.S.
18(a)	Primary Secondary	67 59	24 2	21 -	X X	X X	112 61	173	D.F. = 2, χ^2 = 27.48 p .001		
18(b)	Primary Secondary	10 2	20 8	X X	X X	X X	30 10	40	D.F. = 1, χ^2 = 0.16 N.S.		
19	Primary Secondary	30 26	42 24	40 11	X X	X X	112 61	173	D.F. = 2, χ^2 = 7.28 p .03		
Open Q.											
21(1)	Primary Secondary	45 19	7 20	33 7	23 9	2 5	110 60	170	D.F. = 4, χ^2 = 28.93 p .001		
21(2)	Primary Secondary	47 34	23 13	23 13	17 1	2 -	112 61	173	D.F. = 4, χ^2 = 9.67 p .05		

Table 3 (Continued)

Question No.	Type of School	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		D.F.	χ^2	Significance
21(3)		33	38	61	24	8	164	4	7.08	N.S.
21(4)	Primary Secondary	9 11	20 20	43 18	33 10	6 -	111 59	170	D.F. = 4, χ^2 = 14.17 p .01	
22		130	20	4	X	X	154	2	3.47	N.S.
23(a)	Primary Secondary	2 9	20 7	57 20	19 15	13 8	111 59	170	D.F. = 4, χ^2 = 15.72 p .01	
23(b)	Primary Secondary	15 26	64 22	26 12	7 1	X X	112 61	173	D.F. = 3, χ^2 = 19.81 p .001	
23(c)		49	68	38	12	2	169	4	8.49	N.S.
23(d)		16	43	60	42	7	168	4	2.50	N.S.
23(e)	Primary Secondary	23 26	37 16	34 15	9 4	6 -	109 61	170	D.F. = 4, χ^2 = 11.13 p .03	
24(1)	Primary Secondary	41 7	42 13	24 35	14 2	X X	111 57	168	D.F. = 3, χ^2 = 27.58 p .001	
24(2)		24	67	73	4	-	111 57	168	3	3.98 N.S.
24(3)	Primary Secondary	24 4	41 9	44 45	1 3	2 -	112 61	173	D.F. = 4, χ^2 = 24.91 p .001	
24(4)	Primary Secondary	58 32	33 23	19 3	2 -	- 3	112 61	173	D.F. = 4, χ^2 = 11.94 p .02	

PART TWO

1 (B.Ed)	Primary Secondary	- -	- 12	32 20	12 11	11 3	55 46	101	D.F. = 3, χ^2 = 18.73 p .001	
1 (PGCE)	Primary Secondary	6 -	8 8	10 4	28 3	11 -	63 15	78	D.F. = 4, χ^2 = 16.41 p .003	
2		20	12	75	46	14	167	4	7.50	N.S.

Table 3 (Continued)

Question No	Type of School	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
3		32	28	75	32	6	173	4	3.75	N.S.
4	Primary Secondary	20 10	26 33	44 9	14 9	6 -	110 61	171	D.F. = 4, χ^2 = 22.14 p .001	
5	Primary Secondary	65 45	2 4	43 12	X X	X X	110 61	171	D.F. = 2, χ^2 = 8.43 p .01	
6		18	48	77	28	2	173		D.F. = 4, χ^2 = 9.22	N.S.
7		40	70	45	6	-	161		D.F. = 3, χ^2 = 6.43	N.S.
8		4	114	38	17	-	173		D.F. = 3, χ^2 = 2.10	N.S.
9	Primary Secondary	4 8	73 44	27 9	8 -	- -	112 61	173	D.F. = 3, χ^2 = 11.48 p .01	
10	Primary Secondary	20 14	54 34	29 4	9 9	- -	112 61	173	D.F. = 3, χ^2 = 10.41 p .02	
11	Primary Secondary	8 17	61 30	28 4	15 10	- -	112 61	173	D.F. = 3, χ^2 = 19.46 p .001	
12	Primary Secondary	- 3	42 4	21 9	45 39	4 6	112 61	173	D.F. = 4, χ^2 = 27.36 p .001	
13	Primary Secondary	8 7	80 32	19 10	3 7	2 4	112 60	172	D.F. = 4, χ^2 = 10.98 p .03	
14	Primary Secondary	2 6	55 36	47 11	8 8	- -	112 61	173	D.F. = 3, χ^2 = 14.54 p .01	
15	Primary Secondary	6 2	68 29	34 16	4 14	- -	112 61	173	D.F. = 3, χ^2 = 16.08 p .001	
16		12	58	70	33	-	173	3	6.01	N.S.

APPENDIX 4C

TABLE 1

Cross-tabulation of Questions by Sex of English School Teachers

PART ONE

Question No.	Sex Type	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		Degree of Freedom = d.f.	χ^2	Significance
B.Ed.	1a	69	38	105	X	X	212	2	1.36	N.S.
PGCE	1b	66	41	55	X	X	162	2	0.50	N.S.
B.Ed.	2a	70	30	116	X	X	216	2	1.76	N.S.
PGCE	2b	78	22	57	X	X	157	4	3.05	N.S.
	3	72	31	2	21	97	223	2	8.64	N.S.
B.Ed.	4a	49	54	110	X	X	213	2	3.13	N.S.
PGCE	4b	60	41	79	X	X	180	2	1.48	N.S.
	5	17	54	27	23	2	123	$\chi^2 = 16.02, d.f. = 4$ p .003 .S.		
		32	86	14	16	6	154			
	6	15	204	26	30	4	279	4	1.77	N.S.
	7	83	153	16	28	-	280	3	4.79	N.S.
	Open Q.									
	9	105	150	17	12	-	284	3	3.12	N.S.
	10	6	95	46	110	24	281	4	2.33	N.S.
	11	20	219	26	8	-	273	3	4.16	N.S.
	12	36	210	25	11	2	284	4	3.75	N.S.
	13	32	195	38	18	3	286	4	3.27	N.S.
	14	2	37	33	44	7	123	$\chi^2 = 11.04, d.f. = 4$ p .03 .S.		
		2	48	25	60	26	161			
	15	118	148	-	X	X	266	1	0.26	N.S.
	16	11	20	243	-	-	274	3	4.42	N.S.

PART TWO

	1	6	62	164	34	-	266	3	2.62	N.S.
	2	39	51	15	-	2	107	$\chi^2 = 11.89, d.f. = 4$ p .02		
		35	85	31	4	-	155			
	3	49	64	12	-	-	125	$\chi^2 = 10.45, d.f. = 3$ p .01		
		47	100	6	4	-	157			
	4	87	131	2	58	8	286	4	4.04	N.S.

Table 1 (Continued)

Question No.	Sex Type	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
5	Male	25	69	8	23	-	125	286	$\chi^2 = 11.67$, d.f. = 4 p .02 .S.	
	Female	52	87	6	14	2	161			
6	Male	-	11	4	46	64	125	286	$\chi^2 = 9.53$, d.f. = 4 p .05 .S.	
	Female	5	4	4	64	84	161			
7		49	201	18	15	2	285	4	5.97 N.S.	
8	Male	34	73	12	4	2	125	282	$\chi^2 = 10.49$, d.f. = 4 p .03 .S.	
	Female	57	90	4	6	-	157			
9		4	169	12	62	2	285	4	4.24 N.S.	
10	Male	31	58	2	29	5	125	286	$\chi^2 = 14.50$, d.f. = 4 p .006 .S.	
	Female	34	99	6	22	-	161			
11		38	151	38	50	7	284	4	8.26 N.S.	
12	Male	26	72	14	11	-	123	282	$\chi^2 = 13.97$, d.f. = 4 p .007 .S.	
	Female	24	113	4	15	3	159			
13		5	57	124	71	19	276	4	6.36 N.S.	
14	Male	7	88	24	4	2	125	276	$\chi^2 = 2.45$, d.f. = 4 p .01 .S.	
	Female	20	81	42	8	-	151			
15		23	84	80	81	16	284	4	5.38 N.S.	

Table 2 (Continued)

Question No.	Range of Age	Frequency					Total	d.f.	χ^2	Significance
		1	2	3	4	5				
9	Less than 30 yrs	7	6	2	-	-	15	284	$\chi^2 = 22.44$ d.f. = 9 p .008	S
	30 - 39 yrs	36	64	4	2	-	106			
	40 - 49 yrs	48	56	4	4	-	112			
	50 and over	14	24	7	6	-	51			
10	Less than 30 yrs	-	8	4	4	-	284	$\chi^2 = 23.03$ d.f. = 12 p .03	S	
	30 - 39 yrs	6	25	16	45	10				
	40 - 49 yrs	-	40	22	40	10				
	50 and over	-	22	4	21	4				
11	Less than 30 yrs	2	6	6	-	-	14	273	$\chi^2 = 40.47$ d.f. = 9 p .001	S
	30 - 39 yrs	12	71	14	3	-	100			
	40 - 49 yrs	2	101	4	2	-	109			
	50 and over	4	41	2	3	-	50			
12	Less than 30 yrs	4	6	4	-	2	16	284	$\chi^2 = 44.99$ d.f. = 12 p .001	S
	30 - 39 yrs	14	73	11	6	-	104			
	40 - 49 yrs	12	90	8	2	-	112			
	50 and over	6	41	2	3	-	52			
13	Less than 30 yrs	2	7	2	3	2	16	286	$\chi^2 = 38.21$ d.f. = 12 p .001	S
	30 - 39 yrs	12	67	20	7	-	106			
	40 - 49 yrs	10	88	8	6	-	112			
	50 and over	8	33	8	2	1	52			
14		4	85	58	104	33	284	12	17.34	N.S.
15		-	118	48	-	-	266	3	7.17	N.S.
16		11	20	24	1	-	274	9	6.25	N.S.

PART TWO

1	Less than 30 yrs	-	3	11	-	-	14	266	$\chi^2 = 20.92$ d.f. = 9 p .01	
	30 - 39 yrs	3	17	68	18	-	106			
	40 - 49 yrs	3	21	64	12	-	100			
	50 and over	-	21	21	4	-	46			
2		74	136	46	4	2	262	12	16.27	N.S.

Table 2 (Continued)

Question No.	Range of Age	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
3	Less than 30 yrs	7	5	2	2	-	16	282	$\chi^2 = 24.8$ d.f. = 9 p .003	.S.
	30 - 39 yrs	29	67	8	-	-	104			
	40 - 49 yrs	44	60	4	2	-	110			
	50 and over	16	32	4	-	-	52			
4	Less than 30 yrs	5	10	-	1	-	16	286	$\chi^2 = 28.95$ d.f. = 12 p .004	.S.
	30 - 39 yrs	31	41	2	28	4	106			
	40 - 49 yrs	38	43	-	27	4	112			
	50 and over	13	37	-	2	-	52			
5	Less than 30 yrs	4	12	-	-	-	16	286	$\chi^2 = 24.78$ d.f. = 12 p .02	.S.
	30 - 39 yrs	15	64	6	19	2	106			
	40 - 49 yrs	41	53	4	14	-	112			
	50 and over	17	27	4	4	-	52			
6	ditto	-	-	2	6	8	16	286	$\chi^2 = 25.55$ d.f. = 12 p .01	.S.
		-	9	2	34	61	106			
		2	4	4	42	60	112			
		3	2	-	28	19	52			
7		49	201	18	15	2	285	12	18.26	N.S.
8	ditto	4	10	2	-	-	16	282	$\chi^2 = 23.58$ d.f. = 12	
		28	70	-	4	-	102			
		43	51	12	4	2	112			
		16	32	2	2	-	52			
9	ditto	5	10	-	1	-	16	285	$\chi^2 = 23.20$ d.f. = 12 p .03	.S.
		14	66	8	18	-	106			
		13	58	4	35	2	112			
		8	35	-	8	-	51			
10		65	36	2	4	-	286	12	20.65	N.S.
11	Less than 30 yrs	2	11	2	-	1	16	284	$\chi^2 = 55.87$ d.f. = 12 p .001	.S.
	30 - 39 yrs	16	62	14	8	6	106			
	40 - 49 yrs	16	42	14	40	-	112			
	50 and over	4	36	8	2	-	50			
12	ditto	4	9	2	-	1	16	282	$\chi^2 = 33.51$ d.f. = 12 p .001	.S.
		18	75	7	2	2	104			
		18	65	5	22	-	110			
		10	36	4	2	-	52			
13	ditto	-	3	6	2	5	16	276	$\chi^2 = 32.56$ d.f. = 12 p .001	.S.
		4	28	46	20	2	100			
		1	16	54	31	8	110			
		-	10	18	18	4	50			
14		27	169	66	12	2	276	12	20.41	N.S.
15	ditto	-	5	4	5	2	16	284	$\chi^2 = 24.71$ d.f. = 12 p .02	.S.
		12	41	26	19	8	106			
		7	29	30	42	2	110			
		4	9	20	15	4	52			

Table 3

Cross-tabulation of Questions by Type of School where English School-Teachers are Teaching

PART ONE

Question No.	Type of School	Frequency					Total	Degree of Freedom = d.f.	χ^2	Significance
		1	2	3	4	5				
1a	Primary	20	25	60	X	X	105	212	$\chi^2 = 18.10$, d.f. = 2	.S.
	Secondary	49	13	45	X	X	107			
1b	Primary	9	20	22	X	X	51	162	$\chi^2 = 17.28$, d.f. = 2	.S.
	Secondary	57	21	33	X	X	111			
2a	Primary	25	19	61	X	X	105	216	$\chi^2 = 7.10$, d.f. = 2	.S.
	Secondary	45	11	55	X	X	111			
2b	Primary	18	11	22	X	X	51	157	$\chi^2 = 7.10$, d.f. = 2	.S.
	Secondary	60	11	35	X	X	106			
3	Primary	27	22	-	12	52	113	223	$\chi^2 = 12.85$, d.f. = 4	.S.
	Secondary	45	9	2	9	45	110			
4a		49	54	110	X	X	213	2	1.87	N.S.
4b		60	41	79	X	X	180	2	1.49	N.S.
5		49	140	41	39	8	277	4	3.34	N.S.
6		15	204	26	30	4	279	4	8.55	N.S.
7		83	153	16	28	-	280	3	4.84	N.S.
Open Q.										
9		105	150	17	12	-	284	3	5.99	N.S.
10		6	95	46	110	24	281	4	5.48	N.S.
11	Primary	8	98	19	4	-	129	273	$\chi^2 = 7.95$, d.f. = 3	.S.
	Secondary	12	121	7	4	-	144			
12		36	210	25	11	2	284	4	4.18	N.S.
13	Primary	8	89	29	12	2	140	286	$\chi^2 = 22.23$, d.f. = 4	.S.
	Secondary	24	106	9	6	1	146			
14	Primary	-	42	19	57	22	140	284	$\chi^2 = 15.48$, d.f. = 4	.S.
	Secondary	4	95	58	104	33	144			
15		-	118	148			266	1	0.0017	N.S.
16		11	20	242	1	-	274	3	2.25	N.S.

