

The University of Hull

**Initial Training of Male Elementary school Teachers in
the Kingdom of Saudi Arabia: an Empirical Study of
Contributions by Principals and Teachers to
Teaching Practice.**

Being a Thesis submitted for the Degree of
Doctor of Philosophy in The University of Hull

by
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Abstract

Background.

Official documents and academic writings call for the improvement of initial teacher training in Saudi Arabia. Interest focuses especially on the absence of school mentoring roles in the teaching practice of student teachers from Teacher Colleges.

Aims

This study explores the mentor role as practised in developed countries such as the UK, where such roles are well-developed, and explores what roles the elementary school head teacher and co-operating subject teacher could perform for student teachers during the teaching practice programme. Views of college advisors, elementary school head teachers, co-operating subject teachers and college student teachers are examined.

Sample

The study sample consisted of 25 College advisors from Al-Madinah Teachers' College, and Jeddah Teacher College, 70 Elementary School Head Teachers and 230 Elementary School Subject Teachers from Al-Madinah Al-Monawarah District, and 103 Student Teachers in the final semester of training from Al-Madinah Al-Monawarah Teacher College.

Methods

Questionnaires were administered to the four groups to ascertain their opinions about the importance of various mentoring activities, and who should perform them. Semi-structured interviews were conducted with 21 college advisors, to determine what experience and information student teachers need, and what difficulties student teachers face on teaching practice.

Results

Respondents suggested 23 activities for the school head and four for the school teacher to perform during the teaching practice. These activities cover teaching skills development, information, involvement of the student teachers in non-teaching activities, relationships, evaluation, support, liaison and monitoring. Concerns about the information and experience student teachers need and difficulties faced covered similar categories.

Conclusions

Saudi respondents recognised the importance of the school mentoring roles. The study findings provide a basis for developing such roles in Saudi teacher college training programmes, and for creating a new sense of partnership between teacher colleges and schools.

Acknowledgements

I am deeply indebted to Allah for giving me the health, help and patience to complete this task.

I wish to express my great gratitude to my supervisors, Mr. Nigel Wright of the Centre for Educational Studies, Hull University and Senior lecturer, Dr. J.L.Moore, not only for the time they spent in reading and correcting the draft of this thesis but also for their advice, endless help, and constant encouragement throughout the period of research. Without such assistance, this study would not have been completed. It has indeed been a joy to work with people so dedicated and supportive.

Grateful acknowledgement also to the people of the University of Hull, particularly Dr Mike Bottery, Head of the Centre of Education Studies for his valuable seminars during my study period, and Mr. Alan Reese, for his help in using the SPSS programme for the fieldwork data; also, to the people of the Teacher College in al-Madinah Al-Monwarah for their encouragement; particularly, to Dr. Mohammed Al-Dakhil, the dean of the college.

I thank my colleagues in Saudi Arabia for praying for me and for covering my responsibilities in my country while I have been away; particularly, Mr. Obied Kurdi, Abdul Raheem Hafez, Mohammed Jamal Khan and Adnan Zulaly.

My sincere thanks also to my family; my mother, my wife, my sons Loay and Ahmed, my daughters Hanady, Afnan, Alaa and Ebtihal, and my grandchildren Hassan

and Hossam, for their prayers and support and to my sister Tahia and her family for fulfilling some of my duties in Saudi Arabia.

Thanks are also extended to the personnel of the Ministry of Education, Ministry of Higher Education, Saudi Arabian embassy in England and Saudi Arabia Cultural Bureau for giving me the opportunity to undertake this study and for their help. Thanks to Ms Kathryn Spry for her help with English and to Mr. George Dixon for his help with the typing.

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Frequent Abbreviations

CST	Co-operating subject teacher.
ES	Elementary school.
ESCST	Elementary school co-operating subject teacher
ESHT	Elementary school head teacher
KSA	Kingdom of Saudi Arabia.
MoE	Ministry of Education.
MoP	Ministry of Planning
ITT	Initial teacher-training.
SHT	School head teacher.
ST	Student teacher.
TC	Teachers' Colleges.
TP	Teaching practice.
TPP	Teaching practice programme.
TS	Training school.

Glossary

Al-Bukhari	One of the major collectors of the Prophet's Sayings. His book is considered to be the most important source after the Quran.
Allah	God.
Ayah	A Verse, especially a Surah of the Quran.
Caliph	Muslim ruler or governor.
Hadith	An account of what the Prophet did or of something said or done in his presence of which he clearly approved.
(pbuh)	Peace be upon him.
Sharia	The totality of the religious and moral laws of Islam.

Chapter One

Statement of Problem

1.1 Introduction

This study is an attempt to examine some aspects of initial teacher training for elementary school teachers in the Kingdom of Saudi Arabia (KSA), by focusing on the Teachers' College teaching practice programme (TPP), with special reference to the mentor roles of the elementary school head teacher and co-operating teacher subject teacher towards the colleges' student teachers, during the teaching practice programme. Initial teacher training is, or should be, very important in the professional life of the teacher, and teaching practice is a key element in that programme. It is the final stage in the teacher training programme, during which the student teacher is expected to translate all that he has learned during the period of study of his academic specialisation and educational theory into effective work inside the classroom.

Teacher training has been an important focus of attention in educational research in KSA for the last few decades, because teacher education is viewed as a key factor for better quality education.

The attention currently being directed to education and the financial resources allocated it, may be seen as a response to concerns that have been expressed about deficiencies in the system. This was indicated by the Vice Minister of Education, Al-Saige (1998), in his paper about Teacher Training, when he stated that:

“Teaching practice as a sinew of the vocational educational preparation, has not been given the required recognition in face of the reality of the professional situation. It should be given more emphasis by increasing the duration of practice to one year at least and strengthening the effectiveness of its supervision”. (In Al-Sharq Al-Awsat Newspaper, 4th January 1996)

Concern was also indicated by the Minister of Education in a speech which he made at Riyadh university on 2/1/96 (In Al-Sharq Magazine), in which he said that, one problem is that there is a gap between education and the needs of society. The educational system in the Kingdom at present is not meeting the needs of Saudi society in most fields, whether professional, scientific, cultural or artistic. Concern has been expressed at the number of practitioners who are weak in their field, despite having obtained academic qualifications. Indicators of deficiencies in the education system include low standards in basic subjects like Arabic and English, and the increase in the number of private schools in the country, arising from dissatisfaction with the state schools. For these reasons, an independent team has been asked to evaluate the education system.

Concern over educational standards also gives rise to questions about the preparation of teachers; educationalists are now attaching importance to improving the quality of the teacher training programme, an area in which the Teachers' Colleges have a key role to play. This was emphasised in the Minister of Education's speech at the opening of the Twelfth College Conference on 7th January 1996, when he said

“The future teacher really needs much more effort and training than in any other profession. He is considered to be the backbone of the educational system.....Teachers’ colleges as experienced seats of learning play a great role in the field of education” (p.3).

With these concerns in mind, this study will focus on teaching practice as a very important step in the student teacher’s life as a trainee in Teachers’ colleges in the Kingdom of Saudi Arabia.

1.2 Statement of the Problem

The main goal of education may be said to be philanthropic. Man is not a computer which we can fill with information and knowledge, but a complex set of needs and capacities which can be directed in a humanitarian way. The individual is the main resource for the society and the nation. To use him in the development of the nation, to develop human values, capacity and output is the task of education. Of the four major elements - the pupil, the school, the teacher and the community which surrounds the school - which play key roles in this educational process, the foremost is the teacher. The teacher is the first step in the education structure and is to a large extent responsible for the success or failure of the educational process. For this reason, most countries, especially the developed ones, are giving more attention than formerly to initial teacher training and to teaching practice, as the most important experience in the teacher training programme. The KSA is one of these countries which is increasingly recognising the importance of initial teacher training and teaching practice programmes and is concerned to improve them.

The considerable emphasis placed by the government on improving the educational system is reflected in the attention paid to education in a series of five-year development plans.

An important goal of the fifth plan is to increase the participation of Saudi nationals in the private sector, to achieve a higher proportion of Saudization of the work force. The achievement of this goal, however, will depend upon the implementation of appropriate policy measures to resolve a number of major labour market issues, of which those relevant to education are:

- 1. The education and training systems need to be upgraded to provide students with the skills and work habits that will enable them to function effectively in their fields of specialisation.**
- 2. The quality of graduates depends on both student efforts and attitudes, and the curriculum, quality of teaching staff, and teaching methods used in imparting knowledge, skill and work habits.**
- 3. It is becoming increasingly important to improve linkages between the education and training system and potential private sector employers to achieve better co-ordination between producers and users of skills and to influence the attitudes and expectations of students.**

(Fifth Development Plan (1990-1995) English Version, Ministry of Planning, Kingdom of Saudi Arabia, MoP. press, p.117)

At every level of education in the Kingdom the sexes are segregated, with due deference to the religious traditions of society. Islam is the only religion of the Kingdom. *Sharia* (Islamic law) governs every aspect of life and the desire for

education can rightly be said to arise out of the religion. The Holy Book of God, the Quran, in the first *surah* says:

“Read in the name of your Lord, the creator, who made man from clots of blood, read! Your Lord is the most bounteous one, who taught by the pen, through mankind things they did not know”

(The Holy Quran, English Translation, 1990)

Moreover, The Prophet Mohammed (*pbuh*) the messenger of God said in the *Hadith*, “I have been sent as a teacher” (Al-Bukhari, no date). Therefore, as has been stated before and because of the special place occupied by Islam in Saudi Arabian society, the preparation of devout and suitably qualified teachers is accorded special importance. This is especially true of teachers for the elementary school level because they influence a crucial period in the child’s life, during which the foundations are laid for all that the child will learn in the future, and which may influence his attitudes and abilities for years to come. Special care and attention must be given to this stage, for this foundation can only be laid once. Because the teacher is the cornerstone in the educational operation, the first step to effective elementary education is effective preparation of the elementary teacher. Pre-service training is the first part of a continuing process in teacher education. It provides and equips the student with a basic set of knowledge, skills and attitudes, so that he can work effectively with the community.

On the basis of 16 years experience as a trainer in Al-Madinah Al-Monwarah Teachers’ College, the researcher believes that a vital role in teacher preparation is

played by the student teacher's first practical experience in school. However, there is reason to believe that this element of the teacher preparation programme is in need of re-evaluation and improvement. Al-Ghawanni (1990) and others have raised criticism of a number of factors which they claim adversely affect student teachers' success, These will be discussed in Chapter Two.

In view of the criticisms currently facing teacher education programmes in KSA, this study will examine the teaching practice programme, with particular reference to the relationship between the Teachers' Colleges and the school. This is because some of the criticisms currently being raised, such as shortage of teaching aids, and the attitude of the school administration, suggest weaknesses on the school's side, while others, such as allocation of insufficient time for teaching practice, and poor educational preparation, suggest weaknesses in this area from the college side, which the study will explore.

Al-Saloom (1994) in his article, "Teacher Training" stated that:

It is very important to develop a strong relationship on the one hand between the teacher and the institution in which he was trained and on the other hand between the training institution and the place of training, but in reality we see this relationship in each case cut at the end of the teaching practice time in the school. (p.32)

This suggests the existence of a gulf between the Teachers' College and the school.

Therefore it is very important to clarify the school's role towards the student teacher. Mossa (1988) made many suggestions concerning teaching practice and the school. He suggested that the various elements involved in teaching practice are:

- a. the student teacher
- b. the college advisor
- c. the co-operating subject teacher
- d. the school administration

The first two of these elements belong to the training college and the other two belong to the school. All have an important part to play in the success of the teaching practice programme. Mossa pointed out that on the arrival of the new student teacher to a school, it should be the head teacher's responsibility to arrange a meeting with the whole teaching body and the student and his advisor. This would emphasise the importance of the teaching practice programme. He added that the school administration should also co-operate fully with the teaching practice programme and give the student teacher every opportunity to practise all the teacher's duties, i.e. teaching, school activities and administrative duties. Some school administrations do not allow trainee teachers to use all the school's equipment, or they do not trust trainees and give them the opportunity to practise the full range of teaching and administrative tasks. Furthermore, the school administration should alleviate the difficulties which face student teachers while they are carrying out their teaching practice in the school, for example by making available a suitable working area.

The above view, along with others such as Al-Harbi's paper (1993) about teacher training in the general education in the Kingdom of Saudi Arabia, Al-Dail's article (1990) about the teacher's preparation in the Kingdom of Saudi Arabia, and Al-Bazaz's paper (1989) about modernisation of preparation in the Gulf area, all focus on the importance of the teaching practice programme. So far, however, most evaluations of the teaching practice programme in KSA have looked at the college programme or at the student teacher's competence, but have neglected the key issue of the relationship between the school, including the role played by the head teacher and co-operating subject teacher, and the college; though literature produced inside and outside KSA, as well as the researcher's experience, suggest that the school has a vital role to play in the student teacher's first experience of his professional role, the impression of which will stay with him throughout his career.

1.3 Purpose of the Study

As indicated above, concern is being expressed that there are deficiencies in the teaching practice programme in Saudi Arabian teachers' colleges. This study will attempt to shed light on the reasons behind these deficiencies, with special reference to the place of practice, which is the school. In particular, it will try to clarify the role of the Elementary School Head Teacher (ESHT) and the Elementary School co-operating Subject Teacher (ESCT) toward the student teacher (ST) during the teaching practice programme, with a view to improving teaching practice in the

Teachers' Colleges in the Kingdom of Saudi Arabia. It is aimed, in this study, to achieve the following:

1. To explore and shed light on the role of the elementary school head teacher towards the student teachers from the Teachers' Colleges during the teaching practice programme.
2. To explore and shed light on the role of the elementary school co-operating subject teacher towards student teachers from the Teachers' Colleges during the teaching practice programme.
3. To assess to what extent these provisions achieve the goal of teaching practice, namely, to develop the student teacher's social and personal perspective and orient him to his new role.
4. To identify strategies which might help in the solution of any deficiencies in the teaching practice programme.
5. To provide suggestions and recommendations that may be related to this field in the future.

1.4 Limitations of the Study

This study will be confined to the TPP in the Teachers' College at Al-Madinah Al-Monwarah in the Kingdom of Saudi Arabia in 1997. Relevant personnel will be:

- 1) student teachers in the fourth year of the ITT programme, who have completed all other college requirements and are doing their final teaching practice before starting their official career in the school;

- 2) college advisors in the teacher's college in Al-Madinah;
- 3) head-teachers and co-operating subject teachers from all state-supervised elementary schools in Al-Madinah.

1.5 The Significance of the Study

There has been some research about teaching preparation in the Kingdom of Saudi Arabia, whether in the universities or the Teachers' Colleges, but these studies have looked at teachers' preparation in general or have focused on specific subject categories, e.g. mathematics teachers, science teachers and social studies teachers. This study will be the first study in Saudi Arabia, to the best of the researcher's knowledge, to focus on the teaching practice component of the college programme, irrespective of the subject specialisation of the trainee teacher, and also on a very important new point, the relationship between the college and the school as the student teacher's place of training. The researcher believes this point is vital to improving the teaching practice programme in the colleges, and yet little attention has previously been focused on this issue, which gives this study special significance. It has been the researcher's experience that other studies have talked in general about the role of the elementary school head teacher but not specifically looked at his role towards the college student teacher during the teaching practice programme. The role of the elementary school subject teacher is another potentially important area that has so far been neglected. In the light of the huge increase in the number of trainee teachers in the Kingdom in recent years and the burden this places on college staff in terms of

supervising and assessing teaching practice, the clarification and development of the roles of the elementary school head-teacher and the elementary school co-operating subject teacher could be increasingly important to teacher training in the future.

1.6 Overview of the Thesis

The remainder of this study comprises eight chapters, as follows:

Chapter 2 summarises the educational system in the Kingdom of Saudi Arabia. In Chapter 3, teacher preparation in general, and teaching practice programmes in Saudi Arabia are discussed. Chapter 4 discusses mentoring and the mentor role of the elementary school head-teacher and Chapter 5 discusses the mentor role of the elementary school co-operating subject teacher. In the light of these two chapters, it will be possible to formulate specific questions to be addressed in the remainder of the study.

Chapters 6,7 and 8 present the empirical side of the study. Chapter 6 will outline the research design and methodology. Chapter 7 will present the results of the research, while Chapter 8 will discuss the implications of the data obtained. The final chapter will provide a summary of the findings, draw conclusions, offer recommendations for improving the efficiency and cost effectiveness of the teaching practice programme and indicate areas where further research might be practicable and worthwhile.

1.7 Definition of Terms

1 Teachers' Colleges

Educational Colleges established by the Ministry of Education to train and prepare teachers in several subjects for subsequent employment in elementary schools.

2 Advisor

A member of the teaching staff or a lecturer in the Teachers' College or other educational institution. Normally, the advisor has at least a Masters degree and he must be a specialist in the subject on which he is advising.

3 Student Teacher

Colleges accept two kinds of students:

- a) Students who have graduated from high school or the equivalent, and are full-time students in the college;
 - b) Teachers who qualified with a diploma, have taught for at least two years, and wish to upgrade their qualification. These are known as "studiers" to distinguish them from first-time students. All students and studiers must undertake teaching practice in an elementary school under college supervision.
- In this study, the term student teacher (ST) refers to both kinds of student in the teaching practice programme.

4 Teaching Practice

This is part of the teacher training programme in the college and means practical and field study, in the school. For this term, the definition given by Rowntree (1981) 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”. (p.315)

5 Practice School

A school that takes student teachers for teaching practice (Rowntree, 1981) p.223. This is a school which provides a teaching practice placement for one or more trainees in one or more subjects. It is important that this school contains all elementary classrooms from the first grade to the sixth grade. Also, it should have all the necessary educational aids and materials for teaching the trainee's subject. These stipulations are set forth in a guide to practical education by the General Administration for Teachers' Colleges, Ministry of Education. The detailed interpretation of the situation with regard to equipment is left to local discretion, but it means that student teachers (trainees) for sport, for example, should go to a school which has a playground and sports facilities. (Due to lack of purpose-built schools in crowded urban areas, some schools are leased buildings which may lack such facilities; some rural schools may also be lacking in amenities).

6 Head Teacher (Principal)

The administrative and academic leader who is in charge of a school in many areas clarified by Ministry of Education policy.

7 Subject teacher

The teacher who lends his class and/or offers supervision to a student teacher on teaching practice. This teacher normally teaches the student teacher's subject in the school, is experienced in his field and supports and advises the student teacher within the school.

8 Role

The social behaviour expected of, and usually exhibited by, people occupying certain positions in society (Rowntree, 1981) p.259.

9 Support

The action or an act, of prevailing a person from giving way, backing him up, or taking his part, assistance. (The Oxford English Dictionary, 1989) p.257.

10 Role Model

Someone a person looks to as an example while learning or adopting a role (Rowntree, 1981) p.259.

11 Mentor

A trusted and friendly advisor or guide, especially of someone near to a particular role (Rowntree, 1981) p.133.

12 School Information

General information about the school practice given to the student teacher during the teaching practice to help in improving his teaching. For example, the educational teaching aids available, the number of the pupils in the school and in the classroom, the school calendar, the examination periods.

13 Professional Relationship

The personal relationship with the head-teacher or colleagues, which develops the student teacher's understanding of what is required of him as a professional and helps him to develop appropriate standards, behaviours and values.

Chapter Two

Education in Saudi Arabia

2.1 Introduction

This chapter will present an overview of education in the Kingdom of Saudi Arabia, focusing on those areas which are of particular relevance to the current study, especially the elementary stage and the teacher preparation for this stage. First, the chapter will describe education in general, from its early history to recent educational developments. For the benefit of those unfamiliar with the Saudi educational system, it will provide an overview of educational policy, and will outline briefly the main aims and policies of the elementary school. It will then provide general information about intermediate and secondary schools. More detailed consideration will be given to the elementary school level, as the main focus of this study, than to the nursery, intermediate and secondary levels.

The second part of this chapter will focus on teacher training. It will outline the teacher training system, and development of teacher preparation, with specific reference to the training of elementary school teachers, and to the history, aims and objectives and course curriculum of Teachers' Colleges.

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

2.2 General Overview

In this section, broad background information is given about the Saudi educational system as a whole, beginning with its historical development and continuing with an overview of its administration, policy and structure.

2.2.1 Early Efforts in Education

In the name of Allah, Most Gracious, Most Merciful, who has said in His Noble Book, “Are those equal, those who know and those who do not know”? (*Surat Azumar*, No.39) p.1397.

Mohammed, the prophet of Allah, as indicated by Al-Bogdady (1985) emphasised the importance of the teacher in his *Hadith*, when he said:

“Scholars are the inheritors of the Prophets” p.26.

That means scholars should follow the example of the Prophets and perform a similar role in teaching others. Islam has attached considerable importance to teaching and learning, ever since Mohammed the prophet (pbuh) ordered that prisoners of war should teach the children of the Muslims in Al-Madinah Al-Monwarah, by way of ransom, rather than remain captives p.27.

The record of Islamic history is full of the names of those who started as teachers, and because of what they learned, rose in dignity, rank and prestige, securing an immortal name in the field of knowledge.

A special group of these teachers called *Al-Muadiboon* (in English, disciplinarians) existed in society. This tells us that teaching was not just a type of job to earn money; it was more than that, it was something they believed in p.36.

Even in early times, then, Islamic scholars thought and wrote about the role of teachers in educating children and preparing them for their role in society. Some early educationists, such as Ibn Khaldoon, are notable for their enlightened views on the teacher-pupil relationship, and on teaching methods.

Nonetheless, despite the importance attached to education, there was no formal education system (Salleh, 1983). Education centred on the mosques and *kuttab*s (private classes run by individual scholars) and focused on a limited curriculum of Islamic Studies,

2.2.2 History of Recent Educational Development

Looking back over the history of formal education in Saudi Arabia and comparing it to the situation in other countries in the west, and even some countries in the Middle East, we can say that formal education in Saudi Arabia is new. Many people have pointed out that the educational system in Saudi Arabia is young and that sixty five years ago, it was almost nothing. In 1959, Lipsky wrote

“Until twenty-five years ago, formal education in Saudi Arabia was entirely in the Islamic tradition of religious and classical learning and was available only to a tiny segment of the country’s youth. Public education was non-existent until the 1930s when, with

Egyptian advice and personnel, a small government school system was established.” (p.277)

About education before the formation of the Kingdom, Al-Sadan (1995) said that if measured in terms of modern development, Saudi Arabian education was extremely limited in extent until rather late in the 20th century. What education there was, focused mainly on the Quran (p51).

In 1924, the Directorate General of Education was established by the government (M.o.E.-1983 p.6). Its objectives were to establish elementary and secondary schools and to recruit teachers from outside the country, particularly from Egypt, to carry out the instructional programmes for these schools. The establishment of this Directorate marked the beginning of formal public schooling in Saudi Arabia, including the recording and regulation of the few already existing private elementary and secondary schools.

The Directorate-General of Education was replaced by the Ministry of Education in 1953 (Abo A’Ali, 1975). The aims of the Ministry of Education were to carry out the education policy of the nation, to develop the curriculum to meet the increasing demands for educational facilities, to send students abroad to seek higher education and to plan for the establishment of higher education (p.12).

Since that time, the government of Saudi Arabia, through the Ministry of Education, has been trying hard to develop educational programmes. “It has

accomplished much in improving and expanding education during a short period of time”. (Al-Khatabi, 1986 p.13).

2.2.3 Administration

The administration of Saudi Arabia’s education system is centralised; all aspects are subject to government supervision and control. Policy matters are regulated by a special Higher Council on Education. Curricula and syllabuses are uniform throughout the Kingdom and approved centrally.