Table 3 (Continued)

PART TWO

Question No.	Type of School	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
1		6	62	164	34	-	266	3	6.15	N.S.
2		74	136	46	4	2	262	4	6.89	N.S.
3		96	164	18	4	-	282	3	4.69	N.S.
4	Primary Secondary	37 50	68 63	- 2	27 31	8 -	140 146 286	$\chi^2 = 12.29, d.f. = 4$ p .02 .S.		
5		77	156	14	37	2	286	4	4.66	N.S.
6		5	15	8	110	148	286	4	7.96	N.S.
7		99	201	18	15	2	285	4	4.43	N.S.
8		91	163	16	10	2	282	4	6.85	N.S.
9		40	169	12	62	2	285	4	2.46	N.S.
10		65	157	8	51	5	286	4	8.16	N.S.
11		38	151	38	50	7	284	4	5.58	N.S.
12		50	185	18	26	3	282	4	4.27	N.S.
13		5	57	124	71	19	276	4	5.81	N.S.
14		27	169	66	12	2	276	4	3.35	N.S.
15	Primary Secondary	13 10	36 48	48 32	41 40	2 14	140 144 284	$\chi^2 = 14.26, d.f. = 4$ p .007 .S.		

Table 4

Cross-tabulation of Questions by Length of Teaching Experience of English School-Teachers

PART ONE

Question No.	Range of Teaching Experience	Frequency					Total	Total	Results of Chi-Square (χ^2)	
		1	2	3	4	5			Degree of Freedom = d.f.	Significance
1a	Under 5 years	7	2	-	X	X	9	212	$\chi^2 = 19.17$ d.f. = 6 p .004	.S.
	5 - 9 years	8	2	2	X	X	12			
	10 - 14 years	16	11	29	X	X	56			
	15 and over	38	23	74	X	X	135			
1b	Under 5 years	2	6	-	X	X	8	162	$\chi^2 = 25.35$ d.f. = 6 p .003	.S.
	5 - 9 years	6	4	-	X	X	10			
	10 - 14 years	15	16	13	X	X	44			
	15 and over	43	15	42	X	X	100			
2a	Under 5 years	7	2	-	X	X	9	216	$\chi^2 = 30.53$ d.f. = 6 p .001	.S.
	5 - 9 years	10	-	2	X	X	12			
	10 - 14 years	18	14	26	X	X	58			
	15 and over	35	14	88	X	X	137			
2b	Under 5 years	6	2	-	X	X	8	157	$\chi^2 = 30.52$ d.f. = 6 p .001	.S.
	5 - 9 years	8	2	-	X	X	10			
	10 - 14 years	19	13	10	X	X	42			
	15 and over	45	22	57	X	X	97			
3	Under 5 years	11	-	-	2	2	15	223	$\chi^2 = 38.68$ d.f. = 12 p .001	.S.
	5 - 9 years	6	-	-	4	4	14			
	10 - 14 years	17	7	-	2	44	70			
	15 and over	38	24	2	13	47	124			
4a	Under 5 years	5	4	-	X	X	9	213	$\chi^2 = 34.19$ d.f. = 6 p .001	.S.
	5 - 9 years	4	4	4	X	X	12			
	10 - 14 years	6	27	27	X	X	60			
	15 and over	34	19	79	X	X	132			
4b	Under 5 years	8	-	-	X	X	8	180	$\chi^2 = 27.55$ d.f. = 6 p .001	.S.
	5 - 9 years	4	6	2	X	X	12			
	10 - 14 years	10	15	23	X	X	48			
	15 and over	38	20	54	X	X	112			
5	Under 5 years	9	8	-	-	-	14	277	$\chi^2 = 26.82$ d.f. = 12 p .003	.S.
	5 - 9 years	2	10	4	2	2	20			
	10 - 14 years	11	47	9	15	2	84			
	15 and over	27	75	28	22	4	156			
6	Under 5 years	2	13	-	-	2	17	279	$\chi^2 = 29.94$ d.f. = 12 p .003	.S.
	5 - 9 years	-	14	-	6	-	20			
	10 - 14 years	5	59	10	9	-	83			
	15 and over	8	118	16	15	2	159			

Table 4 (Continued)

Question No.	Range of Teaching Experience	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
7		83	153	16	28	-	280	9	15.53	N.S.
Open Q.										
9	Under 5 years	9	4	4	-	-	17	284	$\chi^2 = 22.87$ d.f. = 9 p .007	.S.
	5 - 9 years	4	16	-	-	-	20			
	10 - 14 years	31	45	6	2	-	84			
	15 and over	61	85	7	10	-	163			
10	Under 5 years	2	7	2	4	-	15	281	$\chi^2 = 32.15$ d.f. = 12 p .001	.S.
	5 - 9 years	-	6	8	4	2	20			
	10 - 14 years	4	20	15	36	8	83			
	15 and over	-	62	21	66	14	163			
11	Under 5 years	2	5	8	-	-	15	284	$\chi^2 = 58.11$ d.f. = 9 p .001	.S.
	5 - 9 years	2	12	6	-	-	20			
	10 - 14 years	8	61	8	3	-	80			
	15 and over	8	141	4	5	-	158			
12	Under 5 years	4	7	2	2	2	17	284	$\chi^2 = 64.70$ d.f. = 12 p .001	.S.
	5 - 9 years	-	12	6	2	-	20			
	10 - 14 years	12	60	11	-	-	83			
	15 and over	20	131	6	7	-	164			
13	Under 5 years	2	7	4	2	2	17	286	$\chi^2 = 31.96$ d.f. = 12 p .001	.S.
	5 - 9 years	2	12	4	2	-	20			
	10 - 14 years	8	55	16	6	-	85			
	15 and over	20	121	14	8	1	164			
14		4	85	58	104	33	284	12	14.88	N.S.
15		-	118	148	X	X	266	3	4.44	N.S.
16	Under 5 years	2	-	15	-	-	17	274	$\chi^2 = 19.61$ d.f. = 9 p .02	.S.
	5 - 9 years	-	2	14	-	-	16			
	10 - 14 years	6	-	77	-	-	83			
	15 and over	3	18	136	1	-	158			

Table 4 (Continued)

Question No.	Range of Teaching Experience	Frequency					D.F.	2_x	Significance	
		1	2	3	4	5				
1		6	26	164	34	-	266	9	14.66	N.S.
2	Under 5 years	4	11	-	-	-	15	$2_x = 40.97$ d.f. = 12 p .001	.S.	
	5 - 9 years	-	14	4	-	2	20			
	10 - 14 years	21	43	16	-	-	80			
	15 and over	49	69	26	4	-	147 262			
3	Under 5 years	11	6	-	-	-	17	$2_x = 33.53$ d.f. = 9 p .001	.S.	
	5 - 9 years	-	18	2	-	-	20			
	10 - 14 years	19	54	10	-	-	83			
	15 and over	66	86	6	4	-	162 282			
4		87	131	2	58	8	286	12	6.52	N.S.
5		77	156	14	37	2	286	12	10.42	N.S.
6		5	15	8	10	48	286	12	18.09	N.S.
7	Under 5 years	7	8	-	2	-	17	$2_x = 52.93$ d.f. = 12 p .001	.S.	
	5 - 9 years	2	14	2	-	2	20			
	10 - 14 years	13	53	10	9	-	85			
	15 and over	27	126	6	4	-	163 285			
8		91	163	16	10	2	282	12	19.06	N.S.
9	Under 5 years	5	12	-	-	-	17	$2_x = 24.86$ d.f. = 12 p .02	.S.	
	5 - 9 years	-	16	2	2	-	20			
	10 - 14 years	10	50	6	17	2	85			
	15 and over	25	91	4	43	-	163 285			
10		65	157	8	51	5	286	12	20.14	N.S.
11	Under 5 years	2	15	-	-	-	17	$2_x = 27.53$ d.f. = 12 p .007	.S.	
	5 - 9 years	2	8	6	2	2	20			
	10 - 14 years	12	46	14	10	3	84			
	15 and over	22	82	18	38	2	162 284			
12	Under 5 years	6	11	-	-	-	17	$2_x = 44.50$ d.f. = 12 p .001	.S.	
	5 - 9 years	-	14	4	2	-	20			
	10 - 14 years	10	61	9	-	3	83			
	15 and over	34	99	5	24	-	162 282			

Table 4 (Continued)

Question No.	Range of Teaching Experience	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
13	Under 5 years	-	2	4	6	5	17	20	= 41.97	.S.
	5 - 9 years	-	8	12	-	-	20			
	10 - 14 years	4	20	38	19	-	81			
	15 and over	1	27	70	46	14	158			
							276			
14	Under 5 years	2	11	4	-	-	17	20	= 24.49	.S.
	5 - 9 years	2	8	4	4	-	18			
	10 - 14 years	6	46	25	4	2	83			
	15 and over	17	104	33	4	-	158			
							276			
15	Under 5 years	-	4	2	7	4	17	20	= 50.46	.S.
	5 - 9 years	2	4	6	2	6	20			
	10 - 14 years	12	26	22	21	4	85			
	15 and over	9	50	50	51	2	162			
							284			

APPENDIX 5A

TABLE 1

Cross-tabulation of Questions by Age of Iraqi Tutors
(Lecturers)

PART ONE

Question No.	Age Range	Frequency					Total	Results of Chi-square (χ^2)		
		1	2	3	4	5		Degree of Freedom = d.f.	χ^2	Sig-Significance
1		19	30	1	X	X	50	6	6.67	N.S.
2		19	31	-	X	X	50	3	5.18	N.S.
3		10	5	18	4	9	46	12	14.39	N.S.
4	Less than 30 30 - 39 yrs 40 - 49 yrs 50 or over	- 3 6 8	- 7 18 5	1 - 1 1	X X X X	X X X X	1 10 25 14	50	$\chi^2 = 21.59$, d.f. = 6 $p < .001$ S.	
5	Less than 30 30 - 39 yrs 40 - 49 yrs 50 or over	- 1 3 8	- 4 5 X	- - 3 X	1 - 1 X	X X X X	1 8 21 12	50	$\chi^2 = 18.67$, d.f. = 9 $p < .03$ S.	
6		21	28	1	X	X	50	6	6.24	N.S.
Open Q.										
8		16	25	2	6	1	50	12	9.94	N.S.
9		15	23	6	5	1	50	12	9.51	N.S.
10(a)		25	17	7	1	X	50	9	12.21	N.S.
10(b)		28	21	1	-	X	50	6	6.32	N.S.
10(c)		15	20	11	4	X	50	9	13.66	N.S.
10(d)		23	17	9	1	X	50	9	3.65	N.S.
10(e)		26	21	3	-	X	50	6	4.71	N.S.
10(f)		23	20	7	-	X	50	6	3.81	N.S.
10(g)		7	18	11	14	X	50	9	8.30	N.S.
11(a)		16	23	6	3	2	50	12	13.92	N.S.
11(b)		13	27	4	4	2	50	12	15.91	N.S.
11(c)		9	24	8	7	2	50	12	7.52	N.S.
12(a)		32	7	X	X	X	39	3	4.79	N.S.
12(b)		29	8	X	X	X	37	3	3.96	N.S.
12(c)		28	9	X	X	X	37	3	3.94	N.S.

Table 1 (Continued)

Question No.	Age Types	Frequency					Total	Degree of Freedom (D.F.)	Chi-Square χ^2	Significance
		1	2	3	4	5				
12(d)		20	9	X	X	X	29	3	3.47	N.S.
12(e)		27	7	X	X	X	34	3	5.71	N.S.
12(f)	Less than 30 yrs 30 - 39 yrs 40 - 49 yrs 50 or over	-	1	X	X	X	1 4 16 9	30	$\chi^2 = 9.71$, d.f. = 3 p .02 S	
13		23	26	1	X	X	50	6	3.89	N.S.
14		3	13	9	24	1	50	12	10.97	N.S.
15		9	34	7	X	X	50	6	9.97	N.S.
Open Q.										
17(a)		6	30	7	6	1	50	12	6.54	N.S.
17(b)	Less than 30 yrs 30 - 39 yrs 40 - 49 yrs 50 or over	-	-	-	-	1	1 10 25 14	50	$\chi^2 = 31.35$, d.f. = 12 p < .002 S	
17(c)		5	31	8	6	-	50	9	7.90	N.S.
17(d)		7	24	12	6	1	50	12	7.97	N.S.
17(e)		6	24	11	9	-	50	9	5.58	N.S.
17(f)		2	22	11	14	1	50	12	5.25	N.S.
17(g)		6	21	9	11	3	50	12	12.85	N.S.
17(h)		2	22	15	10	1	50	12	5.90	N.S.
17(i)		1	6	8	18	17	50	12	11.20	N.S.
17(j)		3	23	13	11	-	50	12	10.49	N.S.
18(a)		14	32	4	X	X	50	6	6.90	N.S.
18(b)		11	13	X	X	X	24	2	1.11	N.S.
19(a)		18	24	8	X	X	50	6	11.17	N.S.
19(b)		13	5	X	X	X	18	2	2.78	N.S.
20		17	23	10	X	X	50	6	6.75	N.S.
22		27	20	3	X	X	50	6	5.02	N.S.
23(a)		11	31	-	8	-	50	6	2.63	N.S.
23(b)		23	18	-	-	-	50	3	1.00	N.S.
23(c)		5	14	8	18	4	49	12	7.00	N.S.