The Ministry of Education administers education for boys at all levels. It is responsible for all the three stages: elementary, intermediate and secondary, as well as special education, adult education and Teachers’ Colleges. The structure of the Saudi education system is shown in Figure 2.1, from which it can be seen that after the elementary stage, a number of options, including vocational training, are available to students. Teacher training can be undertaken from the age of 15+, as an alternative to general secondary education; in other words, a student can enter teacher training having completed only intermediate education, though tertiary-level teacher training is also available. (These forms of training are discussed in more detail in a later section).

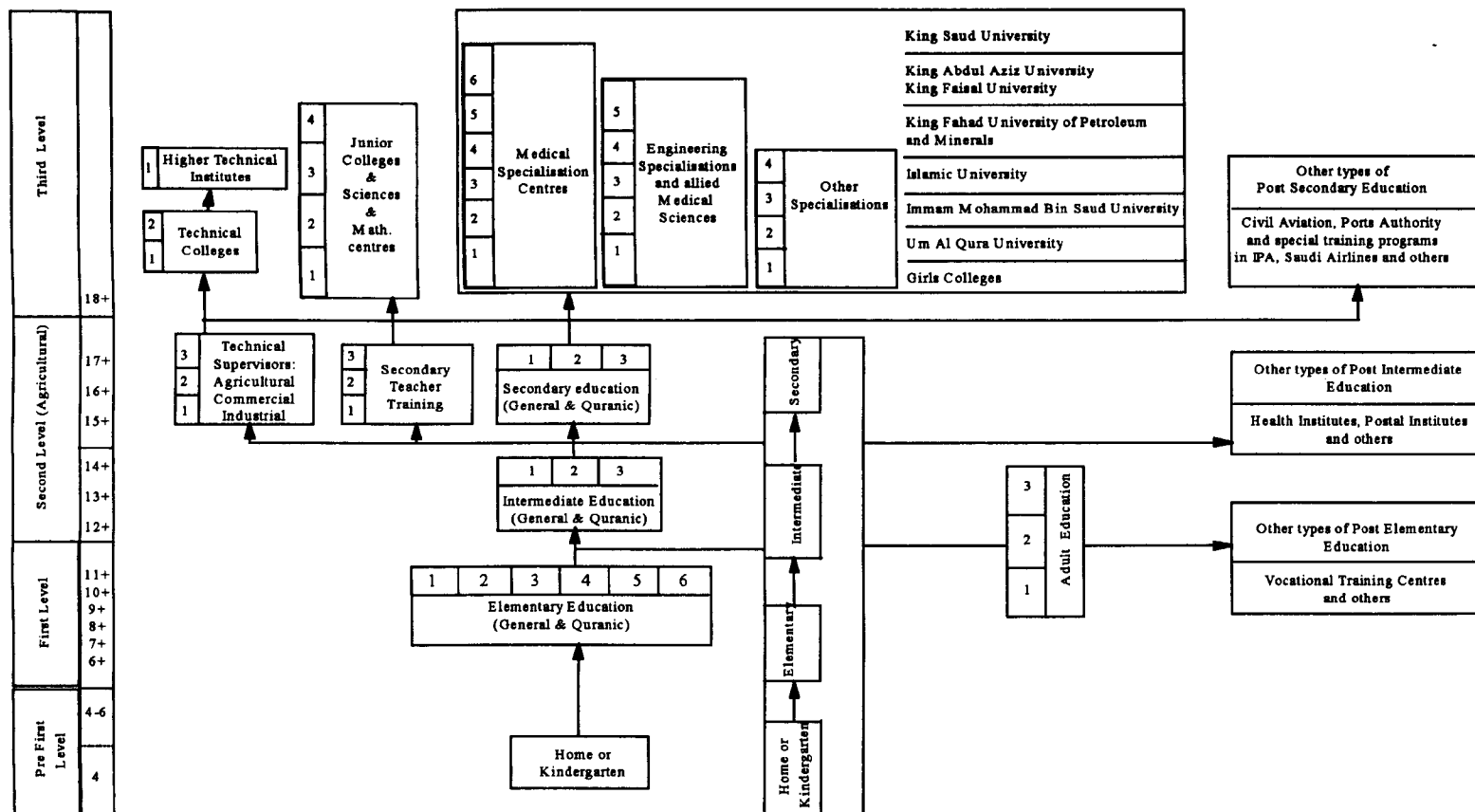
The Ministry of Education has branch offices in the various regions of the country, to administer and supervise education in each district.

Associated with the rapid progress since 1993 has been considerable growth in the number of schools, teachers and students. This rapid growth, especially in the

number of students, has caused such problems as lack of trained teachers, slow change from traditional curricula and teaching methods to modern ones, and inadequate capacity for supervision and educational instructional programmes (Al-Thubaiti, 1989).

In Saudi Arabia, the school week lasts for five days, from Saturday to Wednesday. Schools are closed on Thursday and Friday. The school day starts at 8.00 and finishes at 2.00 p.m. (Exact times vary from a summer to a winter session, depending on the time of sun-rise every day). Students have seven or eight periods of instruction, of approximately 45 minutes duration each day, with a five-minute break between periods. After the third period, they have a 20-minute break, in addition to which 30 minutes are devoted to noon prayers each day.

Figure 2.1
Flow Chart of Education and Training in the Kingdom of Saudi Arabia



Source: Ministry of Planning, Fifth Development Plan (1990-1995) Kingdom of Saudi Arabia, Ministry of planning Press, p.257

2.2.4 Education Policy

Al Hajres (1988) reported that in the Kingdom of Saudi Arabia there are four main agencies responsible for education: the Ministry of Education, the Presidency of Girls' Education, which is responsible for the education of girls at all levels, including college education, the Ministry of Higher Education, which is responsible for education at the university level for both males and females, and the General Organisation for Technical Education and Vocational Training, which aims to supply qualified manpower for various technical fields.

Al-Khattabi (1986) indicated that in addition to these, the Ministry of Defence, and private bodies supervised by the Ministry of Education and Girls' Education administration are also involved in educational provision. The Ministry of Defence is involved in providing schools for children whose parents are members of the forces. Private bodies supervised by the Ministry of Education provide adult education and special education for handicapped people. Private bodies supervised by the Girls' Education Administration provide some kindergartens. Another agency with some responsibility for educational provision is the National Guard, which provides schools for the children of its members.

The various government agencies involved in educational provision implement a unified national policy which is planned and supervised by the Higher Committee for Education Policy, set up in 1965. This committee studies and approves policies for educational development in Saudi Arabia. (M.o.E. 1985, p.11).

The policy set by the committee in 1970 has continued to guide the development of education in the Kingdom. The education policy states the aims and objectives of education in the Kingdom of Saudi Arabia, stressing the cultural and religious role of the Kingdom. The most important of these objectives, as stated in the educational policy are:

1. Prompting the spirit of loyalty to Islamic Law;
2. Demonstrating complete harmony between science and religion in Islamic Law;
3. Encouraging and promoting the spirit of scientific thinking and research, strengthening the faculty of observation of contemplation and enlightening the students about God's miracles in the Universe and God's wisdom in enabling his creatures to fulfil an active role in the building up of social life and in steering it in the right direction;
4. Understanding the environment and broadening the mental horizon of students by introducing them to different cultures of the world;
5. Equipping students with at least one of the living languages to enable them to acquire knowledge of arts and new discoveries, to transmit our own knowledge to other communities and to participate in the spreading of Islam and serving humanity;
6. Helping in the proper psychological development of the children and enabling them to grow spiritually, emotionally and socially according to well-established Islamic traditions;

7. Studying individual differences among students in order to orient them properly and to help them grow in accordance with their abilities, capabilities and interests;
8. Providing special education to mentally and physically retarded students;
9. Training the needed manpower and diversifying education with special emphasis on vocational training;
10. Imbuing students with zest for work; providing them with scientific skills together with instruction in applied training and practice in handicrafts; providing opportunities for participation in production processes and helping students to acquire experience in laboratories, workshops and farms; studying scientific principles of the various activities leading to increased productivity and creativity (Saudi Arabia Higher Committee, 1974).

Objective number 9 talks about training the required manpower and diversifying education with special emphasis on vocational training. It is with an aspect of this aim that the present research is concerned.

2.2.5 Nursery School

Because of the nature of Saudi society, nursery education developed comparatively late. Most women do not work outside the home, so they keep their children at home. However, with the modernisation of education, together with some liberalisation in the role of women, more of whom now have a university education and

a career (in the girls' schools, hospitals and other jobs considered appropriate for women according to Islamic *Sharia*), a need for nursery provision has emerged.

In 1960, there were no nursery schools in the country, but by 1965 there were 15 private nursery schools. By 1974, the number had increased to 65 and in 1980 there were 169 nursery schools in the country (Al-Hakeel, 1986). More recent developments (1990-1994) are shown in Table 2.1. The number of Saudi and non-Saudi teachers is increasing yearly due to the increasing number of new schools, and the interest shown by Saudi society in general towards this stage. Nonetheless, the development of this kind of school is still quite limited.

Whether or not children have attended nursery school, they enter elementary school at the age of six years (Al-Jawadi and Salleh, 1985).

Table 2.1
Kindergarten Schools 1990/91 - 1994

Year	Schools	Pupils			Teachers m/f		
		Males	Females	Total	Saudi	Non-Saudi	Total
1989-90	551	37,852	42,088	79,940	2764	1757	4521
1991	550	36,070	29,831	65,901	2914	1749	4663
1992	608	34,165	32,467	71,632	2743	1662	4405
1993	679	43,644	36,439	80,083	3248	1850	5098
1994	752	46,528	38,887	85,415	3539	1964	5503

Source: Ministry of Finance and National Economy: Central Department of Statistics (1994) The Statistical Indicator Nineteenth issue, printed at CDSP (p.134)

2.2.6 Elementary Education

According to the Ministry of Higher Education (1978) the elementary stage is recognised as:

...The foundation on which rests the preparation of youth for the following stages of their life. It is an important stage which covers all the members of the nation and provides them with the fundamentals of sound ideology and trends and with experience and information. (p.18)

Elementary education is considered, therefore, to be the cornerstone in development of educated citizens. In 1952 the Ministry of Education developed the Department of Elementary Schools. The establishing of this department enhanced the growth of elementary schools. The number of elementary schools increased from 8808 in 1989 to 10699 in 1994, as shown in Table 2.2.

Table 2.2
Elementary Schools, 1989/1990 - 1994

	1989/90	1991	1992	1993	1994
Schools	8,808	9,097	9,490	10,230	10,699
Classes	80,928	84,516	88,344	95,134	99,960
Saudi Teachers	85,485	94,172	96,387	101,616	112,086
Non Saudi Teachers	27,330	26,281	25,357	30,510	30,674
Total	112,815	120,453	121,744	132,136	142,760
Pupils Males	980,362	1,019,708	1,028,978	1,074,883	1,117,655
Pupils Females	820,703	857,208	893,094	951,065	997,081
Total	181,065	1,876,916	1,922,072	2,025,948	2,114,736

Source: Ministry of Finance and National Economy Central Department of Statistics, The Statistical Indicator 1994, printed at CDS, p.135

The number of Saudi and non Saudi teachers increased during the years 1993 and 1994 due to the opening of new schools, especially in the rural areas. However,

the continued reliance on a large number of expatriate teachers shows that the number of qualified new Saudi teachers graduating from the colleges and universities is not sufficient to meet the need for teachers.

Al-Saloom (1991) has pointed out that there were two types of Elementary School before 1953, the first for rural students and the second for urban students. There were some differences in the curriculum and the pattern of study between the two types of school. The provision of these two types of school shows that environmental considerations were being taken into account in these areas. However, after 1953, the Ministry of Education unified the curriculum of the two kinds, to ensure that the full opportunity of study should be open to all, and that the quality of education received by all students should be the same (Al-Meajal, 1992).