Table 1 (Continued)

Question No.	Age Types	Frequency					Total	Degree of Freedom (D.F.)	Chi-Square χ^2	Significance
		1	2	3	4	5				
23(d)		7	27	3	8	3	48	12	8.32	N.S.
23(e)		6	16	6	14	7	49	12	14.98	N.S.
24(1)		10	32	-	6	-	48	6	7.83	N.S.
24(2)		30	19	1	-	-	50	6	5.23	N.S.
24(3)		13	33	1	2	-	49	9	2.43	N.S.
24(4)		24	23	-	3	-	50	6	8.53	N.S.
<u>PART TWO</u>										
1		3	10	14	12	11	50	12	11.95	N.S.
2		4	5	14	12	15	50	12	17.22	N.S.
3	Less than 30 yrs 30 - 39 yrs 40 - 49 yrs 50 or over	-	1	-	-	-	1	$\chi^2 = 24.23$, d.f. = 12 $p < .02$ S		
		-	3	3	4	-	10			
		1	1	10	7	6	25			
		3	1	3	7	-	14			
4		8	6	12	18	6	50	12	9.83	N.S.
5		6	9	11	10	13	49	12	14.48	N.S.
6		7	11	13	13	6	50	12	11.99	N.S.
7		34	11	3	1	1	50	12	8.89	N.S.
8		2	4	14	21	9	50	12	9.19	N.S.
9		2	9	17	16	6	50	12	9.17	N.S.
10		26	21	3	-	-	50	6	1.97	N.S.
11		20	6	4	-	-	50	6	5.08	N.S.
12		2	11	17	17	3	50	12	8.12	N.S.
13		11	31	8	-	-	50	6	4.65	N.S.
14		4	4	5	26	11	50	12	15.68	N.S.

TABLE 2

Cross-tabulation of Questions by Sex of Iraqi Tutors (Lecturers) : Part One

Question No.	Sex Types	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		Degree of Freedom = d.f	χ^2	Significance = Sig.
1		19	30	1	X	X	50	2	0.54606	N.S.
2		19	31	-	X	X	50	1	0.01	N.S.
3		10	5	18	4	9	46	4	6.98	N.S.
4		17	30	3	X	X	50	2	3.45	N.S.
5		12	9	3	18	X	42	3	2.34	N.S.
6		21	28	1	X	X	50	2	2.05	N.S.
Open Q.										
8		16	25	2	6	1	50	4	1.34	N.S.
9		15	23	6	5	1	50	4	1.37	N.S.
10(a)		25	17	7	1	X	50	3	3.92	N.S.
10(b)		28	21	1	-	X	50	2	0.40	N.S.
10(c)		15	20	11	4	X	50	3	0.98	N.S.
10(d)		23	17	9	1	X	50	3	3.93	N.S.
10(e)		26	21	3	-	X	50	2	1.91	N.S.
10(f)		23	20	7	-	X	50	2	1.16	N.S.
10(g)		7	18	11	14	X	50	3	1.07	N.S.
11(a)		16	23	6	3	2	50	4	3.76	N.S.
11(b)		13	27	4	4	2	50	4	2.78	N.S.
11(c)		9	24	8	7	2	50	4	8.22	N.S.
12(a)		32	7	X	X	X	39	1	1.48	N.S.
12(b)		29	8	X	X	X	37	1	0.00	N.S.
12(c)		28	9	X	X	X	37	1	0.00	N.S.
12(d)		20	9	X	X	X	29	1	0.65	N.S.
12(e)		27	7	X	X	X	34	1	0.00	N.S.
12(f)		27	3	X	X	X	30	1	0.00	N.S.
13		23	26	1	X	X	50	2	0.53	N.S.
14		3	13	9	24	1	50	4	0.65	N.S.

Table 2 (Continued)

Question No.	Sex Types	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
15		9	34	7	X	X	50	2	0.81	N.S.
Open Q.										
17(a)		6	30	7	6	1	50	4	4.70	N.S.
17(b)		4	28	7	9	2	50	4	5.79	N.S.
17(c)		5	31	8	6	-	50	3	3.11	N.S.
17(d)	Male Female	1 14	20 14	10 14	4 14	1 14	36 14	50	$\chi^2 = 14.33$, d.f. = 3 p .01 S	
17(e)	Male Female	2 4	17 7	8 3	9 -	- -	36 14	50	$\chi^2 = 7.79$, d.f. = 3 p .05 S	
17(f)	Male Female	- 2	13 9	9 2	13 1	1 -	36 14	50	$\chi^2 = 10.90$, d.f. = 4 p .03 S.	
17(g)	Male Female	2 2	14 9	7 2	11 1	2 -	36 14	50	$\chi^2 = 9.22$, d.f. = 4 p .05	
17(h)		2	22	15	10	1	50	4	8.35	N.S.
17(i)		1	6	8	18	17	50	4	3.48	N.S.
17(j)	Male Female	- 3	17 6	10 3	9 2	- -	36 14	50	$\chi^2 = 8.44$, d.f. = 3 p .03 S	
18(a)		14	32	4	X	X	50	2	4.74	N.S.
18(b)		11	13	X	X	X	24	1		N.S.
19(a)		18	24	8	X	X	50	2	2.33	N.S.
20		17	23	10	X	X	50	2	0.26	N.S.
Open Q.										
22		27	20	3	X	X	50	2	1.64	N.S.
23(a)	Male Female	11 14	21 14	- 14	4 14	- 14	36 14	50	$\chi^2 = 6.84$, d.f. = 2 p .03 S	
23(b)		32	18	-	-	-	50	1	0.13	N.S.
23(c)		5	14	8	18	4	49	4	1.10	N.S.
23(d)		7	6	1	3	1	48	4	0.89	N.S.
23(e)		6	16	6	14	7	49	4	1.59	N.S.

Table 2 (Continued)

Question No.	Sex Types	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
24(1)		10	32	-	6	-	48	2	3.95	N.S.
24(2)		30	19	1	-	-	50	2	2.62	N.S.
24(3)		13	33	1	2	-	49	3	4.11	N.S.
24(4)	Male	18	18	-	-	-	36	50	$\chi^2 = 8.27$, d.f. = 2	p .01 S
	Female	6	5	-	3	-	14			
<u>PART TWO</u>										
1	Male	3	7	6	12	8	36	50	$\chi^2 = 11.75$, d.f. = 4	p .02 S
	Female	-	3	8	-	3	14			
2		4	4	14	12	15	50	4	3.30	N.S.
3		4	6	16	18	6	50	4	5.77	N.S.
4		8	6	12	18	6	50		3.08	N.S.
5	Male	1	8	8	7	11	35	50	$\chi^2 = 11.29$, d.f. = 4	p .02 S
	Female	5	1	3	3	2	14			
6		7	11	13	13	6	50	4	1.93	N.S.
7		34	11	3	1	1	50	4	5.27	N.S.
8		2	4	14	21	9	50	4	7.03	N.S.
9		2	9	17	16	6	50	4	4.36	N.S.
10		26	21	3	-	-	50	2	2.42	N.S.
11		20	26	4	-	-	50	2	5.59	N.S.
12		2	11	17	17	3	50	4	3.79	N.S.
13		11	21	8	-	-	50	2	1.19	N.S.
14	Male	1	1	4	21	9	36	50	$\chi^2 = 10.44$, d.f. = 4	p .03 S
	Female	3	3	1	5	2	14			

TABLE 3

Cross-tabulation of Questions by Teaching Experience of Iraqi Tutors (Lecturers)

PART ONE

Question No.	Teaching Experience Types	Frequency					Results of Chi-Square (χ^2)			
		1	2	3	4	5	Total	Degree of Freedom = d.f.	χ^2	Significance = Sig.
1		19	30	1	X	X	50	6	1.66	N.S.
2		19	31	-	X	X	50	3	1.79	N.S.
3		10	5	18	4	6	46	12	16.01	N.S.
4		17	30	3	X	X	50	6	2.88	N.S.
5		12	9	3	18	X	42	9	9.25	N.S.
6		21	28	1	X	X	50	6	6.62	N.S.
Open Q.										
8		16	25	2	6	1	50	12	14.83	N.S.
9		15	23	6	5	1	50	12	8.28	N.S.
10(a)	Less than 5 yrs 5 - 9 yrs 10 - 14 yrs 15 and over	3 7 3 12	3 2 1 11	2 1 4 -	- - - 1	X X X X	8 10 8 24	50	$\chi^2 = 16.64$, d.f. = 9 p .05 .5.	
10(b)		28	21	1	-	X	50	6	5.10	N.S.
10(c)		15	20	11	4	X	50	9	11.19	N.S.
10(d)		23	17	9	1	X	50	9	7.17	N.S.
10(e)		26	21	3	-	X	50	6	2.35	N.S.
10(f)		23	20	7	-	X	50	6	3.81	N.S.
10(g)		7	18	11	14	X	50	9	7.29	N.S.
11(a)		16	23	6	3	2	50	12	15.62	N.S.
11(b)		13	27	4	4	2	50	12	16.36	N.S.
11(c)		9	24	8	7	2	50	12	13.12	N.S.
12(a)		32	7	X	X	X	39	3	1.31	N.S.
12(b)		29	8	X	X	X	37	3	4.41	N.S.
12(c)		28	9	X	X	X	37	3	1.72	N.S.
12(d)		20	9	X	X	X	29	3	2.93	N.S.
12(e)		27	7	X	X	X	34	3	2.43	N.S.
12(f)		27	3	X	X	X	30	3	1.90	N.S.
13		23	26	1	X	X	50	6	4.28	N.S.
14		3	13	9	24	1	50	12	19.41	N.S.

Table 3 (Continued)

Question No.	Teaching Experience Types	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
15	Less than 5 yrs 5 - 9 yrs 10-14 yrs 15 and over	- 1 5 3	6 9 1 18	2 - 2 3	X X X X	X X X X	8 10 8 24	50	$\chi^2 = 18.39$, d.f. = 6 p .01 .S.	
17(a)		6	30	7	6	1	50	12	11.28	N.S.
17(b)		4	28	7	9	2	50	12	19.54	N.S.
17(c)		5	31	8	6	-	50	9	11.18	N.S.
17(d)		7	24	12	6	1	50	12	9.14	N.S.
17(e)		6	24	11	9	-	50	9	15.04	N.S.
17(f)		2	22	11	14	1	50	12	10.84	N.S.
17(g)		6	21	9	11	3	50	12	19.77	N.S.
17(h)		2	22	15	10	1	50	12	14.09	N.S.
17(i)		1	6	8	18	17	50	12	15.13	N.S.
17(j)		3	23	13	11	-	50	9	12.89	N.S.
18(a)		14	32	4	X	X	50	6	5.43	N.S.
18(b)		11	13	X	X	X	24	3	2.14	N.S.
19(a)		18	24	8	X	X	50	6	6.32	N.S.
19(b)		13	5	X	X	X	18	3	0.55	N.S.
20		17	23	10	X	X	50	6	7.08	N.S.
Open Q.										
22		27	20	3	X	X	50	6	5.34	N.S.
23(a)		11	31	8	-	-	50	6	3.38	N.S.
23(b)		32	18	-	-	-	50	3	3.08	N.S.
23(c)		5	14	8	18	4	49	12	6.70	N.S.
23(d)	Less than 5 yrs 5 - 9 yrs 10-14 yrs 15 and over	- 3 2 2	5 3 3 16	- - 3 -	2 3 - 3	1 1 - 1	8 10 8 22	48	$\chi^2 = 25.87$, d.f. = 12 p .01 .S.	
23(e)		6	16	6	14	7	49	12	11.29	N.S.
24(1)		10	32	-	6	-	48	6	6.09	N.S.
24(2)		30	19	1	-	-	50	6	5.02	N.S.
24(3)		13	33	1	2	-	49	9	11.68	N.S.
24(4)		24	23	-	3	-	50	6	3.72	N.S.

Table 3 (Continued)

PART TWO

Question No.	Teaching Experience Types	Frequency					Total	D.F.	\bar{X}	Significance
		1	2	3	4	5				
1		3	10	14	12	11	50	12	8.57	N.S.
2		4	5	14	12	15	50	12	9.45	N.S.
3		4	6	16	18	6	50	12	7.30	N.S.
4		8	6	12	18	6	50	12	11.77	N.S.
5		6	9	11	10	13	49	12	8.61	N.S.
6		7	11	13	13	6	50	12	12.91	N.S.
7		34	11	3	1	1	50	12	9.75	N.S.
8		2	4	14	21	9	50	12	8.00	N.S.
9		2	9	17	16	6	50	12	11.93	N.S.
10		26	21	3	-	-	50	6	9.82	N.S.
11		20	26	4	-	-	50	6	4.56	N.S.
12		2	11	17	17	3	50	12	15.24	N.S.
13		11	31	8	-	-	50	6	7.54	N.S.
14		4	4	5	26	11	50	12	16.98	N.S.

TABLE 4

Cross-tabulation of Questions by Academic Qualifications of Iraqi Tutors

(Lecturers)

PART ONE

Question No.	Qualifications	Frequency					Total	Results of Chi-Square (χ^2)			
		1	2	3	4	5		Degree of Freedom = d.f.	χ^2	Significance = Sig.	
1		19	30	1	X	X	50	12	7.69	N.S.	
2		19	31	-	X	X	50	6	3.42	N.S.	
3	B.Ed degree B.Sc degree B.A. degree M.Ed degree M.A. degree M.Sc degree Ph.D degree	2 3 1 - 1 1 2	- - 1 - 3 1 -	4 - 1 1 5 - 7	- - - 2 1 1 -	2 - - 2 1 - 4	8 3 3 5 11 3 13	50	$\chi^2 = 38.05$, d.f. = 24 p .03 .S.		
4		17	30	3	X	X	50	12	6.28	N.S.	
5		12	9	3	18	X	42	18	22.52	N.S.	
6		21	28	1	X	X	50	12	7.31	N.S.	
Open Q.											
8		16	25	2	6	1	50	24	21.17	N.S.	
9		15	23	6	5	1	50	24	25.46	N.S.	
10(a)		25	17	7	1	X	50	18	10.33	N.S.	
10(b)		28	21	1	-	X	50	12	13.49	N.S.	
10(c)		15	20	11	4	X	50	18	27.61	N.S.	
10(d)		23	17	9	1	X	50	18	25.69	N.S.	
10(e)		26	21	3	-	X	50	12	8.77	N.S.	
10(f)		23	20	7	-	X	50	12	7.87	N.S.	
10(g)		7	18	11	14	X	50	12	15.18	N.S.	
11(a)		16	23	6	3	2	50	24	21.70	N.S.	
11(b)		13	27	4	4	2	50	24	19.46	N.S.	
11(c)		9	24	8	7	2	50	24	23.02	N.S.	
12(a)		32	7	X	X	X	39	6	8.40	N.S.	
12(b)	B.Ed degree B.Sc.degree B.A. degree M.Ed degree M.A. degree M.Sc degree Ph.D degree	7 3 1 3 6 - 9	- - - 1 2 3 2	X X X X X X X	X X X X X X X	X X X X X X X	7 3 1 4 8 3 11	37	$\chi^2 = 14.07$, d.f. = 6 p .03 .S.		