The students are promoted from one grade to another by passing the examinations which they sit at the end of each term. If a student fails a grade, he must repeat it. Students have to pass the sixth grade examination to enter the intermediate school. Originally, the examination for this period was centralised and sent out to all schools in the country by the Ministry of Education. Then, responsibility for this examination was passed to the General Directorates of Education (district authorities), and now, this examination has become the responsibility of individual schools.

The size of classrooms differs from one school to another, the maximum being 35 students. The number of administrative staff in the school depends on the number of classrooms.

At the elementary stage, the main emphasis in the curriculum is on religion, Arabic, social science and mathematics, as shown in Table 2.3. Teachers in the elementary stage may be required to teach one or more subjects, according to the availability of staff in the schools. In a small rural school, the elementary teacher may have to teach the whole curriculum. However, teachers' subject specialisations vary according to the institution in which they were trained. Those graduating from the old Teachers' institutes were trained as general subject teachers. Those graduating from the Junior Colleges majored in two subjects (one main and one subsidiary) while graduates from the Teachers' Colleges specialise in a single subject at degree level, though they will have received training in the general subjects of the elementary curriculum.

Table 2.3

**Curriculum of Saudi Arabian Elementary Schools for Boys
in Periods Per Week**

Subjects		School Year					
		1 st	2nd	3rd	4th	5th	6th
Religion:	The Quran	7	7	7	6	3	4 ^a
	Recitation	-	-	-	1	1	-
	Islamic fundamentals, elem.	1	1	1	1	2	2
	Jurisprudence	1	1	1	1	2	2
	Prophet's sayings	-	-	-	-	1	1
	Total	9	9	9	9	9	9
Arabic:	Spelling and writing	7	7	-	-	-	-
	Reading and studying	-	-	3	2	2	2
	Songs and memorised material	2	2	2	2	1	1
	Dictation	-	-	2	2	1	1
	Composition	-	-	1	1	1	1
	Grammar	-	-	-	1	2	2
	Handwriting	-	-	1	1	1	1
	Total	9	9	9	9	8	8
Social	Geography	-	-	-	1	1	1
Science	History	-	-	-	1	1	1
	Total	-	-	-	2	2	2
Mathematics		4	4	4	5	5	5
and	Science and Hygiene	2	2	2	2	3	3
others	Drawing and Handwork	2	2	2	1	1	1
	Physical Education	2	2	2	2	2	2
	Total	10	10	10	10	11	11
	Grand Total	28	28	28	30	30	30

^a one period for memorisation.

Source: Ministry of Education, 1985 "Chapters in the History of Education in the Kingdom: Elementary Education". Riyadh Saudi Arabia, p.153 (in Arabic)

The aims of elementary education in Saudi Arabia are:

- **To implant the true Muslim faith in the heart of the child, and to raise him according to Muslim behaviour with a complete manifestation of its rules in his character, body, mind, language, and an identification with the Muslim nation.**
- **To train students to perform their prayers and to observe the rules of conduct and good manners.**

- To develop the basic skills in the student, particularly those of language, arithmetic and physical fitness.
- To provide the student with a suitable amount of information in all the various subjects.
- To acquaint him with the blessings bestowed by God on him and on his social and geographical environment, so that he may make good use of his gifts, allowing them to be beneficial to him and his environment.
- To cultivate his aesthetic tastes, nurture creative activities, and build a sense of appreciation for his handiwork.
- To develop his talents so that he is aware of his duties and rights appropriate to his age and the special particularities of the stage in which he is passing, and to inculcate love for his fatherland and loyalty to his superiors who are charged with authority.
- To generate in the student the desire to seek useful knowledge, to learn serviceable work and to benefit from his leisure time.
- To prepare the pupil for that phase of life which is to follow his present one.
- To gain the benefits of these aims we have to train a qualified teacher who can actualise these aims.

(Al-Hakeel, S. The Educational Policy of Saudi Arabia, Dar Alm Al Kutub 1986, p.66)

2.2.7 Intermediate School

After 1957 the intermediate schools were separated from secondary schools. As a result, students who have successfully completed the sixth grade of elementary education now proceed to intermediate school.

The intermediate stage consists of three years from age 12 to age 14. Intermediate school, like all general education, is free for all Saudi and non-Saudi residents. The number of intermediate schools rose from 20 in 1952 to 4431 in 1994, the number of classes rose from 1297 in 1952 to 28,954 in 1994, and the number of intermediate school students (both male and female), reached 770837 in 1994 (See Table 2.4).

Table 2.4
Intermediate Schools, 1989/1990 - 1994

	1989/90	1991	1992	1993	1994
Schools	3110	3289	3582	4009	4431
Classes	19855	21342	23359	25969	28954
Male Students	314010	322823	347198	390028	434073
Female Students	224204	247257	269362	303170	336764
Total	538214	570080	616560	693198	770837
Saudi Teachers	23042	27199	29519	32326	39169
Non-Saudi Teachers	16873	16002	16328	18745	18643
Total	39915	43201	45847	51071	57812

Source: Ministry of Finance, Central Department of Statistics, Statistical Indicators, 19th Issue, 1994, p.136

The yearly increase in the number of Saudi teachers in the intermediate stage is due to increased facilities for training provided by the universities dealing with training for this sector and to the rise in demand. The number of non-Saudi teachers is still high, however, especially in the rural areas, since most Saudi teachers prefer to work in

the cities. The Teachers' Colleges now give more chance to students who come from rural areas to return to work in those places, but most of them still prefer to stay in the city, where better facilities are available.

2.2.8 Secondary Schools

The secondary stage consists of three years from grades 10 to 12 (age from 15-17). At the end of the three years, students receive a Secondary School Certificate which allows them to go to university, depending on the grades they have achieved.

Once the student has passed the first grade of secondary school, i.e. grade 10, he has to choose between two streams, either science or arts. Students then continue in their chosen specialisation for the rest of their time in secondary school. The choice between these two streams depends on the student's ability and grades in the 10th final exam. If he gets high grades in arts subjects he will go to arts, and if he gets high grades in science subjects, he will go to science. The stream followed in secondary school will determine the choice of subjects available to those who subsequently enter universities and colleges. Alternatives to general (academic) secondary education also exist. "There are also vocational and technical programmes available at the secondary stage and students can choose to enter commercial schools, or agricultural training courses" (Presley, 1984 p.60). The quantitative development of secondary education is shown in Table 2.5.

Table 2.5
Secondary Schools, 1989/1990 - 1994

	1989/90	1991	1992	1993	1994
Schools	1255	1354	1534	1732	1915
Classes	9946	11019	11967	13022	14280
Male Students	150468	156976	169804	198537	212138
Female Students	118114	132586	143772	152349	173615
Total	268582	289562	313576	340886	385753
Saudi Teachers	9872	11546	12611	21110	17797
Non-Saudi Teachers	8481	8652	8922	15545	9903
Total	18353	20198	21533	36655	27700

Source: Ministry of Finance, Central Department of Statistics, Statistical Indicators, 19th issue, 1994, p.137.

At secondary, as at intermediate level, it can be seen that the number of non-Saudi teachers is still very high. The universities still cannot supply enough Saudi teachers to meet the demand, and efforts need to be made to identify the reasons for this and to find a solution.

2.2.9 Higher Education

Higher education begins at the age of 18, and it is available for male and female students who have finished secondary school. After the pupil gets his secondary school certificate in either science or in arts, he can enter one of a number of post-secondary institutions, depending on the grades achieved in secondary school.

There are eight universities. They are:

1. University of Um al Quraa in Maccah Al Mokaramah

2. The Islamic University in Al-Madinah Al-Monwarah
3. King Saud University in Riyadh
4. The Immam Mohamad Ibn Sond University in Riyadh
5. King Abdulaziz University in Jeddah
6. King Fahad University of Petroleum and Minerals in Dhahran
7. King Faisal University in Dammam.
8. King Khaled University in Abha

Most of these universities undertake teacher preparation, mainly for those intending to teach at intermediate and secondary levels.

Junior Teachers' Colleges and Teachers' Colleges train elementary school teachers. Junior Colleges operate two-year diploma courses. The Teachers' College provides a four year course. Colleges for female students are overseen by the General Presidency for Girl's Education, while the 18 Teachers' Colleges overseen by the Ministry of Education train male students. The development in the number of students in Higher Education is shown in Table 2.6.

Table 2.6
Higher and University Education, 1989/1990 - 1994

	1989/90	1991	1992	1993	1994
Number of Faculties	77	79	82	76	77
Male Students	73166	87354	78652	95304	83203
Female Students	57162	36143	57128	89856	72187
Total	130328	123497	135780	165160	155390
Saudi Teachers	4982	5501	5580	6268	6214
Non-Saudi Teachers	4389	4374	4536	5954	4066
Total	9371	9879	10116	12223	10280

Source: Ministry of Finance, Central Department of Statistics, Statistical Indicators, 19th issue, 1994, p.142

The ratio of about 50% Saudi teachers to non Saudi teachers is due to the late start of higher education in the Kingdom.

We notice that there is a clear decrease in the number of non-Saudi teachers in 1994. This is due to the yearly increase of Saudi teachers in the universities.

2.3 Teacher Training System

This section explains the background and current procedure of teacher training in Saudi Arabia. It begins with a general introduction, after which recent developments in teacher training are outlined and the role of Teacher Colleges is explained

2.3.1 General Introduction

Production of well qualified teachers is a main goal for the M.o.E. in the Kingdom of Saudi Arabia at the present time, because the country is still in need of qualified teachers to avoid the need to import teachers from other Arab countries - indeed it is better that elementary teachers should be indigenous so that they have a proper understanding of the students' culture and thought.

There are two sources of teacher training in the Kingdom of Saudi Arabia, the Ministry of Education, which is responsible for training male teachers for boys' schools, and the General Presidency for Girls' Education, which is responsible for training female teachers for girls' schools. The universities train both male and female teachers. This is particularly the case for universities which incorporate a College of

Education, such as the university of Um Al-Qura in Maccah Al-Mokaramah, which has a branch Teachers' College in Taif, as well as the College of Education in Maccah itself; the Islamic university in Al Madinah Al Monawarah, King Saud university in Riyadh, and King Abdulaziz university in Jeddah, which also has an education college in Al Madinah Al Monawarah.

The material and social objectives of the education curriculum in the Kingdom are based on Islamic values and the cultural heritage of the Saudi society, and constitute the cornerstone of long-term development. All previous development plans have placed emphasis on inculcating these values in citizens and on imparting to them the knowledge and skills which will enable them to participate effectively in all social, economic and cultural activities.

In the introduction to the fifth development plan (1990-1995), it was reported that rapid growth has been witnessed at each level of education over the last two decades, and that the fourth plan period, in particular has seen a series of changes in the ongoing evaluation of education services, such as:

- reviewing and developing the curriculum and training methods;
 - the establishment of minimum educational standards for elementary school teachers
- (Ministry of Planning Fifth Development Plan, 1990-1995 p.260).

Almost inevitably, this rapid expansion in services and institutions has been accompanied by the emergence of problems which are now constraining the overall effectiveness of the system.

The government is concerned with preparation of educational leaders. Educational leaders are facing great challenges, and methods must be adopted to facilitate the provision of highly qualified leaders through scholarship and training programmes in all fields of education. Because of recent changes introduced into the general education curriculum by the educational development centre, it has been important to re-evaluate methodology and curriculum, and to adopt modern teaching methods which emphasise understanding.

The fifth plan reaffirmed the Kingdom's commitment to the full development of its people, particularly in its first strategic objective of developing human resources, thus ensuring a constant supply of manpower, upgrading its quality and improving its efficiency to meet the requirement of the national economy (Ministry of Planning, Fifth Development Plan 1990-1995, p.255).