Table 4 (Continued)

Question No.	Qualifications	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
12(c)		28	9	X	X	X	37	6	6.16	N.S.
12(d)		20	9	X	X	X	29	6	11.00	N.S.
12(e)		27	7	X	X	X	34	6	5.46	N.S.
12(f)		27	3	X	X	X	30	12	1.75	N.S.
13		23	26	1	X	X	50	24	17.48	N.S.
14		3	13	9	24	1	50	12	24.42	N.S.
15		9	34	7	X	X	50		9.20	N.S.
Open Q.										
17(a)	B.Ed degree B.Sc degree B.A. degree M.Ed. degree M.A. degree M.Sc. degree Ph.D. degree	1 - - 2 2 - 1	5 3 - 3 8 1 10	1 - 1 - - - 5	1 - 2 - - 2 1	- - - - 1 - -	8 3 3 5 11 3 17	50	$\chi^2 = 36.57$, d.f. = 24 p .04 .S.	
17(b)		4	28	7	9	2	50	24	25.40	N.S.
17(c)	B.Ed degree B.Sc degree B.A. degree M.Ed degree M.A. degree M.Sc degree Ph.D degree	- 2 - - 2 - 1	6 1 3 1 6 1 13	1 - - 3 2 - 2	1 - - 1 1 2 1	- - - - - - -	8 3 3 5 11 3 17	50	$\chi^2 = 33.21$, d.f. = 18 p .02 .S.	
17(d)	B.Ed degree B.Sc degree B.A. degree M.Ed degree M.A. degree M.Sc degree Ph.D degree	1 2 - 1 1 1 1	5 - 3 2 5 1 8	1 - - 1 5 - 5	1 - - 1 - 1 3	- 1 - - - - -	8 3 3 5 11 3 17	50	$\chi^2 = 36.51$, d.f. = 24 p .04 .S.	
17(e)		6	24	11	9	-	50	18	20.52	N.S.
17(f)		2	22	11	14	1	50	24	21.00	N.S.
17(g)		6	21	9	11	3	50	24	19.56	N.S.
17(h)	B.Ed degree B.Sc degree B.A. degree M.Ed degree M.A. degree M.Sc degree Ph.D degree	- 1 - - 1 - -	4 1 1 2 5 2 7	3 - - 3 1 1 7	1 - 2 - 4 - 3	- 1 - - - - -	8 3 3 5 11 3 17	50	$\chi^2 = 37.88$, d.f. = 24 p .04 .S.	
17(i)		1	6	8	18	17	50	24	25.87	N.S.
17(j)		3	23	13	11	-	50	18	22.45	N.S.
18(a)		14	32	4	X	X	50	12	8.71	N.S.

Table 4 (Continued)

Question No.	Qualifications	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
18(b)		11	13	X	X	X	24	6	4.88	N.S.
19(a)		18	24	8	X	X	50	12	7.07	N.S.
19(b)		13	5	X	X	X	18	6	10.94	N.S.
20		17	23	10	X	X	50	12	8.18	N.S.
Open Q.										
22		27	20	3	X	X	50	12	11.99	N.S.
23(a)		11	31	8	-	-	50	12	5.07	N.S.
23(b)		32	18	-	-	-	50	6	9.64	N.S.
23(c)		5	14	8	18	4	49	24	33.37	N.S.
23(d)	B.Ed degree B.Sc degree B.A. degree M.Ed degree M.A. degree M.Sc degree Ph.D degree	3 - - - 2 - 2	2 1 3 3 6 1 11	- 2 - - - - 1	2 - - - 3 - 1	1 - - 1 - 1 2	8 3 3 4 11 2 16	50	$\chi^2 = 39.67$, d.f. = 24 p .02	
23(e)		6	16	6	14	7	49	24	17.78	N.S.
24(1)		10	32	-	24	-	48	12	12.69	N.S.
24(2)		39	19	1	-	-	50	12	9.96	N.S.
24(3)	B.Ed degree B.Sc degree B.A. degree M.Ed degree M.A. degree M.Sc degree Ph.D degree	- 1 1 1 2 - 8	8 1 1 4 9 3 7	- 1 - - - - -	- 1 - - - - -	- - - - - - 2	8 3 2 5 11 3 17	49	$\chi^2 = 30.09$, d.f. = 18 p .04 .S.	
24(4)		24	23	-	3	-	50	12	16.41	N.S.

PART TWO

1		3	10	14	12	11	50	24	14.59	N.S.
2		4	5	14	12	15	50	24	25.34	N.S.
3		4	6	16	18	6	50	24	32.70	N.S.
4		8	6	12	18	6	50	24	35.52	N.S.
5		6	9	11	10	13	49	24	22.82	N.S.
6		7	11	13	13	12	50	24	25.99	N.S.
7		34	11	3	1	1	50	24	26.09	N.S.

Table 4 (Continued)

PART TWO

Question No.	Qualifications	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
8		2	4	14	21	9	50	24	20.82	N.S.
9		2	9	17	16	6	50	24	25.77	N.S.
10		26	21	3	-	-	50	12	16.43	N.S.
11		20	26	4	-	-	50	12	15.69	N.S.
12		2	11	17	17	3	50	24	22.54	N.S.
13		11	31	8	-	-	50	12	17.82	N.S.
14		4	4	5	26	11	50	24	35.57	N.S.

TABLE 5

Cross-tabulation of Questions by Subject Area Teaching of Iraqi Tutors
(Lecturers)

PART ONE

Question No.	Subjects Area Teach	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		Degree of Freedom = d.f.	χ^2	Significance = Sig.
1		19	30	1	X	X	50	10	16.45	N.S.
2	Languages	7	5	-	X	X	12	$\chi^2 = 13.60$, d.f. = 5 p .02 .S.		
	Soc. Science	1	10	-	X	X	11			
	Gen. Science	6	2	-	X	X	8			
	Mathematics	-	3	-	X	X	3			
	Professional Subjects	3	9	-	X	X	12			
Educational Technology	2	2	-	X	X	4	50			
3		10	5	18	4	9	46	20	24.42	N.S.
4		17	30	3	X	X	50	10	10.64	N.S.
5		12	9	3	18	X	42	15	12.95	N.S.
6		21	28	1	X	X	50	10	7.61	N.S.
Open Q.										
8		16	25	2	6	1	50	20	11.38	N.S.
9		15	23	6	5	1	50	20	24.77	N.S.
10(a)		25	17	7	1	X	50	15	13.93	N.S.
10(b)		28	21	1	-	X	50	10	8.97	N.S.
10(c)		15	20	11	4	X	50	15	10.40	N.S.
10(d)		23	17	9	1	X	50	15	14.18	N.S.
10(e)		26	21	3	-	X	50	10	7.29	N.S.
10(f)		23	20	7	-	X	50	10	8.83	N.S.
10(g)		7	18	11	14	X	50	15	13.01	N.S.
11(a)		16	23	6	3	2	50	20	15.81	N.S.
11(b)		13	27	4	4	2	50	20	17.68	N.S.
11(c)		9	24	8	7	2	50	20	10.01	N.S.
12(a)		32	7	X	X	X	39	5	6.65	N.S.
12(b)		29	8	X	X	X	37	5	5.28	N.S.
12(c)		28	9	X	X	X	37	5	3.14	N.S.
12(d)		20	9	X	X	X	29	5	1.68	N.S.
12(e)		27	7	X	X	X	34	5	7.13	N.S.
12(f)		27	3	X	X	X	30	5	5.66	N.S.

Table 5 (Continued)

Question No.	Subjects Area Teach	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
13		23	26	1	X	X	50	10	14.43	N.S.
14		3	13	9	24	1	50	20	19.21	N.S.
15		9	34	7	X	X	50	10	5.21	N.S.
Open Q.										
17(a)		6	30	7	6	1	50	20	13.06	N.S.
17(b)		4	28	7	9	2	50	20	22.68	N.S.
17(c)		5	31	8	6	-	50	15	20.19	N.S.
17(d)	Languages Soc. Science Gen. Science Mathematics Professional Subjects Educational Technology	1 - 2 -	4 8 4 1	7 2 -	- 1 1 2	- -	12 11 8 3	50		$\chi^2 = 30.74$, d.f. = 20 p .05 .S.
17(e)		6	24	11	9	-	50	15	12.60	N.S.
17(f)		2	22	11	14	1	50	20	12.81	N.S.
17(g)		6	21	9	11	3	50	20	16.12	N.S.
17(h)		2	22	15	10	1	50	20	21.50	N.S.
17(i)		1	6	8	18	17	50	20	15.19	N.S.
17(j)		3	23	13	11	-	50	15	16.52	N.S.
18(a)		14	32	4	X	X	50	10	6.94	N.S.
18(b)		11	13	X	X	X	24	5	7.46	N.S.
19(a)		18	24	8	X	X	50	10	9.50	N.S.
19(b)		13	5	X	X	X	18	4	5.54	N.S.
20		17	23	10	X	X	50	10	13.84	N.S.
Open Q.										
22		27	20	3	X	X	50	10	9.45	N.S.
23(a)		11	31	-	8	-	50	10	6.21	N.S.
23(b)	Languages Soc. Science Gen. Science Mathematics Professional Subjects Educational Technology	10 9 1 2	2 2 7 1	- -	- -	- -	12 11 8 3	50		$\chi^2 = 13.06$, d.f. = 5 p .02 .S.

Table 5 (Continued)

Question No.	Subjects Area Teach.	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
23(c)		5	14	8	18	4	49	20	26.33	N.S.
23(d)		7	27	3	8	3	48	20	26.21	N.S.
23(e)		6	16	6	14	7	49	20	14.74	N.S.
24(1)	Languages Soc. Science Gen. Science Mathematics Professional Subjects Educational Technology	2 - 1 2 4 1	9 7 7 - 7 2	- - - - - -	- 4 - - 1 -	- - - - - -	11 11 8 2 12 4	48	$\chi^2 = 20.39, d.f. = 10$ $p .03 .S.$	
24(2)		30	19	1	-	-	50	10	10.25	N.S.
24(3)		13	33	1	2	-	49	15	20.00	N.S.
24(4)		24	23	-	3	-	50	10	14.84	N.S.

PART TWO

1		3	10	14	12	11	50	20	14.42	N.S.
2	Languages Soc. Science Gen. Science Mathematics Professional Subjects Educational Technology	- - - - 2 2	2 1 2 - - -	6 5 - - 3 -	2 3 4 1 2 -	2 2 2 2 5 2	12 11 8 3 12 4	50	$\chi^2 = 32.04, d.f. = 20$ $p .04 .S.$	
3	Languages Soc. Science Gen. Science Mathematics Professional Subjects Educational Technology	- - - - 2 2	3 1 1 - 1 -	3 8 1 - 4 -	4 2 5 2 5 -	2 - 1 1 - 2	12 11 8 3 12 4	50	$\chi^2 = 38.31, d.f. = 20$ $p .01 .S.$	

Table 5 (Continued)

Question No.	Subjects Area Teach	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
4	Languages	4	2	-	6	-	12	20	38.15, d.f. = 20	p .01 .S.
	Soc. Science	-	2	2	7	-	11			
	Gen. Science	-	1	5	1	1	8			
	Mathematics	-	-	1	1	1	3			
	Professional Subjects	1	1	4	3	3	12			
	Educational Technology	3	-	-	-	1	4			
5		6	9	11	10	13	49	20	19.16	N.S.
6		7	11	13	13	6	50	20	29.62	N.S.
7		34	11	3	1	1	50	20	27.13	N.S.
8		2	4	14	21	9	50	20	22.33	N.S.
9		2	9	17	16	6	50	20	27.80	N.S.
10		26	21	3	-	-	50	10	3.67	N.S.
11		20	26	4	-	-	50	10	14.06	N.S.
12		2	11	17	17	3	50	20	18.74	N.S.
13		11	31	8	-	-	50	10	14.42	N.S.
14		4	4	5	26	11	50	20	14.78	N.S.

APPENDIX 5B

TABLE 1

Cross-tabulation of Questions by Type of Institutions of Iraci Student-Teachers

PART ONE

Question No.	Name of Institutions	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		Degree of Freedom = d.f.	χ^2	Significance = Sig.
1		100	185	15	X	X	300	4	5.31	N.S.
2		122	165	13	X	X	300	4	7.72	N.S.
3		58	24	108	39	59	288	8	11.64	N.S.
4	College *(1) CTTI *(2) TTI *(3)	59 19 9	81 49 68	9 2 2	X X X	X X X	149 70 79	298	$\chi^2 = 24.12$, d.f. = 4 p .001 .S.	
5(1)		220	80	X	X	X	300	2	3.80	N.S.
5(2)	College * CTTI " TTI	117 44 46	33 26 34	X X X	X X X	X X X	150 70 80	300	$\chi^2 = 11.86$, d.f. = 2 p .003 .S.	
5(3)	College CTTI TTI	22 5 2	127 65 78	X X X	X X X	X X X	149 70 80	300	$\chi^2 = 9.62$, d.f. = 2 p .01 .S.	
5(4)		63	237	X	X	X	300	2	1.48	N.S.
5(5)		189	110	X	X	X	299	2	0.97	N.S.
6	College CTTI TTI	42 8 16	14 12 8	58 22 36	34 26 11	X X X	148 68 71	287	$\chi^2 = 18.92$, d.f. = 6 p .004 .S.	
7		189	109	X	X	X	298	2	3.84	N.S.
8		65 20 16	83 49 64	X X X	X X X	X X X	148 69 80	297	$\chi^2 = 14.25$, d.f. = 2 p .001 .S.	
Open Q.										
10		99	125	41	30	5	300	8	6.73	N.S.
11		62	82	41	97	18	300	8	9.30	N.S.
12		68	128	43	53	8	300	8	10.14	N.S.
13		62	212	26	X	X	300	4	3.43	N.S.
14(a)	College CTTI TTI	- 50 57	150 20 23	X X X	X X X	X X X	150 70 80	300	$\chi^2 = 166.32$, d.f. = 2 p .001 .S.	