The improvement of the educational system is an ongoing process for the Kingdom's educational institutions. Among the objectives which guided the development of education under the fifth plan, those particularly relevant to this study are:

- **to raise the quality, effectiveness and efficiency of education and the administrative performance of higher education institutions;**
- **to expand and diversify higher education programmes and ensure that the activities of higher education institutions are responsive to the requirements of socio-economic development.**

Table 2.7
Full-Time Teachers, by Nationality, Type and
Level of Education, 1989/1990-1994

	1989/1990			1991			1992			1993			1994		
	Saudi	Foreign	Total	Saudi	Foreign	Total	Saudi	Foreign	Total	Saudi	Foreign	Total	Saudi	Foreign	Total
Kindergarten	2764	1757	4521	2914	1749	4663	2743	1662	4405	3248	1850	5098	3539	1964	5503
<u>General Education</u>															
Elementary	85485	27330	112815	94172	26281	120453	96387	25357	121744	101626	30510	132136	112086	30674	142760
Intermediate	23042	16873	39915	27199	16002	43201	29519	16328	45847	32326	18745	51071	38169	18643	56812
Secondary	9872	8481	18353	11546	8652	20198	12611	8922	21533	21110	15545	36655	17797	9903	27700
<u>Teachers College & Institutes</u>															
Secondary	42	704	746	27	612	639	23	656	679	17	875	892	59	1128	1187
Higher	602	1232	1834	571	1249	1820	626	1268	1894	571	1497	2068	582	1581	2163
<u>Tech. Education</u>															
Secondary	993	1128	2121	1193	1361	2554	1343	1390	2733	1407	1486	2893	1591	1320	2911
Higher															
Special Education	381	618	999	492	654	1146	620	716	1336	765	719	1484	808	503	1311
Adult Education	6038	1341	7379	6654	1886	8540	6769	1627	8396	3291	867	4158	7021	1371	8392
Other Education	947	580	1527	845	580	1425	907	596	1503	1146	782	1928	1453	908	2361
University Education	4982	4389	9371	5501	4374	9875	5580	4536	10116	6268	5954	12222	6214	4066	10280
Total	135321	64682	200003	151366	63677	215043	157389	63385	220774	172655	79912	252567	189858	72620	262478

Source: Ministry of Finance and National Economy: Central Department of Statistics (1994) Statistical Year Book, Thirtieth issue, printed at CDSP (p.51)

Table 2.7 shows the number of Saudi teachers in the elementary level increased from 1990 to 1994, matched by a corresponding drop in the number of non-Saudi teachers. The number of non-Saudi teachers started to rise again in 1993-94 because of the opening of more schools, especially in the rural areas of the country.

2.3.2 The Development of Teacher Preparation

Saudi Arabia's first indigenous teachers were educated either in one of the holy mosques or in any mosque in their district. They then taught in a *Kuttab*, a school consisting of only a single classroom with one teacher. In the beginning, because of the need for teachers, the Education Directorate asked anybody who could read and write to teach in the elementary school. Because not enough indigenous teachers could be found, teachers holding a secondary school certificate were brought from outside the country, from Arab countries such as Egypt. These were called the 'necessary teachers.' Al Zaid (1977) said that in the face of this chronic shortage of indigenous teachers, one of the aims in setting up Al-Soolatiah school was to prepare teachers to teach in the elementary schools.

In 1926, the government established the Saudi Science Institute in Maccah al Mokaramah, with the aim of preparing teachers and government employees. This was the first higher educational institution in the country (Al Zaid, 1977). Students studied for five years, following courses in religious studies, Arabic, mathematics, English, psychology, geography and history.

In 1936, another educational institution, Tahdier Al Beethat School was established, offering a five-year course in physics, chemistry, biology, Arabian history, English, Arabic and religious studies.

In 1945 the government established a new school called Dar Al Tawheed school, as a religious school covering higher levels of education, particularly the preparation of teachers.

In recent years, an increasing concern of the government has been the need to prepare more Saudi teachers who will be qualified to teach in the elementary schools. To achieve this goal, it has established a special training programme (Al-Hajres, 1988), beginning in 1976 with the establishment of two Junior Teachers' Colleges to develop the level of the elementary school teachers. Seventeen such colleges had been established by 1989. This kind of college accepts two kinds of teachers. The first group are elementary teachers who graduated from the former Teachers' Institutes, and have taught for not more than three years; the second type are holders of the Secondary School Certificate. These kinds of college generally have the following departments: Islamic culture, Arabic language, educational psychology, health and science, social studies, media and educational technology, mathematics and physical education. After two years' study, students are awarded the Diploma in Teaching, in one of the following subjects: mathematics, science, religious studies, Arabic language, social studies, physical education and art education. Diplomas are not awarded in psychology, media or educational technology, as specialists in these subjects are not

needed at the elementary stage. The purpose of these departments is to contribute to student teachers' training in educational theory and methodology.

In 1979, the M.o.E. set up an educational training directorate to participate with other responsible agencies and educational institutes in the creation, extension and evaluation of in-service training programmes of public school personnel, in order to develop and improve their professional capabilities, to reinforce their competencies, whether in teaching skills and methods, or in administrative skills, to upgrade their standards, to upgrade their knowledge of academic subjects, and to enrich their understanding of cultural and educational concepts.

2.3.3 Teachers' Colleges

In 1975, Teachers' Colleges were established as Junior Teachers' Colleges. Students took a two-year course leading to the award of a Diploma which qualified them to teach in the elementary schools. In 1989, these colleges were upgraded and renamed Teachers' Colleges. They awarded a Bachelor Degree after 4 years' study. This change came after a Government decision that a Bachelor Degree was the lowest qualification acceptable for those intending to teach in the elementary school.

These colleges are located in most areas of the Kingdom. Students who train in these colleges fall into two categories:

- a. New students who come straight after finishing high school; we call these, "students"

- b. Teachers who qualified under the old system, who wish to upgrade their qualifications; we call these, “studiers.”

The year is divided into two terms, each of 17 weeks. The minimum number of study hours per week is 18, the maximum is 22. The minimum length of study is 7 successive terms, while the maximum is 10 terms. The colleges apply the credit hour system. A student must complete 149 credit hours in order to graduate with a Bachelor Degree in elementary education.

The programme contains three elements: general preparation, which continues the trainee’s academic education; compulsory courses in aspects of educational theory and methodology; and professional preparation in the student’s academic specialism.

2.4 Summary

This chapter has provided information needed to familiarise the reader with the history of education and the school system in Saudi Arabia.

Saudi Arabia, as a developing country, faces many educational challenges. Despite the fact that many changes have taken place in the educational system, there are still many problems that need to be solved. In this chapter, it has been shown that there is still a shortage of indigenous teachers, though the teacher training system has been upgraded in recent years.

The government educational policy emphasises the need for training the required manpower and diversifying education, with special emphasis on vocational training.

The main objective of the training programme is to produce qualified teachers to decrease the necessity of relying on non Saudi teachers, who are less familiar than local teachers with the country's educational environment. In particular, attention is being focused on the need for qualified teachers capable of achieving the aims of elementary education.

The training of teachers also needs to keep abreast of changes in approaches to curriculum and methodology, including the adoption of modern teaching methods which emphasise understanding.

Under the recent development plans, efforts have been made to raise the quality, effectiveness and efficiency of education and the administrative performance of higher education institutes such as the Teachers' Colleges which are concerned with training teachers for elementary schools. Trainees in the Teacher's Colleges undertake a graduate level programme which encompasses general academic study, teaching theory, and professional preparation in a subject specialism. However, the role of the school in training is not made clear. This lack of attention to the role of the school will become more evident in the in-depth consideration of the teaching practice part of the training programme, which follows in the next chapter.

Chapter Three

Teaching Practice Programme

3.1 Introduction

To achieve development in education at a time of rapid advances in knowledge, there is a need for teachers who can raise the ability of the learners and motivate them (Al-Saige, 1998). Such teachers are usually the products of a continuous process of teacher preparation, starting with selection of suitable candidates and provision of a comprehensive programme to develop their knowledge and change their behaviour to make them effective teachers. Therefore the complete teacher training programme consists of three steps: selection, training and maintenance.

The teaching practice programme (TPP) is the main part of training, and plays an essential role in teacher preparation. The teaching practice offers an important opportunity to put theory into practice. Educational principles and psychological support help the student teacher to achieve practical efficiency and develop a positive orientation toward the teaching profession (Sabbag, 1995). From the viewpoint that teaching practice is one of the most important aspects of any pre-service programme, if not the main event (Duquette, 1994; Henry, 1989; and Silberman, 1970), this chapter discusses teacher training and the characteristics of teaching practice programmes. It considers the names and content of such programmes, their importance, the objectives and elements of teaching practice programmes, models, duration, and problems. An account will be given of teaching practice in the teacher colleges, which have the main

responsibility for elementary teacher preparation in KSA. Some studies about teaching practice in KSA will be presented, to highlight the problems experienced. A summary will recapitulate the main points of the chapter.

3.2 Teacher Training

Over the past one hundred years, two different traditions of teacher training have gradually drawn closer together and the institutions embodying them brought into closer association. The older tradition assumed that what was needed, and all that was needed, was for the teacher himself to be sufficiently expert in the knowledge or skill to be acquired by the pupil. This view led to the establishment of universities, offering degrees which constituted a licence to teach. The second tradition was very different in its origins and in the underlying assumptions. It arose from the need for teachers to discipline and make minimally literate and numerate the expanding mass of proletarian children. Under this tradition teachers were trained, first by an apprenticeship system, and later, by specially instituted training colleges (Tibble, 1971, p 56).

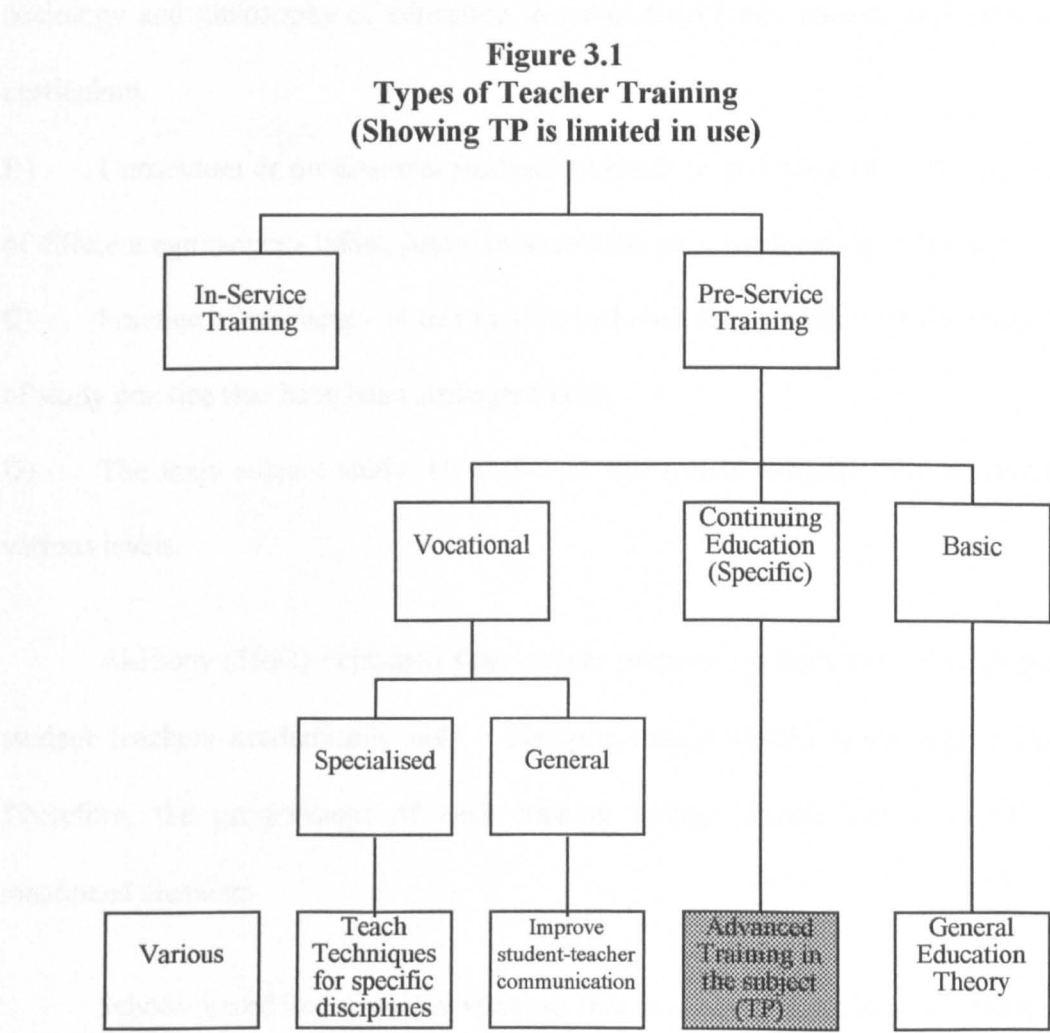
In recent years there has been growing concern over the relationship between schools and colleges (Evant, 1971, p 102). For example, initial teacher education in Great Britain has traditionally taken place within partnerships of institutions of higher education and schools, with the teaching practice as the main point of contact between the two (Hodgkison, 1993, p 67). The professional preparation of teachers in England and Wales has, since 1992, been increasingly focused in schools as part of a rhetoric for training more 'competent' teachers (Wright & Bottery, 1997, p 265). The major

characteristics of teacher education in the UK are inscribed in its humble origins, in its subordinated power relation with the state and in its history of provision to match the needs of a differentiated school system (differentiated on the basis of social class as well as age) (Dillon and Maguire, 1997). McClelland (1996) referred to the “characteristic British concepts of checks and balances, based upon subscription to an already operative philosophy of partnership with schools”. Wilkin (1992) explained that the trend towards locating training in schools can be seen to consist of three strands: the first is the prolonged evolutionary development of school- based training within the profession itself, the second consists of the advocacy in public debate and for a variety of reasons, of the transfer to schools of the major or even the total responsibility for training, and the third strand consists of the directives promoting school- based training.

Teacher preparation typically focuses on introducing teachers to new ideas and information in the hope of altering their beliefs. Acquisition of knowledge by itself, however, is unlikely to change beliefs: beliefs change as a result of experience (Cabello and Burstein, 1995; Pajares, 1993, p 45). Training is no longer regarded as research work aimed at increasing a store of knowledge, but rather as instruction in the transmission of knowledge and more generally, communication in an educational situation (UNESCO, 1983 p 8).

The literature shows that the training programme might be examined under three major headings: a basic training course, the specific training, and vocational

The literature shows that the training programme might be examined under three major headings: a basic training course, the specific training, and vocational training. Types of training might entail initial research training which takes place in a laboratory to which the student is assigned, continuing education to provide the student with advanced training in the subject he will later be called upon to teach or in the field of research he is already involved in, and teacher training, either general or specialised (see Figure 3.1).



Source: Constructed from information in UNESCO, No.43, The Training of Teacher Educators. (1983).

Teacher education programmes could be more useful and intellectually demanding if they closely integrated methods courses and actual classroom teaching (McDermott et al, 1995; Goodlad, 1990,1991; Holmes Group, 1990; Mead, 1991).

Browne (1968) explained that the usual pattern of studies in colleges of education consists of:

- A) Education (child development; the psychology of childhood; the history, sociology and philosophy of education in some degree and general approach to the curriculum.
- B) Curriculum or professional studies, approach to and material of the curriculum of different age ranges - infant, junior or secondary or a combination of these.
- C) Practice of teaching - in this may be included school visits and the many kinds of study practice that have been attempted lately.
- D) The main subject study. One, two or three main subjects may be studied at various levels.

Al-Eiony (1992) explained that teacher preparation does not mean to prepare student teachers academically only. The preparation should cover other elements. Therefore, the programmes of each training college should cover all the main mentioned elements.

School- based initial teacher training- that is to say training in which the student is located in school for at least a substantial proportion of the training period- is here to

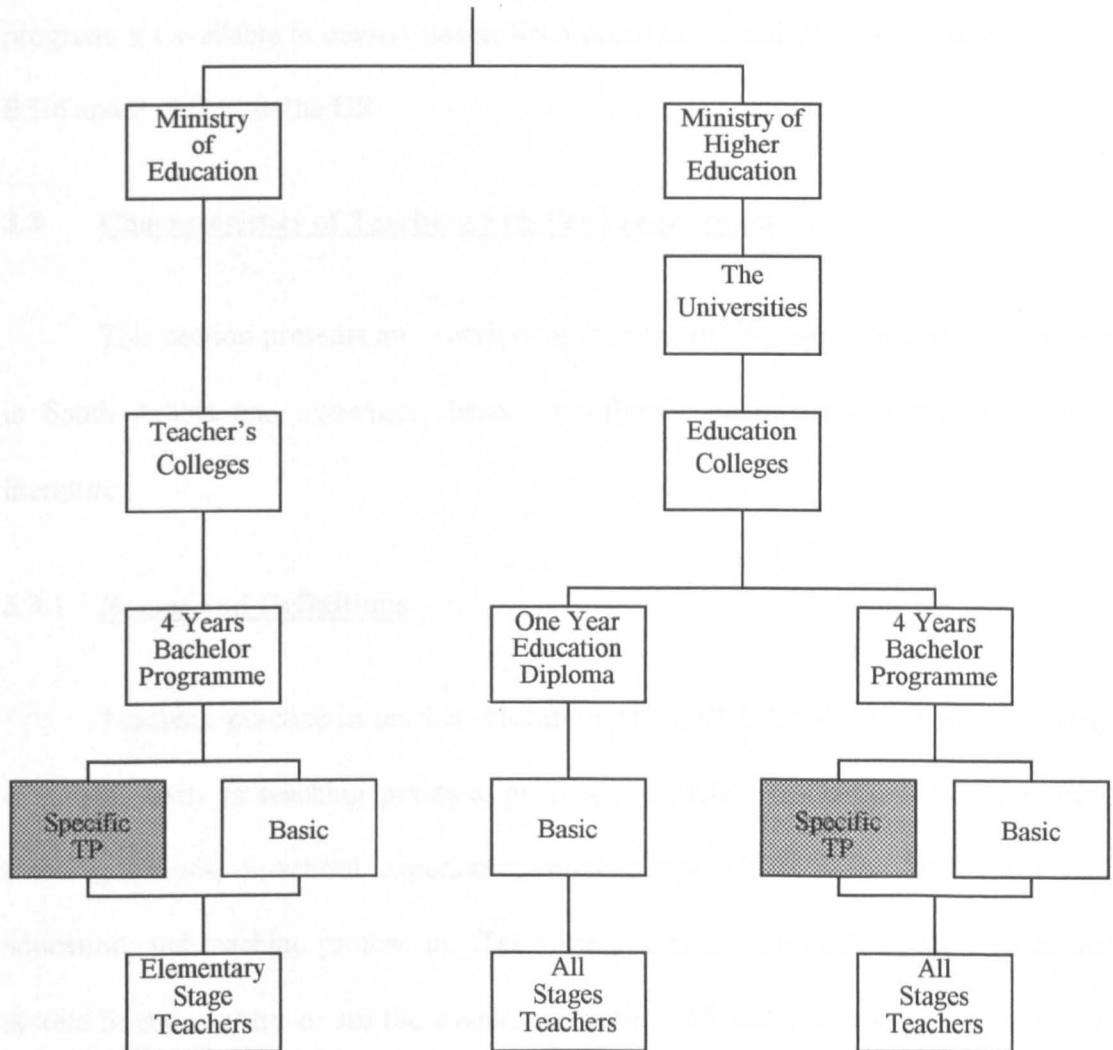
stay. It is now generally accepted that working closely with practising teachers in schools is a crucial part of students' initial preparation for the profession. It can give them sufficient time in which to acquire and practise the basic skills of classroom management and subject exposition, it can reduce the gap between theory and practice, and to the students' advantage it can draw on the expertise and experience of both teachers and tutors (Wilkin, 1992).

The literature shows that the institutions where training is carried out, provide programmes of various duration and structures, for example in Great Britain the four year B.Ed, and the one-year P.G.C.E training programmes.

A detailed explanation of the teacher preparation in KSA was given in the previous chapter, which focused on the educational system in the KSA. Figure 3.2 summarises the types of teacher training in the country.

Figure 3.2

Types of Male Teacher Training in KSA



Source: Constructed by the researcher based on information in various government circulars, and from his own professional experience.

In general, KSA faces a problem of a shortage of well-trained native teachers and has rapidly developed teacher preparation programmes in an attempt to cover this need. Besides four-year teacher preparation programmes, some universities in the KSA offer a one-year Diploma in Education Programme for those who have finished their

bachelor degree in non-educational subjects, who then decide to enter the educational sector, in order to qualify them to teach in schools. Thus, the teacher preparation programmes available in universities in KSA could be considered comparable with the B.Ed and P.G.C.E. in the UK.

3.3 Characteristics of Teaching Practice Programmes

This section presents an overview of features of teaching practice programmes in Saudi Arabia and elsewhere, based on official documents and the educational literature.

3.3.1 Names and Definitions

Teaching practice in teacher education presently is conducted under a variety of names, such as teaching practice, practicum, practice teaching, field experience, teaching rounds, in-school experience, student teaching (Cairns, 1982), practical education, and teaching profession. The variety in names depends on the educational system in the country or on the training institute. All these terms refer to a period spent by a student teacher in an actual classroom situation in order to practise teaching skills under the supervision of an experienced teacher (Page and Thomas, 1977). The teaching practice programme provides opportunities for the student teacher to participate in the activities involved in teaching in an actual classroom situation. Grimmett and Ratzlaff (1986) describe the teaching practice programme as the single most powerful intervention in a teacher's professional preparation. It is a group of

directed operative activities intended to enable the student teacher to understand all the aspects of the educational process, which he will deal with in the future (Hassan, 1992). Finally, we can describe the teaching practice programme as a training programme provided by the school's practice for a limited time, under the joint supervision of training institutes with the practice school, aiming to give student teachers the chance to practise what they have learned, experience real teaching and so gain teaching competence.

3.3.2 Duration of Teaching Practice Programme

Teaching practice is undertaken for a limited time but the duration differs from one country or college to another, depending on the educational system they follow. Some have teaching practice at intervals throughout the preparation period, some in the last two years, some in the last year, some, as in Saudi Arabia just for one term (in the education system in KSA the academic year consists of two academic terms, each term consisting of 17 weeks) at the end of the preparation, and some for two terms in the final year. Also, in some cases, student teachers have to take courses simultaneously with teaching practice, while in others, students do the teaching practice between courses, or when they have finished all their courses (Hassan, 1992, p.32)

In the Saudi teacher colleges, it is a condition of admission to the practical education course (for which the students register at the end of the term, separately from other courses) that student teachers should have successfully completed all

graduation requirements excluding practical education (i.e. all theoretical courses). In some cases, student teachers are allowed to register for teaching practice while still undertaking a limited number of theory courses, provided these are not courses, the completion of which is required for the teaching practice (i.e. not education courses), and they are sufficiently few in number not to have an adverse effect on the teaching practice. Courses in the student teacher's academic subject may sometimes be taken concurrently with teaching practice in this way.