*Notes: Wherever these terms come, it means the following:

- (1) Students' College of Education
(2) CTTI = Central Teacher Training Institute
(3) TTI = Teacher Training Institute

Table 1 (Continued)

Question No.	Name of Institutions	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
14(b)		185	115	X	X	X	300	2	5.01	N.S.
14(c)		113	183	X	X	X	296	2	2.90	N.S.
14(d)		100	196	X	X	X	296	2	2.75	N.S.
Open Q.										
16		25 10 21	7 15 13	117 43 46	X X X	X X X	149 68 80	297	$\chi^2 = 20.87$, d.f. = 4 p .003 .S.	
17(a)		105	176	18	X	X	299	4	2.125	N.S.
17(b)	College CTTI TTI	46 27 29	28 10 4	X X X	X X X	X X X	74 37 33	144	$\chi^2 = 7.42$, d.f. = 2 p .02 .S.	
18(a)		115	158	27	X	X	300	4	4.18	N.S.
18(b)		88	31	X	X	X	119	2	4.25	N.S.
19		97	162	41	X	X	300	4	4.67	N.S.
Open Q.										
21(1)	College CTTI TTI	44 6 9	70 28 29	17 16 21	19 19 18	- 1 3	150 70 80		$\chi^2 = 35.22$, d.f. = 8 p .001	
21(2)		113	137	30	18	2	300	8	14.22	N.S.
21(3)		114	134	22	27	3	300	8	6.25	N.S.
21(4)		137	118	26	17	2	300	8	6.55	N.S.
22		153	126	19	X	X	298	4	8.27	N.S.
23(a)	College CTTI TTI	28 15 4	54 17 18	20 6 14	32 22 28	16 10 16	150 70 80	300	$\chi^2 = 2.86$, d.f. = 8 p .01 .S.	
23(b)		145	106	19	27	3	300	8	7.48	N.S.
23(c)		20	69	63	98	50	300	8	5.07	N.S.
23(d)	College CTTI TTI	22 28 13	70 20 34	27 7 12	27 13 16	4 2 5	150 70 80	300	$\chi^2 = 23.68$, d.f. = 8 p .003 .S.	
23(e)		20 13 4	51 15 15	31 17 22	38 21 29	10 4 10	150 70 80	300	$\chi^2 = 17.39$, d.f. = 8 p .03 .S.	

Table 1 (Continued)

Question No.	Name of Institutions	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
24(1)		87	72	94	37	9	299	8	14.73	N.S.
24(2)		105	98	70	24	3	300	8	10.44	N.S.
24(3)		137	91	53	15	4	300	8	7.89	N.S.
24(4)		127	95	58	16	4	300	8	6.34	N.S.

PART TWO

1	College CTTI TTI	10	23	41	48	28	150 70 80	300	$\chi^2 = 16.11$ d.f. = 8 p .04 .S.	
2		12	41	77	108	62	300	8	11.83	N.S.
3		19	70	75	90	46	300	8	9.89	N.S.
4	College CTTI TTI	18 21 15	37 29 29	26 7 50	53 8 13	16 5 6	150 70 80	300	$\chi^2 = 31.62$ d.f. = 8 p .001 .S.	
5		27	3	24	X	X	298	4	4.23	N.S.
6	College CTTI TTI	6 12 1	26 22 15	42 15 17	48 16 30	28 5 17	150 70 80	300	$\chi^2 = 31.37$ d.f. = 8 p .001 .S.	
7		137	118	30	12	3	300	8	10.10	N.S.
8		27	83	59	97	34	300	8	7.55	N.S.
9	College CTTI TTI	11 9 14	47 35 37	28 11 11	49 11 15	15 4 3	150 70 80	300	$\chi^2 = 21.43$ d.f. = 8 p .01 .S.	
10		131	133	23	11	2	300	8	6.38	N.S.
11		114	133	32	18	3	300	8	12.27	N.S.
12	College CTTI TTI	26 3 7	54 17 14	24 10 11	40 31 32	6 9 16	150 70 80	300	$\chi^2 = 33.59$ d.f. = 8 p .001 .S.	
13		63	135	42	52	8	300	8	9.94	N.S.
14		116	142	18	21	3	300	8	4.86	N.S.
15		18	95	53	102	32	300	8	10.99	N.S.
16	College CTTI TTI	23 22 19	48 31 33	12 6 8	58 10 16	8 - 3	149 69 79	297	$\chi^2 = 25.06$ d.f. = 8 p .002 .S.	

Table 2 (Continued)

Question No.	Sex Types	Frequency					Total	D.F.	χ^2	Significance	
		1	2	3	4	5					
21(1)	Male Female	35 24	42 85	20 34	17 39	2	116 184	300	$\chi^2 = 4.20$, d.f. = 4 p .01 .S.		
21(2)		113	137	30	18	2	300		4	1.68	N.S.
21(3)		114	134	22	27	3	300		4	3.58	N.S.
21(4)		137	118	26	17	2	300		4	3.49	N.S.
22		153	126	19	X	X	298		3	1.43	N.S.
23(a)		47	89	40	82	42	300		4	5.68	N.S.
23(b)		145	106	19	27	3	300		4	1.45	N.S.
23(c)		20	69	63	98	50	300		4	0.72	N.S.
23(d)		63	124	46	56	11	300		4	4.65	N.S.
23(e)		37	81	70	88	24	300		4	2.15	N.S.
24(1)		87	72	94	37	9	299		4	3.03	N.S.
24(2)		105	98	70	24	3	300		4	5.97	N.S.
24(3)		137	91	53	15	4	300		4	8.20	N.S.
24(4)											

PART TWO

1		29	64	76	88	43	300		4	4.07	N.S.
2		12	41	77	108	62	300		4	2.12	N.S.
3		19	70	75	90	46	300		4	2.02	N.S.
4		54	95	50	74	27	300		4	7.13	N.S.
5		271	3	24	X	X	298		2	1.13	N.S.
6		19	63	74	94	50	300		4	5.32	N.S.
7		137	118	30	12	3	300		4	2.29	N.S.
8		27	83	59	97	34	300		4	1.79	N.S.
9		34	119	50	75	22	300		4	3.31	N.S.
10		131	133	23	11	2	300		4	4.76	N.S.
11	Male Female	34 80	52 81	17 15	10 8	3	116 184	300	$\chi^2 = 13.51$, d.f. = 4 p .01 .S.		
12		36	85	45	103	31	300		4	0.54	N.S.
13		63	135	42	52	8	300		4	4.24	N.S.
14		116	142	18	21	3	300		4	4.24	N.S.
15		18	95	53	102	32	300		4	2.29	N.S.
16		64	112	26	84	11	297		4	3.54	N.S.

TABLE 3

Cross-tabulation of Questions by Range for which Education Stage of Iraqi Student-Teachers.

PART ONE

Question No.	School Types	Frequency					Total		Results of Chi-Square (χ^2)		
		1	2	3	4	5			Degree of Freedom = d.f.	χ^2	Significance
1		100	185	15	X	X			2	4.06	N.S.
2		122	165	13	X	X			2	5.60	N.S.
3		58	24	108	39	59			4	1.59	N.S.
4	Primary Secondary	28 59	117 81	4 9	X X	X X	149 149	298	$\chi^2 = 19.51, d.f. = 2$ p .001		
5(1)		220	80	X	X	X		300	1	2.06250	0.1510 N.S.
5(2)	Primary Secondary	90 117	60 33	X X	X X	X X	150 150	300	$\chi^2 = 10.53, d.f.=1, p .001$ $\chi^2 = 11.36, d.f.=1, p .001$.S.		
5(3)	Primary Secondary	7 22	143 127	X X	X X	X X	150 150	300	$\chi^2 = 7.59, d.f.=1, p .001$ $\chi^2 = 8.70, d.f.=1, p .003$.S.		
5(4)		63	237	X	X	X		300	1	0.32	N.S.
5(5)		189	110	X	X	X		300	1	0.10	N.S.
6		66	34	116	71	X		287	3	5.82	N.S.
7											
8	Primary Secondary	36 65	113 196	X X	X X	X X	149 148	297	$\chi^2 = 12.05, d.f.=1, p .005$ $\chi^2 = 12.92, d.f.=1, p .003$.S.		
Open Q.											
10		99	125	41	30	5		300	4	2.68	N.S.
11		62	82	41	97	18		300	4	6.34	N.S.
12		68	128	43	53	8		300	4	1.52	N.S.
13		62	212	26	X	X		300	2	2.95	N.S.
14(a)	Primary Secondary	107 150	43 150	X X	X X	X X	150 150	300	$\chi^2 = 163.22, d.f.=1, p .001$ $\chi^2 = 166.32, d.f.=1, p .001$.S.		
14(b)	Primary Secondary	101 84	49 115	X X	X X	X X	150 150	300	$\chi^2 = 3.61, d.f.=1, p .057$ $\chi^2 = 4.08, d.f.=1, p .04$.S.		
14(c)		113	183	X	X	X		296	1	2.51	N.S.
14(d)		100	196	X	X	X		296	1	2.29	N.S.
Open Q.											
16	Primary Secondary	31 25	26 7	89 117	X X	X X	148 148	297	$\chi^2 = 17.05, d.f. = 2$ p .002 .S.		

Table 3 (Continued)

Question No.	School Types	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
17(a)		105	176	18	X	X	299	2	1.73	N.S.
17(b)	Primary Secondary	56 46	14 28	X X	X X	X X	70 74	144	$\chi^2 = 4.71, d.f.=1, p .03)$ $\chi^2 = 5.54, d.f.=1, p .02)$.S.
18(a)		115	158	27	X	X	300	2	1.27	N.S.
18(b)		88	31	X	X	X	119	1	2.23	N.S.
19		97	162	41	X	X	300	2	3.25	N.S.
Open Q.										
21(1)	Primary Secondary	15 44	57 70	37 17	37 19	4 -	150 150	300	$\chi^2 = 32.78, d.f. = 4$ $p .001$.S.
21(2)		113	137	30	18	2	300	4	6.16	N.S.
21(3)		114	134	22	27	3	300	4	4.61	N.S.
21(4)		137	118	26	17	2	300	4	4.46	N.S.
22	Primary Secondary	85 68	52 74	12 7	X X	X X	149 149	298	$\chi^2 = 7.05, d.f. = 2$ $p .02$.S.
23(a)	Primary Secondary	19 28	35 54	20 20	50 32	26 16	150 150	300	$\chi^2 = 12.11, d.f. = 4$ $p .02$.S.
23(b)		145	106	19	27	3	300	4	6.60	N.S.
23(c)		20	69	63	98	50	300	4	2.15	N.S.
23(d)	Primary Secondary	41 22	54 70	19 27	29 27	7 4	150 150	300	$\chi^2 = 10.08, d.f. = 4$ $p .04$.S.
23(e)		37	81	70	88	24	300	4	8.91	N.S.
24(1)	Primary Secondary	42 45	43 29	48 46	15 22	1 8	149 150	299	$\chi^2 = 9.63, d.f. = 4$ $p .05$.S.
24(2)		105	98	70	24	3	300	4	3.85	N.S.
24(3)		137	91	53	15	4	300	4	4.79	N.S.
24(4)		127	95	58	16	4	300	4	1.24	N.S.

PART TWO

1	Primary Secondary	19 10	41 23	35 41	40 48	15 28	150 150	300	$\chi^2 = 12.99, d.f. = 4$ $p .01$.S.
2		12	41	77	108	62	300	4	0.58	N.S.
3		19	70	75	90	46	300	4	3.31	N.S.
4		36 18	58 37	24 26	21 53	11 16	150 150	300	$\chi^2 = 25.49, d.f. = 4$ $p .001$.S.
5		271	3	24	X	X	298	2	3.43	N.S.
6		6	26	42	48	28	300	4	6.61	N.S.

Table 3 (Continued)

Question No.	School Types	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
7		137	118	30	12	3	300	4	8.21	N.S.
8		27	83	59	97	34	300	4	3.28	N.S.
9	Primary Secondary	23 11	72 47	22 28	26 49	7 15	150 150	300	$\chi^2 = 20.17$, d.f. = 4 p .005	.S.
10		131	133	23	11	2	300	4	4.93	N.S.
11		114	133	32	18	3	300	4	2.71	N.S.
12	Primary Secondary	10 26	31 54	21 24	63 40	25 6	150 150	300	$\chi^2 = 30.32$, d.f. = 4 p .001	.S.
13		63	135	42	52	8	300	4	7.76	N.S.
14		116	142	18	21	3	300	4	3.34	N.S.
15	Primary Secondary	12 6	55 40	27 26	46 56	10 22	150 150	300	$\chi^2 = 9.87$, d.f. = 4 p .04	.S.
16	Primary Secondary	41 23	64 48	14 12	26 58	3 8	148 149	297	$\chi^2 = 21.96$, d.f. = 4 p .002	.S.

APPENDIX 5C

TABLE 1

Cross-tabulation of Questions by Sex of Iraqi School Teachers

PART ONE

Question No.	Sex Types	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		Degree of Freedom = d.f.	χ^2	Significance
1		120	157	23	X	X	300	2	0.35	N.S.
2		125	155	19	X	X	299	2	0.47	N.S.
3	Male Female	31 42	23 13	67 62	14 8	12 26	147 151	298	$\chi^2 = 11.37$, d.f. = 4 p .02 .S.	
4		113	164	23	X	X	300	2	2.10	N.S.
5	Male Female	24 24	96 81	9 27	15 18	4 2	148 152	300	$\chi^2 = 11.16$, d.f. = 4 p .02 .S.	
6		22	130	28	100	20	300	4	1.17	N.S.
7		97	19	6	7	-	300	3	4.53	N.S.
Open Q.										
9	Male Female	59 45	80 84	2 3	5 14	1 6	147 152	299	$\chi^2 = 9.94$, d.f. = 4 p .04 .S.	
10		62	146	31	45	16	300	4	6.72	N.S.
11		69	134	24	60	13	300	4	2.07	N.S.
12	Male Female	6 41	40 39	11 9	66 43	25 20	148 152	300	$\chi^2 = 31.63753$, d.f. = 4 p .001 .S.	
13	Male Female	26 38	31 51	8 13	68 37	15 13	148 152	300	$\chi^2 = 17.56$, d.f. = 4 p .001 .S.	
14		29	68	33	119	51	300	4	8.30	N.S.
15		36	56	203	X	X	295	2	0.04	N.S.
16		62	200	35	X	X	297	2	0.97	N.S.