3.3.3 The Purpose of the Teaching Practice Programme

Griffiths (1967) regarded the teaching practice programme as essential in judging the students' suitability for entry to the profession. Zeichner (1978) described the teaching practice programme in the school as ecology of experience, in which the student is dependent on a variety of sources for help. Farooq (1979) emphasised that the teaching practice programme is extremely important, and it is the backbone of the teacher's preparation while Turney et al. (1982) argued that it is the single most powerful intervention in teachers' professional preparation. It is also recognised as an experience of guided teaching in which the student teacher assumes increasing responsibility for directing the learning of a group of pupils over a specific period of time (Olaitan and Agusiobo, 1981). The teaching practice programme can be seen as a mirror which reflects the effectiveness of the theoretical programmes in both academic subjects and teaching methods, which the student teacher has undergone during his preparation to teach in a school (Ali, 1997). Thus, there is general agreement in the

literature on the value of the teaching practice programme in the preparation of future teachers. From that literature we can see the importance of the teaching practice in the teacher preparation and its essential role in laying the foundations for the student teacher's future professional career.

3.3.4 Teaching Practice Programme Objectives

In brief, the objective of the teaching practice programme is to develop the personal, social and vocational skills of the future teacher.

Table 3.1 shows three different studies, dated 1971, 1972 and 1992. Two of these studies were conducted in the UK and one in the KSA. All three identify a number of objectives for the teaching practice programme, such as relationship, theory and practice, evaluation, teaching skills, student's self-knowledge, school experience, organisation, quality of adaptation, school community, lesson plans, children's learning, developing traits, attitudes and ability, teacher characteristics, environment and personal qualities. All three studies agree in considering evaluation of pupils to be one of the objectives, while Stones and Morris (1972) added the student's ability to evaluate his own progress too. Another point on which the studies agree is the development of teaching skills, while Hassan adds classroom management also. Cope (1971) and Hassan (1992) both include objectives related to the school community and school policy. The studies of Stones and Morris and Hassan are similar in their identification of objectives relating to lesson planning, and developing traits, attitudes and abilities. Certain objectives, however, were mentioned by only one or other of the

researchers. Cope (1971) added such objectives as relationships, theory and practice, student self knowledge, school experience, organisation and qualities of adaptation. Stones and Morris added the objective of children’s learning. Hassan added new objectives such as the environment, service and vocational personal qualities. These studies show how broad and diverse are the objectives which teaching practice is expected to serve. It would clearly help in planning the TPP if objectives were agreed, clearly specified, and measurable.

Table 3.1
The Objectives of the Teaching Practice Programme

Objectives	Cope 1971	Stones and Morris 1972	Hassan 1992
Relationships	To establish appropriate relationships with the pupils		
Theory --- Practice	To provide the student with an opportunity for theory to be applied in practice		
Evaluation	To provide an opportunity for evaluating the pupils	To allow the student to evaluate his own, and his pupils’ progress	Evaluation of learning process
Teaching Skills	To provide students with an experience of teaching success	To provide opportunities for the student to acquire and improve teaching skills	To help the student in planning the overall scheme of work, teaching, classroom management
Students Self-knowledge	Provide an opportunity in a practical teaching situation for the enhancement of the student’s self-knowledge		
Schools experience	To provide the student with practical experience in schools		

Table 3.1 (Continued)
The Objectives of the Teaching Practice Programme

Objectives	Cope 1971	Stones and Morris 1972	Hassan 1992
Organisation	To develop powers of organisation		
Qualities of adaptability	To develop and display qualities of adaptability and sensitivity appropriate to the school situation		
School community	To provide the student an opportunity to be part of the school community		To help the student teacher to understand the content of the school's policy and how to deal with it
Lesson planning		To enable the student to effectively plan and prepare lessons	To help the student teacher gain the needed competence in planning the daily lessons
Children's learning		To enable the student to bring about learning in children	
Develop traits, attitudes, abilities		To help the student develop desirable traits, attitudes and abilities	To help student teachers to gain positive attitudes to help them in their vocational development
Teacher characteristics		To enable the student to acquire the characteristics of a teacher and display	To help the student teacher to gain a positive attitude to the pupils, the school and teaching as a career
Environment service			To help student teachers to gain the needed competence to serve the environment
Personal qualities			To help student teachers to gain the important personal qualities unique to their vocation

The objective should not be to prepare the student teacher for the classroom only, but should cover all school activities. The teaching practice objectives should develop the ability of the student teacher in his classroom, with his pupils, in his school, with all of the school's participants and with the society.

The Practical Education Programme in the teacher colleges in KSA aims to provide practical experience to help teachers to acquire the vocational skills and attitudes needed by them in all the various teaching tasks. The following outline of the aims of the programme as set out by the government, shows that some of these aims are written in very general terms and need to be made more clear and precise, particularly with regard to the school's role in the training.

First: In the field of Teaching Planning, for example, the student teacher will be able to analyse the content of the relevant student textbook for the academic subject concerned; also, the teacher's guide to these subjects in the theoretical units and the skills units; to formulate and write down the behavioural and procedural aims and the overall behavioural goals of the lesson and to implement a teaching plan in order to carry out the lesson in line with its aims.

Second: In the field of Implementation of the Lesson and Administration in the classroom, for example, student teachers should be able to make an attractive introduction at the beginning of the lesson; use stimulating questions to cause the students to think throughout the lesson; utilise audio-visual aids to the maximum; use the classical language clearly and audibly in the classroom whenever possible; move about the classroom, if necessary, without disturbing the students; and improve the behaviour of the students by using the principles of reward and punishment.

Third: In the field of School and Social Activities, for example, the student teacher should be able to co-operate with the school administration to implement the plans and

programmes set up by the school administration; participate in the supervision of non-classroom activities; participate as a supply teacher, filling in the position of an absent colleague; co-operate with the school administration and student's tutors in organising any necessary meeting with the students' parents and guardians; also maintain communication as needed; and participate in the planning and implementing of school projects in the field of environmental services.

Fourth: In the field of Vocational Values and Attitude, student teachers are expected to take care over their outward appearance, in both their general behaviour and dress code, so as to set an ideal example for students; arrive at school early and be punctual in going to class; respect the administrative hierarchy in the school; work cheerfully, be active and full of enthusiasm; deal with both colleagues and pupils, be of a humble and respectful demeanour; and accept their advisors' comments and guidance (Ministry of Education 1992).

Looking at the aims of the teaching practice programmes, we can notice that they seem to be comprehensive but, indeed, they need to be more specific to facilitate operationalising them in practice. Objectives such as "maintain communication as needed," and "participate in the planning and implementing of school projects in the field of environmental services" are general objectives which need to be spelled out more precisely so the student teacher can follow them. The current lack of clarity may be a result of lack of development knowledge and limited information about the function of teacher education and the need for an attempt to urge educators and

educational institutions to improve their research quality and to research for the real issues (Al-Sadan, 1997) p.7.

3.3.5 Elements of the Teaching Practice Programme

Mossa (1988) explained that teaching practice consists of four elements:

- (A) The student teacher
- (B) The college advisor
- (C) The co-operating teacher
- (D) The school administration

Each one of these elements plays an essential role in the success of the teaching practice and this success depends upon the role of each component being performed effectively. Looking at the teaching practice guide pamphlet provided for student teachers in the teacher colleges, it is found that most if not all the attention is focused on the role in teaching practice of the college advisors. There is no specific guidance regarding the role of the co-operating teacher or of the school administration and that is what this study proposes to do.

3.3.6 Forms of Training

In the absence of guidance in the Saudi regulations about the position of the school in teacher training, it may be helpful to look at training from the viewpoint of Furlong and his colleagues, who focused on this most important aspect of the teaching practice programme.

Furlong et al. (1988) found in their study of the principles of school-based training that it is of central importance to distinguish four forms of training that these and all other such courses can be seen to employ. They are:

Form (A) direct practice (practical training through direct experience in schools and classrooms);

Form (B) indirect practice (detached training in practical matters usually conducted in classes or workshops within training institutions);

Form (C) practical principles (critical study of the principles of practice and their use);

Form (D) disciplinary theory (critical study of practice and its principles in the light of fundamental theory and research).

In general, Furlong and his colleagues suggested preparation in practical knowledge combined with professional knowledge. Student teachers in level (A) should have some professional knowledge, e.g. about the learning psychology of the pupils. Level (B) helps the student teacher to understand the practice and how to evaluate it. In (C) an essential knowledge of the principles of different professional practices is provided for his reflection and evaluation. Level (D) enables the student teacher to be able to evaluate critically value judgements and theoretical assumptions. Furlong and his colleagues designed a framework for kinds of partnership between the school and the training institutes.

Moutswi (1996) commented that the training practice in Furlong's framework emphasises a partnership between the college and the school and suggests a move

away from the traditional model of training whereby levels (b), (c) and (d) were separate from level (a). The framework also allows for continuity during training. It seems, however, that at present, Saudi teacher training follows the traditional model. There appears so far to be no specific role for the practice school in relation to elements (b), (c) and (d) above; indeed, even the basic role in relation to direct practice (form a) is unclear.

3.3.7 The supervision method

Supervision is the main function among the teaching practice programme's elements, which is played by the college advisors, the co-operating teacher, the school head teacher or others.

In the teaching practice programme, two kinds of supervision are provided: the college-based supervision and school- based supervision. In this study, we are focusing on the school-based supervision, in which both the co-operating subject teacher and the school head-teacher play an essential role in guiding the student teacher in his practice, though this is not to deny the importance of the role of the supervisor.

McDiarmid (1990) stated that both the co-operating teacher and the supervisor have a common role of guiding the student teacher to teach through modelling teaching skills and pedagogical thinking respectively.

In the teaching practice guide for student teachers in teacher colleges, discussion of the supervisory function focuses on the role of the college advisor. It is

stated in the guide that the advisor undertakes the primary role in planning and implementing the tasks which any training programme of practical education is expected to contain. Secondly, the advisor has to solve any problems, which may arise during the training course.

Every college lecturer is required to undertake 12 hours teaching duties or equivalent per week. For the purposes of calculating the teachers' fulfilment of these contract requirements, the supervision of three student teachers is treated as equivalent to two teaching hours. A lecturer whose teaching responsibilities account for less than 12 hours may, therefore, make up the differences by undertaking supervisory duties, on condition that these do not account for more than 75% of his total teaching load.

The main tasks of the advisor are as follows:

A) **Helping the Student Teacher:** The first thing the advisor should do in preparing the student teacher to work at the school is to give an introductory talk, which will prepare the student teacher for the school he will work in. This would consist of an element describing the school system, so he will be equipped to deal with the teachers and administration of the school, how the training programme has been organised, also some instruction on how to get the textbooks and teaching materials needed for the training programme. An introductory meeting should also be arranged between the student teacher and the people he will work with, and to whose administration he will be subject,

particularly the teaching staff who teach the same subjects as the student teacher.

B) **School Visits:** The college advisor must visit the school of training, so he can follow up the progress of the training programme and ensure the operation is proceeding according to plan. The student teacher must be visited at his school to ascertain that the level of teaching skills is in accordance with the established expectations for skills development incorporated within the aims for each skill in the training programme stipulated by the regulations. A minimum of eight visits per semester should be put into effect. During these eight visits, the advisor should try to gain the student teacher's trust, which will aid his competence in teaching immensely.

C) **Weekly Meeting:** The college advisor has one very important task among many, which is to arrange to meet with the student teacher once every week. He should arrange the time and place (although the place may change, the time must always remain the same). The duration of the meeting must not be less than two hours and the college advisor in this time may: discuss his observations of the student teacher's skill level and competence; discuss the training plan and what is expected of the student teacher in the next training stage; explain teaching methods and certain concepts and skills; provide and create more efficient and realistic teaching models, which are then recorded; hold individual private meetings with some student teachers in order to solve

any personal problems that they have (the rest of the discussion is open for all to benefit from the general discussion); and conduct micro-teaching sessions, where necessary, to inculcate specific skills in the student teacher (Ministry of Education 1992).