Table 1 (Continued)

PART TWO

Question No.	Sex Types	Frequency					Total		D.F.	χ^2	Significance
		1	2	3	4	5					
1	Male	13	39	29	48	19	148	300	4	16.14	.003
	Female	18	25	56	44	9	152				
2		140	108	46	5	1	300	4	5.17	N.S.	
3		176	118	5	1	-	300	3	4.40	N.S.	
4		136	148	11	5	-	300	3	2.79	N.S.	
5		138	138	7	10	7	300	4	8.33	N.S.	
6		19	50	23	32	76	300	4	6.72	N.S.	
7		105	172	13	8	2	300	4	2.13	N.S.	
8		153	135	5	4	3	300	4	8.57	N.S.	
9		152	140	4	3	1	300	4	2.20	N.S.	
10		117	169	12	2	-	300	3	4.03	N.S.	
11		130	148	13	8	1	300	4	3.30	N.S.	
12	Male	16	28	7	64	33	148	300	4	16.75	.002
	Female	16	60	7	42	27	152				
13		39	69	36	101	55	300	4	4.12	N.S.	
14		97	181	18	4	-	300	3	7.01	N.S.	
15		78	132	36	45	9	300	4	4.28	N.S.	

Table 2

Cross-tabulation of Questions by Age of Iraqi School TeachersPART ONE

Question No.	Range of Ages	Frequency					Total	Results of Chi-Square (2x)		
		1	2	3	4	5		Degree of Freedom = d.f.	Significance = Sig.	
1		120	157	23	X	X	300	6	4.16	N.S.
2		125	155	19	X	X	299	6	5.09	N.S.
3		73	36	129	22	38	298	12	13.01	N.S.
4		113	164	23	X	X	300	6	7.50	N.S.
5		48	177	36	33	6	300	12	8.99	N.S.
6		22	130	28	100	20	300	12	7.02	N.S.
7		97	190	6	7	-	300	9	10.03	N.S.
Open Q.										
9	Less than 30 years	28	38	-	7	3	76	$2x = 20.50$, d.f. = 12 p .03 .S.		
	30 - 39 years	32	50	-	11	2	95			
	40 - 49 years	35	52	4	-	2	93			
	50 and over	9	24	1	1	-	35			
10	Less than 30 years	20	44	2	8	2	76	$2x = 20.50$, d.f. = 12 p .058		
	30 - 39 years	14	45	14	16	6	95			
	40 - 49 years	25	36	11	16	6	94			
	50 and over	3	21	4	5	2	35			
11		69	134	24	60	13	300	12	9.85	N.S.
12		47	79	20	109	45	300	12	16.72	N.S.
13	Less than 30 years	15	27	7	18	9	76	$2x = 23.76$, d.f. = 6 p .02 .S.		
	30 - 39 years	18	28	4	42	3	95			
	40 - 49 years	21	22	5	32	14	94			
	50 and over	10	5	5	13	2	35			
14		29	68	33	119	51	300	12	10.36	N.S.
15	Less than 30 years	10	20	45	X	X	75	$2x = 12.56$, d.f. = 6 p .05 .S.		
	30 - 39 years	17	10	67	X	X	94			
	40 - 49 years	7	19	66	X	X	92			
	50 and over	2	7	25	X	X	34			
16		62	200	35	X	X	297	6	2.72	N.S.

Table 2 (Continued)

PART TWO

Question No.	Range of Ages	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
1		31	64	85	92	28	300	12	16.65	N.S.
2	Less than 30 years 30 - 39 years 40 - 49 years 50 and over	48 37 39 16	16 47 34 11	11 8 20 7	- 3 1 1	1 - - -	76 95 94 35	300	$\chi^2 = 27.54$, d.f. = 12 p .01	.S.
3		176	118	5	1	-	300	9	12.50	N.S.
4		136	148	11	5	-	300	9	9.41	N.S.
5		138	138	7	10	7	300	12	12.40	N.S.
6		19	50	23	132	76	300	12	11.94	N.S.
7		105	172	13	8	2	300	12	13.97	N.S.
8		153	135	5	4	3	300	12	9.69	N.S.
9		152	140	4	3	1	300	12	7.66	N.S.
10		117	169	12	2	-	300	9	4.53	N.S.
11		130	148	13	8	1	300	12	13.37	N.S.
12		32	88	14	106	60	300	12	15.50	N.S.
13	Less than 30 years 30 - 39 years 40 - 49 years 50 and over	12 13 12 2	15 14 28 12	15 9 10 2	27 40 22 12	7 19 22 7	76 95 94 35	300	$\chi^2 = 24.51$, d.f. = 12 p .02	.S.
14		97	181	18	4	-	300	9	8.89	N.S.
15		78	132	36	45	9		12	16.79	N.S.

TABLE 3

Cross-tabulation of Questions by Type of School where Iraqi School-Teachers are Teaching

PART ONE

Question No.	Type of School	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		Degree of Freedom = d.f.	χ^2	Significance = Sig.
1		120	157	23	X	X	300	6	10.57	N.S.
2		125	155	19	X	X	299	6	5.17	N.S.
3	Primary Elementary Secondary Preparatory	37 22 7 7	22 13 1 -	46 39 12 14	5 15 -	20 11 3 4	148 100 23 27	298	$\chi^2 = 20.52$ d.f. = 12 p .057 .S.	
4		113	164	23	X	X	300	6	7.51	N.S.
5		48	177	36	33	6	300	12	15.74	N.S.
6		22	130	28	100	20	300	12	13.57	N.S.
7		97	190	6	7	-	300	9	8.70	N.S.
Open Q.										
9		104	164	5	19	7	299	12	10.30	N.S.
10		62	146	31	45	16	300	12	18.92	N.S.
11		69	134	24	60	13	300	12	15.70	N.S.
12	Primary Elementary Secondary Preparatory	20 12 5 10	14 44 9 12	7 8 4 1	71 30 4 4	37 6 1 1	149 100 23 28		$\chi^2 = 78.54$, d.f. = 12 p .001 .S.	
13	Primary Elementary Secondary Preliminary	44 9 3 8	28 35 9 10	10 7 3 1	57 34 8 6	10 15 -	149 100 23 28	300	$\chi^2 = 31.65$, d.f. = 12 p .002 .S.	
14	Primary Elementary Secondary Preparatory	16 8 2 3	18 37 7 6	17 4 7 5	73 35 4 7	25 16 3 7	149 100 23 28	300	$\chi^2 = 40.69$, d.f. = 12 p .001 .S.	
15		36	56	203	X	X	295	6	3.64	N.S.
16		62	200	35	X	X	297	6	4.39	N.S.

Table 3 (Continued)

Question No.	Type of School	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
1	Primary	11	50	34	31	23	149	300	$\chi^2 = 56.70$, d.f. = 12 $p < .001$.S.	
	Elementary	17	9	30	39	5	100			
	Secondary	2	4	9	8	-	23			
	Preparatory						28			
2		140	108	46	5	1	300	12	14.16	N.S.
3	Primary	100	45	4	-	-	149	300	$\chi^2 = 18.02$, d.f. = 9 $p < .03$.S.	
	Elementary	46	52	1	1	-	100			
	Secondary	11	12	-	-	-	23			
	Preparatory	19	9	-	-	-	28			
4		136	148	11	5	-	300	9	7.60	N.S.
5		138	138	7	10	7	300	12	16.86	N.S.
6		19	50	23	132	76	300	12	12.29	N.S.
7		105	172	13	8	2	300	12	9.06	N.S.
8	Primary	90	53	4	1	1	149	300	$\chi^2 = 22.49$, d.f. = 12 $p < .03$.S.	
	Elementary	38	56	1	3	2	100			
	Secondary	8	15	-	-	-	23			
	Preparatory	17	11	-	-	-	28			
9		152	140	4	3	1	300	12	14.25	N.S.
10		117	169	12	2	-	300	9	13.88	N.S.
11		130	148	13	8	1	300	12	14.57	N.S.
12	Primary	6	26	2	71	44	149	300	$\chi^2 = 29.74$, d.f. = 12 $p < .003$.S.	
	Elementary	20	39	6	27	8	100			
	Secondary	2	12	4	2	3	23			
	Preparatory	4	11	2	6	5	28			
13		39	69	36	101	55	300	12	12.86	N.S.
14		97	181	18	4	-	300	9	9.26	N.S.
15	Primary	36	63	18	24	8	149	300	$\chi^2 = 29.74$, d.f. = 12 $p < .003$.S.	
	Elementary	20	55	12	13	-	100			
	Secondary	6	6	5	5	1	23			
	Preparatory	16	8	1	3	-	28			

TABLE 4

Cross-tabulation of Questions by Length of Teaching Experience of Iraqi School Teachers

PART ONE

Question No.	Teaching Experience Range	Frequency					Total	Results of Chi-Square (χ^2)		
		1	2	3	4	5		Degree of Freedom = d.f.	χ^2	Significance = Sig.
1		120	157	23	X	X	300	6	4.19	N.S.
2		122	155	19	X	X	299	6	6.76	N.S.
3		73	36	129	22	38	298	12	12.90	N.S.
4		113	164	23	X	X	300	6	7.53	N.S.
5	Under 5 years 5-9 years 10-14 years 15 and over	7 15 12 14	23 42 51 61	2 17 5 12	2 7 6 18	- 4 1 1	34 85 75 106	300	$\chi^2 = 29.57$, d.f. = 12	
6		22	130	28	100	20	300	12	12.20	N.S.
7		97	190	6	7	-	300	9	7.91	N.S.
Open Q.										
9	Under 5 years 5-9 years 10-14 years 15 and over	16 33 21 34	14 37 49 64	- - 1 4	3 12 3 1	1 3 - 3	34 85 74 106	299	$\chi^2 = 29.57$, d.f. = 12 p .003 .S.	
10		62	146	31	45	16	300	12	13.67	N.S.
11	Under 5 years 5-9 years 10-14 years 15 and over	13 21 9 26	13 38 38 45	4 5 4 11	3 14 21 22	1 7 3 2	34 85 75 106	300	$\chi^2 = 20.83$, d.f. = 12 p .05 .S.	
12		47	79	20	109	45	300	12	16.73	N.S.
13		64	82	21	105	28	300	12	12.25	N.S.
14		29	68	33	119	51	300	12	8.98	N.S.
15		36	56	203	X	X	295	6	5.86	N.S.
16		62	200	35	X	X	297	6	6.48	N.S.

Table 4 (Continued)

PART TWO

Question No.	Teaching Experience Range	Frequency					Total	D.F.	χ^2	Significance
		1	2	3	4	5				
1		31	64	85	92	28	300	12	19.11	N.S.
2	Under 5 years	19	12	3	-	-	34	300	$\chi^2 = 21.36$, d.f. = 12 $p < .05$.S.	
	5-9 years	45	22	16	1	2	85			
	10-14 years	32	37	4	2	-	75			
	15 and over	44	37	23	2	-	106			
3		176	118	5	1	-	300	9	4.28	N.S.
4		136	148	11	5	-	300	9	6.97	N.S.
5		138	138	7	10	7	300	12	10.48	N.S.
6		19	50	23	132	76	300	12	14.90	N.S.
7		105	172	13	8	2	300	12	18.30	N.S.
8		153	135	5	4	3	300	12	9.67	N.S.
9		152	140	4	3	1	300	12	10.38	N.S.
10		117	169	12	2	-	300	9	9.61	N.S.
11		130	148	13	8	1	300	12	11.43	N.S.
12		32	88	14	106	60	300	12	10.07	N.S.
13		39	69	36	101	55	300	12	16.12	N.S.
14		97	181	18	4	-	300	9	7.36	N.S.
15		78	132	36	45	9	300	12	15.82	N.S.

APPENDIX 6

THE COURSES

Many changes have taken place during the history of the institution. In 1965 the North Riding Training College became a College of Education and more recently it has become an affiliate College of the University of Leeds. Throughout the period students have obtained awards of the University of Leeds.

A two year Certificate in Education was superseded by a three year Certificate and eventually by a four year honours degree of Bachelor of Education. A recent development is the introduction in 1990 of the honours degree of Bachelor of Arts in Educational Studies and Subject Studies which includes the award of qualified teacher status. This change of title of the degree

NORTH RIDING COLLEGE

reflects the development of a closer association between the College and the University of Leeds. Students now spend the second year of the degree course

as resident students in the University.

The one year Graduate Certificate course for students who already have a degree and wish to train as primary teachers was introduced in 1984 and has become a popular alternative route into teaching.

The College became independent of North Yorkshire County Council on April 1st 1989 when, as a result of the 1988 Education Act it became the North Riding Higher Education Corporation. As a corporate body the College is now directly funded by the Polytechnic and Colleges Funding Council.

The University of Leeds is one of the largest civic universities in the country and offers a rich variety of academic, cultural and leisure activities. It is on a large but easily accessible site close to the city centre.

North Riding College students, following the B. A course, spend their second year with other university undergraduates in the faculties of Arts and Science.

During the year students have the opportunity to participate in all aspects of university life including the use of the excellent library and extensive sporting facilities. The Students' Union provides a full range of services together with over 170 different union societies.

Accommodation for North Riding students is available in University flats close to the University.

B.A. (HONOURS) DEGREE

The degree is designed to give intending primary teachers a broad based course so that they experience, and are able to teach, all aspects of the National primary school curriculum. School experience and students follow units in Education and Professional Studies. Students select one subject study which is

developed throughout the four years and is the focus of work undertaken during their University based year.

A variety of teaching/learning is used - lectures, seminars, practical work, workshops, group discussion and individual tutorials. Where appropriate, courses are stranded for different age groups.

STRUCTURE OF THE 1-YEAR P.G.C.E. COURSE		
TERM 1	TERM 2	TERM 3
PRE-COURSE PROJECT	TEACHING EXPERIENCE	INTERIM EVALUATION
PRIMARY WORKSHOP <i>Introduction to Primary Education</i>		TEACHING EXPERIENCE
The Curriculum 3-4 years through area of experience <i>Child Development</i>	The Curriculum 3-8 years re-visited <i>Child Development</i>	TEACHING ASSESSMENT
CURRICULUM ORGANISATION & MANAGEMENT		CURRICULUM ORGANISATION & MANAGEMENT

EDUCATION AND PROFESSIONAL STUDIES

EDUCATION STUDIES

Students pursue units of study in this area during years 1, 3 and 4. The education studies units aim to provide an essential background to the school experience that students will encounter. The courses aim to relate educational theory and practice, and particularly to enable students to acquire knowledge of the key issues which allows for the development of professional competence.

Year 1

Curriculum Studies
Human Development
Education in a Multicultural Society

Year 3

Curriculum Studies
Some Aspects of Thinking and Learning
Education, Schools and Society
Children with Special Needs in Mainstream Education

Year 4

Curriculum Studies
Two options, one from each of the following lists:

A

Change in Education in England and Wales
Educational Policy Making in England and Wales
Personality and Human Abilities
Philosophy and Education
Teaching and Learning in Schools

B

Children with Learning Difficulties in the Primary School
Classroom Studies
Education in the Early Years
Advanced Studies in Language and Reading
Education for all in Multi-ethnic Britain

POSTGRADUATE CERTIFICATE IN EDUCATION

This is a one-year course focusing particularly on the 3 to 8 age range. It is designed to encourage students to evolve a personal philosophy. Throughout the year students have continuous contact with teachers in local schools.

The integrated programme springs from a close study of the child as a developing individual and an interactive member of a group. All course elements are planned to reflect the two bases of operation - the school and the college, and local teachers acting as Associate Tutors make major contributions to the course.

Considerable emphasis is placed throughout on the quality of the classroom as a highly charged yet sensitive environment designed to accelerate learning and development.

Students regularly encounter all areas of experience appropriate to the 3 - 8 year curriculum but also focus on one selected area as a curricular specialism.

Assessment, which is

continuous, is by means of assignments, practical projects and successful completion of school experience.

QUALIFICATIONS

Prior to entry applicants must possess a recognised degree by a British University, the Council for National Academic Awards or its equivalent, together with GCSE/GCE O level passes at Grade C or above (or an equivalent qualification) in English and Mathematics.

Applications for the P.G.C.E. should be made through the Graduate Teacher Training Registry, 3 Crawford Place, London W1H 2BN. Forms are available from the Registry from 1 September.

ASSESSMENT

Several methods of assessment are used - course work, essays, dissertations, practical work, seminar papers and formal examinations. The exact pattern of assessment depends upon the nature of the course unit.

PROFESSIONAL STUDIES

Students take professional studies units in Years 1, 3 and 4. These units are concerned with preparing students to teach all the major aspects of the primary school curriculum. Most units extend over the 1st and 3rd years, but some are completed in the 1st year. The Integrated Curriculum Experience unit aims to make students aware of the way that learning is integrated in the primary school and to present a range of professional skills and techniques appropriate to primary school teaching. The emphasis of the Professional Studies Units will vary accordingly to the age-range for which a student is preparing to teach.

UNITS

Language and Reading in the School
Curriculum - (Years 1 and 3)

Primary Mathematics Teaching (Years 1 and 3)
Primary Physical Education - (Years 1 and 3)

Primary Education and Computers - (Years 1 and 3)
Religious and Ethical Education for the Multicultural Society - (Year 1)
Integrated Curriculum Experience - (Year 1)
Teaching Skills - (Years 3 and 4)
Associated Curriculum Experience - (Year 4)

Students also take two of the following units in those areas of the primary school curriculum not related to their subject study:

Science and Technology in the Primary School.
Creative and Expressive Arts
Human and Social Studies



WORK WITH CHILDREN

Students work with children in schools, in College, in the countryside and on the sea shore. School experiences are planned at various stages throughout the B.A. (Hons) and PGCE courses.

The B.A. (Hons) course includes school-based work in each of the four years working within either the 3-8 age range or 7-11 age range. Students spend a significant amount of time during their first year working with children, alongside tutor and teacher; in school, in College and within the immediate environment. This activity is closely related to both academic and professional study. During term 1 students work as part of a team of students involved with small groups of children while in term 3 there is an extended individual teaching practice in a class of either 3-8 year olds or 7-11 year olds. In the second year students are attached to an urban school in Leeds for two blocks of school experience where they investigate and apply aspects of

their subject studies. In the third and fourth year students have a further number of days in school dispersed throughout the course and a block of six weeks in each year. Students are placed in a variety of schools in North Yorkshire, Humberside, Cleveland and West Yorkshire so that they may experience a wide range of environments.

Postgraduate students spend much of their time in school working with the 3-8 year olds. Term one includes a block of group teaching, and extended teaching practices are in term 2 and for the majority of term 3.

By working with children in College, many students obtain extra qualifications such as teachers' certificates in swimming, cricket and football coaching. These are of great value when students apply for their first posts.

In addition many students join schools on educational visits including working with children at various residential field centres in the area.

THE STRUCTURE OF THE DEGREE

YEAR	1	2	3	4
ACADEMIC STUDIES	<p>MAIN SUBJECT 180 hours Year.</p>	<p>MAIN SUBJECT</p>	<p>MAIN SUBJECT 180 (see Subject in Context 45)</p>	<p>MAIN SUBJECT 180 (see Subject in Context 45)</p>
EDUCATION STUDIES	<ul style="list-style-type: none"> - Introduction to Curriculum Studies 25 a) Curriculum Contexts b) Introduction to Classroom Research - Human Development 70 - Multicultural Education 15 	<p>10</p>	<ul style="list-style-type: none"> - Curriculum Studies 35 - Some Aspects of Thinking and Learning 25 - Children with Special Needs 25 - Education, Schools and Society 35 	<ul style="list-style-type: none"> - Curriculum Studies 45 - Education Options -- one from each of: 2X 40 <ul style="list-style-type: none"> 1. Change in Personality 11. Language and Reading - Classroom Studies - Multicultural Education - Children with Learning Difficulties - Policy Making Early Childhood
PROFESSIONAL STUDIES	<ul style="list-style-type: none"> - Language/Reading 45 - Mathematics 45 - Physical Education 15 - Computers 10 - Moral/Spiritual Education 15 - Integrated Curriculum Experience 45 	<p>10 Teaching Skills 15</p>	<ul style="list-style-type: none"> - Language/Reading 55 - Mathematics 55 - Physical Education 55 - Computers 12 	<ul style="list-style-type: none"> - Associated Curriculum Experience: 2X 45 - two courses not related to main subject from: <ul style="list-style-type: none"> Environmental and Scientific Creative and Expressive Social Studies
SCHOOL EXPERIENCE	<p>30 days to include: 15 days school based 3 weeks Block Practice</p>	<p>30 days related to Subject Application through set projects : - 2 x 3 weeks</p>	<p>35 days to include : 10 days school based 5 weeks Block Practice</p>	<p>35 days to include : 5 days school based 6 weeks Block Practice</p>

5, 2004/11

the College of Ripon & York St John

The College

The College was founded, in York, in 1841, by the York Diocesan Society, to train men and women for school teaching. In 1861, the women students moved to a new building at Ripon, and in 1975 the two separate colleges were reunited as the College of Ripon and York St. John, to provide a wide range of degree courses and professional trainings. The two main campuses are 25 miles apart but the College operates a regular bus service between them. Students' academic commitments are normally confined to one campus.

At the York campus the main 4 acre site on Lord Mayor's Walk faces the Minster across the city wall. Here the original college, built around a quadrangle, is backed by a complex of newer buildings and gardens including the library, swimming pool, squash and tennis courts, the Students' Union and the modern chapel. Most of the York student residences are here and at two other sites, the Limes and Heworth Croft, a reasonable walking distance away. The latter also houses gymnasias and sports facilities, and the Department of Mathematics and Science. The College's extensive playing fields are close to the York University campus. The Historical Studies, Linguistics and Literature Departments occupy Gray's Court, a magnificent historic house close by the Minster.

At Ripon, close to the centre of the city, the campus buildings are spaciouly set in 40 acres of parkland, gardens, tennis courts and playing fields, with a full range of amenities: residences, library, dining hall, lecture and seminar rooms, language laboratory, Students' Union and chapel are all easily accessible one from another. An attractive group of cottages on College Road, and other houses on favourable sites outside the main campus are additional residences for students.

The College designed a new style of modular degree, validated by the University of Leeds, which provides not only for the study of subjects but also for developing skills and attitudes which are valuable to a graduate seeking employment.

In 1977 the York School of Occupational Therapy was incorporated into the College. Subsequent developments have included: the Certificate in Education for Teachers of Nurses, an Advanced Diploma in Dramatherapy, and Continuing Professional Development courses especially for Doctors and Nurses.

Our students are drawn from all parts of the country and abroad and there is a growing international flavour encouraged by the presence during the year of students from the USA, French students of the University of Grenoble, Dutch students of the Free University of Amsterdam and Norwegian students from the University of Oslo.

PGCE (SECONDARY)

TIMETABLE *

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<u>AUTUMN TERM</u>				
Sessional Practice (5 x 6 hours) 30	D. & T. (6 x 6 hours) 36	D. & T. (6 x 6 hours) 36	D. & T. (6 x 6 hours) 36	Professional Studies (6 x 6 hours) 36
S c h o o l		P r a c t i c e 5 Weeks		
S.P. Follow up (2 x 6 hours) 12	D. & T. (2 x 6 hours) 12	D. & T. (2 x 6 hours) 12	D. & T. (2 x 6 hours) 12	Professional (2 x 6 hours) 12
<u>SPRING TERM</u>				
D. & T. (6 x 3 hours) 18	D. & T. (10 x 6 hours) 60	D. & T. (10 x 6 hours) 60	D. & T. (10 x 6 hours) 60	Professional Studies (10 x 6 hours) 60
Professional Studies (6 x 3 hours) 18 36				
Sessional Practice (4 x 6 hours) 24				
<u>SUMMER TERM</u>				
Preparation for S.P.	D. & T.	D. & T.	D. & T.	Professional Studies
S c h o o l		P r a c t i c e 9 Weeks		
S.P. Follow up (4 x 6 hours) 24	(4 x 6 hours) 24	(4 x 6 hours) 24	(4 x 6 hours) 24	(4 x 6 hours) 24

* The hours given represent the total time available for study not tutor, student contact time.

* The maximum contact will be half the total time available.

Initial Teacher Training

BEEd (Hons) Degree	Primary Secondary
PGCE	Primary Secondary
BEEd	Two Year Design & Technology

The College has a long tradition in teacher education and evidence shows that its reputation, the standards of work achieved by its students and the success of its graduates in obtaining teaching posts are all exceptionally high.

All over the country there are teachers and heads of schools, lecturers, advisers, educational administrators and professors who began their professional training at either The College, Ripon or St John's College York. In the practice of their profession they exemplify the knowledge, concern and careful preparation which are central to the College's tradition in teacher training.

In addition to a thorough professional and academic preparation, students receive excellent support from their Studies Adviser and the College Careers Service in finding teaching posts. On average over the last five years, over 95% of our teaching students have obtained employment by the end of their year of graduation.

Every year, a substantial number of local Education Authority representatives visit the College on our 'Teaching Opportunities Day' to discuss the opportunities they can offer to probationary teachers and to explain recruitment policies with final year students.

Reorganisation of teacher education by the DES has left the College in a strong position, increasing its numbers substantially in primary training in both the BEEd (Hons) and in PGCE and retaining its place, though in a more limited range of subjects, in secondary training in BEEd.

For school practice we use a wide range of welcoming schools in Cleveland, Humberside, North, South and West Yorkshire — these vary from village schools in the Yorkshire Dales and Wolds to urban inner city schools.

There are important links between what is done in the College programme and work done outside College in schools, field centres, children's clubs, churches, community centres and youth organisations.

Serving teachers work with students in college and school through joint agreements between the North Yorkshire L.E.A. and the College.

THE BEEd (Hons) DEGREE (PRIMARY)

This is a four year programme leading to Qualified Teacher Status. The programme is organised by the Director of Teacher Education Programmes and draws its course units from different departments

Content is divided into the following headings:

1. Specialist Subject Study: studying your chosen subject at degree level, additional courses relate the subject to the learning needs of primary children. Your Special Study links the subject to its professional application. There is considerable choice of courses in some subjects, in others the choice may be limited.

2. Teaching Studies:

(a) Educational and Professional courses introduce you to the development of children within the context of contemporary society, study the provision for children's learning requirements and the way in which these can be effectively organised within school and classroom

(b) Curriculum courses which ensure that you have knowledge of and experience in the planning and implementing of the major areas of the primary curriculum.

3. School Experience and Studies Advisory work:

Studies Advisory work takes place on Wednesdays and is concerned to ensure:

- that you make a successful transition into Higher Education
- that knowledge and experience gained in course units is linked into a coherent whole and leads into preparation for teaching practices
- that you develop additional insights and skills which will strengthen your professional profile and your career possibilities.

In Year One you are given opportunities to explore your interest in teaching by visiting schools and meeting practising teachers. This is followed by an introductory curriculum giving guidance and

preparation for a three week period at the end of the summer term when students work in school alongside experienced teachers organising work in small groups. As a follow up to the Expressive Activities course, they teach a limited number of lessons in Art, Human Movement and Music to the whole class.

By the end of Year Two you will have had more experience in the expressive arts (human movement, art and music), language, mathematics, science and the use of computers, and considered religious education and topic work in relation to the humanities. Studies Advisers will relate this experience to other course work on children's learning and development and classroom organisation, helping you to see the connections between the various aspects and to develop a growing understanding of your own professional development. Visits to schools, and a programme of activities lead into the planning and preparation for a six week teaching practice in April and May.

Year Three builds on the work of years one and two and includes opportunities to maintain contact with work in school. There are practical sessions in which you work with tutors to develop skills in addition to those acquired in assessed courses and so widen your capability as a teacher. There is a school attachment of one day a week during the Autumn and Spring terms which extends the experience of the second year teaching practice and enables you to plan for final school practice with additional confidence.

In Year Four the first semester is entirely given to an eight week school practice and a special study on a topic selected by you in relation to your professional and special subject interests. In the final semester help and advice is given on applying for posts and a programme of lectures and visits considers current developments in education and ensures an effective transition into a first teaching post.

NOTE

- In Course 4 (Curriculum Option) students choose a subject other than their specialist subject.
- Transfer from the BEEd (Hons) to the BA/BSc degree programme is possible up to the end of Year II. Such transfer requires the approval of the College and the student's programme previous to the point of transfer must meet the Regulations governing the award of the BA or BSc degree.

B.Ed. (Hons) DEGREE (PRIMARY)

Year	Semester	SPECIALIST SUBJECT STUDIES	TEACHING STUDIES		SCHOOL WORK
			Educational/ Professional Studies	Areas of the Curriculum	
1	1	1 Course	Course 1 The Child, Family and Society		
	2	1 Course		Course 1 Expressive Activities	3 week School Practice
2	3	1 Course	Course 2 (½ course) Children's Learning	Course 2 (½ course). Mathematics for the Primary Years	Half day a week Sessional Practice
	4		Course 3 (½ course) Organising Learning in the Primary Classroom Course 3 (½ course) Language in the Primary Classroom	Course 3 Mathematics, Science and Computing	6 week School Practice
3	5	1 Course Children's Learning and the Subject (link with school work)	Course 4 (½ course) Aspects of the Sociology of the School	Course 4 (½ course) Curriculum Option Art, Geog & Hist, Musc, R.E., Science, Story Poetry, Technology	Half day a week linked with Specialist subject Course
	6	1 Course	Course 5 Language, Literacy and Special Needs		weekly visit for individual investigations on Course 5
4	7	Link Study and 8 week School Practice			
	8	1 Course	Course 6 Education for the Late Twentieth Century		

Resources for Learning

LIBRARY

The library is the main resource service for teaching and learning in the College. It works closely with Media Services and Computer Services to provide an increasingly integrated approach. There are branches on both campuses. The two Libraries work closely together to provide a unified service for the College.

Library stock covers both print and non-print material and the book stock is currently in excess of 185,000 volumes. There is good provision for all subject areas in the College. Over 800 journals are taken. Audio-visual software available includes film-loops, overhead projector transparencies, folders, kits, samples, filmstrips, slides, pictures, pamphlets, records, audio-cassettes, video-cassettes, and microcomputer software. The Library is currently moving its stock control onto a computerised system.

Preview equipment and reprographic equipment is found in both site Libraries and includes photocopiers, microform readers, a microform printer, microcomputers, records and audio-cassette playback equipment, and video cassette recorders.

At York there are specialist collections of Nineteenth Century Children's books and College and Teacher Training Archives. At Ripon there are specialist collections of Local Studies material and Reading and Language material.

A scheme operates whereby each year one of our College graduates is able to enter a career in librarianship. A year of practical experience in the College library is linked to a place on the Postgraduate Diploma course in Librarianship at Leeds Polytechnic Library School.

Library services to staff and students include reading lists, subject bibliographies, lists of new books, reference and loan services, and an information service which includes on-line search facilities. New students are initiated into the use of the Library. Specialist seminars are offered to Honours students. Full use is made of the national and regional inter-library loan services. The close proximity of the British Library Document Supply Centre at Boston Spa is particularly useful.

Study facilities in the Library include working and preview areas with 330 reading places. Opening hours are Monday-Friday 8.45 a.m. (Wednesday 10 a.m.) — 9.30 p.m. during term-time, and 9.00 a.m. — 5 p.m. in the vacation. In August the Library is closed, with access by arrangement for registered borrowers.

MEDIA SERVICES

The main functions of the Service are to administer, maintain and promote the use of a wide range of audio-visual equipment including stills cameras, slide projectors, overhead projectors, audio tape recorders, as well as video cameras, recorders and edit facilities. Most of this equipment is available not only for tutors to use in their teaching but also for students wishing to direct their own learning. Equipment is bookable for use along with stocks of A/V material, such as videos and records.

Media Services staff also assist in the production of A/V materials, such as photographs, transparencies for overhead projectors and video tapes.

In York, the service is based in the newly rebuilt T.V. Studio complex. This includes a small studio, control rooms, sound recording facilities, dark rooms, and teaching space, as well as the engineers' workshop and the central A/V store. Much of this is used by the Department of Drama, Film and T.V. for its film and television courses. It is also available for making video material for courses in other departments and for use by the student T.V. Society at York.

At Ripon there is no such studio facility (nor Film and T.V. courses), but in all other respects the service offers similar facilities, including micro-teaching units, mini-studios that enable students to learn from seeing themselves in action, such as in a work interview for a job.

COMPUTER SERVICES

The College is constantly extending its computing facilities on both the York and Ripon Campus. Both campuses have a number of general access computer laboratories and workrooms. There are two main systems supported in the College — the BBC microcomputer system predominant in education and IBM-compatible microcomputers. Each campus has a small Local Area Network of IBM compatible microcomputers.

Computer Services provide a wide range of software packages for student use, ranging from simple wordprocessors to graphics packages and desktop publishing systems. Peripherals include graphics tablets, plotters, printers and turtles.

There is no degree programme as such in computing but the College is committed to providing courses in information technology for all students who wish to broaden their knowledge in this area. Courses include five day introductory courses on programming and using applications packages, computing courses for mathematicians and thirteen week courses available for all students. There is a compulsory course for second year BEd students which includes computer applications in the classroom.

The aim is to offer computer literacy to all students and an opportunity to develop skills in computing and information technology within the degree programmes.

B.Ed (Hons) DEGREE (SECONDARY)

RIPON CAMPUS 11—18 years Theology and Religious Studies
YORK CAMPUS 11—18 years Design & Technology
Mathematics

This is a four year programme leading to Qualified Teacher Status. The programme is organised by the Director of Teacher Education Programmes and draws its course units from different departments. Details of individual courses are found under departmental headings.

Its content is divided into the following headings:

1. Specialist Subject Study: this forms a carefully structured progression of course units, some of which relate the subject to the learning needs of secondary pupils.
2. Teaching Studies: introduce you to secondary schooling and the development of young people within the context of contemporary society, studying the provision and organisation of learning within school, classroom and workshop. Recent developments in technical and pre-vocational education are considered.
3. School Experience and Studies Advisory Work:

Studies Advisory work takes place on Wednesdays and is concerned to ensure:

- i that you make a successful transition into Higher Education
- ii that knowledge and experience gained in course units is linked into a coherent whole and leads into preparation for teaching practices
- iii that you develop additional insights and skills which will strengthen your professional profile and your career possibilities.

In Year One you are given opportunities to visit a variety of schools which includes some one day attachments to a school under the guidance of a practising teacher and your Studies Adviser. This preparation will lead directly into a three week school practice at the end of the Summer term.

In Year Two you will be introduced to school organisation and in particular to the working of the department of your specialist subject study. A variety of workshops will prepare you for a six week teaching practice starting immediately after Easter.

Year Three builds on the work of years one and two and includes an attachment to IVth and Vth Years in a secondary school who are following courses in personal and social development. You will select the title for your Special Study and visit the school for your final school practice.

In Year Four the first semester is entirely given to an eight week school practice and your Special Study. In the final semester help and advice is given in applying for posts and a programme of lectures and visits considers current developments in education and ensures an effective transition to a first teaching post.

B.Ed (Hons) DEGREE (SECONDARY)

(Design Technology, Mathematics or Religious Studies only)

Year		Subject	Educational & Professional	School Work
1	1	Two Courses		School visits
	2	One Course	An introduction to Secondary Schooling	Attachments to schools leading into 3 week school practice
2	3	One Course	Adolescents, Family and Society	
	4	One Course	Learning and Teaching within the Classroom	6 Week School Practice
3	5	One Course	Personal, Social and Career Development within Secondary Schools	Attachments to IVth & Vth Years Following courses in personal and social development
	6	One Course	The Secondary School Curriculum and the Learner	
4	7	Link Study and 8 Week School Practice		
	8	One Course	Education for the Late Twentieth Century	

THE GRADUATE CERTIFICATE IN EDUCATION

This is a one year programme of study leading to Qualified Teacher Status. Teaching is based on the York campus.

Primary 5—8 & 7—12 years.

Secondary 11—18 years—Secondary training is offered only in Design and Technology.

- × Applicants must be graduates of an approved university or other institution granting equivalent qualifications acceptable both to the University of Leeds and the Department of Education and Science.
- × Applicants must have O/GCSE-level in English Language and in Mathematics (or recognised equivalents).

The College is required to satisfy itself that the degrees of applicants are appropriately related to the work of a school. For most this means a degree with a significant content within one of the traditional subject areas. For others, only those candidates whose applications show considerable strengths elsewhere (e.g. experience with children, personal attributes, non-academic activities) can be given consideration.

In all courses there is an emphasis on practical professional experiences and, in addition to a five week school practice in term 1 and an eight week school practice in term 3, there are school attachments and visits to schools in contrasting environments.

Primary

The programme is designed to provide initial professional preparation for teachers of children from five to twelve years.

There are three inter-related sections.

1. EDUCATIONAL STUDIES

These support professional practice with a working knowledge of modern educational thinking. The work is planned in a series of topics directly concerned with the learning strategies of children and classroom organisation and management. Study methods are centred on seminar groups involving active student participation.

2. CURRICULUM STUDIES

These give you an opportunity to understand and integrate within your own experience a range of subjects taught in Primary Schools. Courses are taken in Language Development and Reading, Mathematics, Art and Craft, Physical Education, Religious Education, Environmental Studies, Drama, Music, Science and the use of microcomputers in schools.

3. SCHOOL BASED WORK

This gives you opportunities for direct contact with children and their teachers in a variety of learning environments. It provides both a focus and reference source for the whole course. It offers the opportunity of trying out in schools ideas and materials developed in the College courses and experience of first-hand observation of teaching and learning styles. Initially, one day each week is spent teaching small groups of children in local schools. This is followed by a period of five weeks continuous teaching practice. Opportunities are given after the Christmas vacation for further school based work on one day each week. Later in the Spring term a number of visits are arranged to a variety of schools. You will have the opportunity to discuss the curriculum, its organisation and management, with the head and staff of each school as well as with College tutors. In the Summer term there is a continuous period of teaching practice.

Professional Studies

The Department of Professional Studies is chiefly concerned with the education of teachers on undergraduate, postgraduate and in-service programmes. The Department believes strongly that, whenever possible, theory must be integrated with practice. All the courses take account of the National Curriculum and are so organised that students can relate what they have learned, both in the Department and in association with other subject areas, to children, adolescents and adults within families, playgroups, youth clubs, and actual teaching situations. There is a College Play Group and Junior Club at Ripon. Furthermore, there are Resource Centres in the College which are particularly relevant for work in the Department (see p.68).

In addition to the general preparation of students for teaching, staff have particular specialisms which allow students to pursue developing interests in language development, special needs, expressive activities, ethnic minorities, careers education, pastoral care and counselling.

The BEd Degree Programme

Most undergraduates aiming at a career in teaching take the BEd Honours degree programme. Students follow programmes which prepare them to teach in the age ranges 5—8, 7—12 years or 11—18 years. There is a Nursery School at Ripon which helps with the education of students aiming to teach younger children. Each year there is the opportunity to visit the College in June for an 'Open Day'.

The Age Range 5—8 & 7—12 years

Year One

Child, Family and Society provides an introduction to pre-adolescent children within the context of their families and the wider community. The course includes a placement with a playgroup, youth club, school or family where students have the opportunity to work with young children and carry out a small investigation on some aspect of child development. *Expressive Activities* helps students gain an initial understanding of art, music and movement in the primary curriculum.

Year Two

Two half courses give students the basic groundwork for activities with children in mathematics and language: *Mathematics for the Primary Years* and *Language in the Primary Classroom*. In the half course *Children's Learning* students will be placed in schools where they will study a small group of children over a number of weeks. This period of participant observation will act as the basis from which students and staff will examine children's learning in primary classrooms. The half course *Organising Children's Learning* will follow and help students plan for their second school practice, paying particular attention to the development of topic work in the humanities and to religious education.

Year Three

Students examine teaching their Specialist subject in a course which usually involves students and tutors from Professional Studies and the Specialist subject department working with a teacher in a classroom. *Language, Literacy Skills and Special Needs* helps students to study the language curriculum and to consider special needs within the primary school.

Year Four

The first semester consists of the Final School Practice and a Special Study. The BEd programme concludes with the course *Primary Education in the Late Twentieth Century — A Critical Overview*. Students will examine the place of primary schools in contemporary society and also be given the opportunity to investigate in depth an aspect of the primary school which is of particular importance to them.

The Age Range 11—18 years

(Design and Technology, Mathematics and Religious Studies only)

Year One

An Introduction to Secondary Schooling gives an introduction to the origins, structure and functioning of comprehensive schools in England and Wales. This course, together with work on the *Studies Advisers' Programme*, will lead towards three weeks' school experience at the end of Year 1.

Year Two

Students will study *Adolescents within the context of Family and Society*. During the second semester, students will prepare for School Practice by taking two courses, one concerned with classroom interaction in general, the other related directly to the teaching of the main subject.

Year Three

The course *Personal, Social and Career Development in Secondary Schools* will give students an introduction to a developing area of the secondary school curriculum for older pupils and will include a period of attachment at a comprehensive school. Through *The Secondary School Curriculum and Learner* students will be helped to integrate their previous experience so they have an overview of the secondary school curriculum, particularly as this is related to special groups such as those with learning difficulties, the gifted, and children from a variety of cultural backgrounds. Students will also analyse classroom life as a preparation for the Final School Practice.

Year Four

The first part of Year IV consists of the Final School Practice and a Special Study. The final course, *Education for the Late Twentieth Century*, will consider trends in society which have implications for secondary schools, such as changing patterns in employment, and will enable students to become familiar with some of the practical responses being made, for example, by means of the Certificate for Pre-Vocational Education and Education for Capability.

Bachelor of Education Degree

TWO YEARS, FULL-TIME

CNAA Validated Post-Industrial BEd for intending teachers of Design and Technology in Secondary Schools.

The course is available to those who have worked in industry, who hold certain minimum qualifications and who now wish to train to become teachers.

Qualifications for entry to the course are as follows:

Candidates should be over the age of 23 years and hold one of the following qualifications:

- 1) A Higher National Diploma or Higher National Certificate.
- 2) The City and Guilds Full Technological Certificate.
- 3) The City and Guilds Technician Certificate Parts I, II and III.

- 4) The City and Guilds Craft Certificate Parts I, II and III.
- 5) The Higher Award of the Business and Technical Education Council (BTEC).
- 6) Membership of the City and Guilds of London Institute.
- 7) A Degree of a recognised institution.
- 8) The National Diploma in Design.
- 9) Equivalent qualifications of the Scottish Technician Education Council.

In each case the qualification must have some direct relevance to the subject of Design and Technology as it is taught in the Secondary School curriculum. Prior to entry candidates must satisfy the DES requirement that they have achieved GCE 'O'/GCSE level passes at Grades A, B or C in Mathematics and English Language or their approved equivalents.

The degree course is modular and is spread over two academic years. It includes studies in Design and Technology, Professional Studies, Teaching Methodology and significant school experience. Courses are examined or assessed as the studies proceed.

Because there is a shortage of teachers of this subject, the Department of Education and Science has made specially enhanced grants available for mature students. Further details can be obtained from Teachers 2 Division, Room 4/1B, DES, Elizabeth House, York Road, London SE1 7PH. Tel. 01-934-9000.