Looking at the requirements for college advisors, stated in the regulations, it is noticeable that there is a strong focus on quantitative elements, such as number of students supervised, teaching and supervisory load, number of visits per semester, and the duration of meetings. There is, however, less attention to guaranteeing quality of supervision. Indeed, the stipulation that a lecturer may supervise students merely to make up a shortfall in teaching load, is contrary to the aims of the teaching practice which require specialists in teaching methods. A lecturer who takes on supervisory duties merely to fulfil statutory workload obligations may have little enthusiasm or talent for the task, and it is the student teacher who will suffer in consequence. Moreover, the regulations do not give guidance on how to do the job. Most of the requirements are expressed in general terms such as: helping the student teacher, meetings should be arranged. These points, and others should be specified more precisely, as a guide to performance of the supervisory role and a basis for evaluation of supervisors. It is also evident that there is a need to identify and clarify the potential supervisory role of the school, specifically the co-operating teacher and the school head teacher. Only by clearly specifying the roles of all parties can it be assured that students' needs are fully met.

3.3.8 Problems with Teaching Practice Programmes

The problems of teacher education are remarkably similar between countries.

Leavitt (1992) said:

“Despite the large differences between countries, issues and problems of teacher education are remarkably similar. An examination of other countries’ issues brings an international perspective to decision and policy making in one’s own country. This is likely to produce a prouder, more detached viewpoint towards one’s own problems. An international awareness can reveal that others share the problems faced in one country, even though their resolution may differ”.(p XI).

Cairns et al. (1982) studied the problems of the teaching practice programme and concluded that problems arise in relation to the following issues:

Organisational issues:

- establishment of clear objectives,
- forging of closer links with the schools,
- arranging placement in schools,
- the optimal use of time,
- improving the quality of teaching practice programme supervision.

The teaching practice programme curriculum:

- the need to organise a curriculum for the teaching practice programme curriculum which features a sequence of specific student teacher experiences in the classroom,

School and community.

Theory-practice dichotomy.

Evaluation of student teaching:

- the traditional approach,
- bias effects,
- establishing criteria,
- use of objective judgements;
- checklists and rating scales,
- widening the Data Base, and
- merging evaluation problems.

The problems identified with teaching practice programmes cover essential points such as organisation; objectives, relationship, use of time use, supervision, curriculum, theory-practice and evaluation.

Looking in the teaching practice problems raised by Cairns and her colleagues, it is found that they include issues we have raised in the Saudi context, such as the clarity of the objectives, the need for close work between the college and the school and the improvement of the quality of teaching practice supervision. These issues need to be examined carefully to make the teaching practice programme more effective and successful. The identification of the school roles in the teaching practice comes from

clear objectives and the establishment of a partnership between the college and the school. This, in turn, may improve the quality of supervision.

3.4 Problems with the Teaching Practice Programme in the KSA

The following studies highlight some problems of the teacher preparation in KSA, problems for which the present study hopes to find some solutions. A study from another Gulf State which has a similar education system to that of Saudi Arabia is also included.

3.4.1 Weak Communication between the College and the School

Al-Kholi (1976) studied the teaching practice programme at the University of Riyadh to find the correlation between the grades awarded to student teachers result after finishing the teaching practice and their grades in the teaching methods course (the theory side at the college). The sample consisted of 93 student teachers. The study found that there was a correlation (0.61) between the student teachers' grades in the teaching practice programme in the school and their results in their theoretical study in the college. This is not a very high correlation. Indeed, in a recent interview (August 1998) reported in *Al-Madinah Al-Monawarah* daily newspaper, a teaching practice and teaching methods advisor from the education college at Jeddah in KSA said that:

There is no relationship between the successful grades of the student teachers at the college, even if they had excellent grades and the ability to succeed in the teaching process, because teaching

is an interaction process between the teacher and his pupils and the school community.

Al-Kohli argued that to develop teacher preparation programmes further, there is a real need to increase the level of co-operation between the school head teachers, teachers and the college student teachers, and provide more co-ordination between the theoretical study in the college and the teaching practice programme activities in the schools.

3.4.2 The Lack of Co-ordination between Theory and Practice

Al-Jabr (1984) studied the problems of social studies student teachers at the Teacher College in King Saud University, Riyadh, and KSA. His sample consisted of 67 student teachers.

According to his survey, 95% of respondents stated that the school co-operated with them in their practice, and 98% that the school administration listened to their comments. About their academic preparation in the college, 17% of the respondents rated their preparation as moderate, 46% as modest, and 37% as not enough. About the educational preparation, 42% rated their preparation as modest and 32% as not enough. Only 12% rated their educational preparation as at a high level. The author concluded that the academic curriculum was too overcrowded, which made it difficult for student teachers to absorb it all, or to identify the key points on which to concentrate. He also pointed to a lack of linkage between the courses studied in the college and the school subjects, and suggested that college departments

need to re-evaluate their courses. Therefore the study suggested making more practical visits to the schools to make sure there is correspondence between what the students learn and what they practise in the schools. The study showed that there is a gap between theory and practice, which needs further investigation to find how to benefit student teacher preparation. The result confirmed the result of Al-Kholi (1976).

3.4.3 The Absence of Clear Roles for the Participants

Al-Hireagi (1988) studied the strengths and weaknesses of the teaching practice programme at King Faisal University. The sample consisted of 164 respondents (50 male students, 61 female students, 13 head teachers, 9 co-operating teachers and 31 educational advisors). The results relevant to our study were that 64% of the students did not think the necessary requirements were available at the school (though the study did not define those), 68% of students said that the duration of the teaching practice programme was not enough, 65% said that their academic and educational preparation was not suitable to teaching practice programme aims, and 66% agreed that the involvement of the co-operating teacher in the supervision would lead to improvements in their teaching. Al-Hireagi suggested that there was a need to identify the roles of the co-operating teacher in the school during the teaching practice and the college advisor from the college, to avoid duplication between them. The study argued that all the problems mentioned by the student teachers could be avoided

by building a new kind of relationship between the school and college. The results of this study are in line with those of Al-Kholi (1976) and Al-Jabr (1984).

3.4.4 Teacher Preparation Problems

Al-Saige (1998) studied teacher preparation and performance development in the KSA. The importance of this paper is that it was presented by the vice-minister of the Ministry of Education in KSA, and published very recently. In this paper, Al-Saige identified the weaknesses of the teacher preparation in the country in various respects such as:

- weakness in cultural preparation of the student teacher;
- broad and general formulation of some goals, which is not conducive to planning and evaluation;
- insufficient duration of the teaching practice programme in relation to its importance;
- inadequate supervision, with many supervisors viewing the time allocated for supervision as free time;
- non-specialist advisors;
- lack of co-ordination between the advisors and the co-operating teachers and the student teachers;
- the lack of group meetings to discuss problems in the teaching practice programme.

In the face of these serious problems and weaknesses, Al-Saige (1998) made several recommendations, namely, to introduce additional programmes from the educational colleges to the schools besides the teaching practice programme, and to establish new preparation and professional programmes, such as in-service training.

The study focused on the inadequate conduct of supervision, which leads the present researcher to look carefully at the mentoring role as a new partnership between the training college and the school to improve the training of the student teacher.

The value of this study that it is the most recent study and that it is presented from the viewpoint of the principal official of the teacher colleges in KSA, which are responsible for elementary school teacher preparation. The fact that it focuses on problems of supervision highlights the importance and the value of the present study.

3.4.5 Curriculum Problems

Another study from the Gulf States, from Bahrain, by Adeeb Abbas and Bader Hossain (1989), studied the problems of the teaching practice programme from the viewpoint of 62 student teachers at Al-Bahrain Education College. The study found that there are curriculum problems such as no linkage between the elements of the curriculum, evaluation problems, and lack of coherence between the educational courses and the school curriculum. The researchers recommended that the colleges should get help from the schools, especially the most competent teachers. The results of the study confirm what Leavitt (1992) said about the similarity of teacher

preparation problems between countries, in that the problems in Bahrain seem similar to the educational problems in KSA, mentioned earlier.

3.5 Summary

This chapter has focused on teacher preparation in general and specifically on the teaching practice programme as a strand of the vocational educational preparation, and its importance in teacher preparation. After a general overview of teacher training as a whole, the characteristics of teaching practice programmes were listed: their names and definition, duration, value, objectives, elements, forms and problems, with specific reference to the teaching practice programmes in teacher colleges in KSA.

Studies were reviewed which have identified problems in the teaching practice programme in KSA, in particular, a study by the vice-minister of the Ministry of Education (Al-Saige, 1998) which identified the need for an enhanced partnership between the school and the college and strengthening the effectiveness of supervision. In many education systems, these issues are addressed through the mentoring roles of the head teacher and the school subject teacher, which will be explored in the following chapter.

Chapter Four

Review of the Literature on the Role of the Elementary Head Teacher Towards the Student Teacher.

4.1 Introduction

The aim of this literature review is to shed light on the importance of the mentor roles in general and the mentor roles of the head teacher in particular towards the student teacher in the Teaching Practice Programme. As will be shown in a later chapter, the review of previous studies and theoretical work on these issues played an essential part in the development of the questionnaire for the empirical component of this study.

The literature appears to contain few studies about the head's role in the different educational stages, and even fewer studies about the head's role in the elementary stage in Teaching Practice Programme. Of those available, the researcher has selected recent studies (1981-1997), focusing on the role of the elementary school head teacher towards the college student teacher in the teaching practice programme, looking at the main themes emerging in the selected studies.

4.2 The Mentoring Importance

Martin (1994) explained that mentoring currently plays an important role in the professional development of the student teacher. Mentoring is a complex process

involving much more than a putting together of a person with the right skills with the person to be mentored. In Great Britain, study of mentoring is more a compilation of descriptions of mentoring or mentors' training than either a theoretical analysis or an overview of the process, while the latter is largely from the USA. A characteristic of mentoring as it is practised in the Great Britain is that in the transition from student to teacher, new teachers perceive that they should be professionally autonomous and therefore should not ask for help. If they do ask for help, they are less likely to approach their formal mentor than to seek out their own choice of mentor (Tellez, 1992). Adults do not find it easy to ask for help and more seems to be at stake when teachers, who see themselves as fully-fledged and who should therefore be able to cope, seek help (Martin, 1994).

4.2.1 Mentoring Process

Martin (1994) discussed the mentoring process in relation to five aspects: selection of mentors; preparation of mentor for the task; mentor-student interaction; sustaining the mentoring role; and assessment and mentoring.

A) Selection of mentors

There is little about how mentors are selected and indeed who selects them, but the inference is that they are chosen by schools rather than colleges and because they have appropriate experience or are in an appropriate post (Martin, 1994). Several aspects affecting the success of the mentor-student relationship impinge on mentor selection; mentors are generally involved in helping and supporting the student teacher

and take on a counselling role. Mentoring students involves different roles; mentors take responsibility for the more individual and intimate dimensions of the process of the development of skills and counselling.

B) Preparation of mentor for the task

The qualities required by a mentor are different from those required for classroom teaching and it is the case that some teachers, though they exhibit the characteristics of the desired end product, i.e. a good teacher, are not necessarily good mentors (Martin, 1994). McIntyre (1992) explained that some teachers are uncomfortable with the student teachers' questions and are uncertain of their role, so it is important that mentors have the ability to ask the student teacher the right questions, such as, "what problems are you having?" rather than "how are things going?" (Ticke, 1993). Clarifying the mentor's role is the target of the study. Mentors have to have the confidence that they possess the skills necessary to fulfil the student teacher's expectations (Martin, 1994). Expectations of mentoring are pertinent not only to the selection of mentors but also to their training, but mentors may be the more appropriate people to develop their own role as a result of their own practice and experience.

C) Mentor- student interaction

In order to be effective in training students even at the initial stages of induction, mentors need a vision of the goal of the mentor-student relationship. Martin (1994) indicated that the vision or goal is likely to affect the mentor-student relationship. Recognising that their role will be to assess their student, mentors will

adopt a professional orientation to their role. To fulfil the mentoring requirements Maynard & Furlong (1993) put forward three models of mentoring which fulfil these requirements; the apprenticeship model, the competency model, and the reflective model. Odeel & Ferraro (1992) mentioned that additional support is an important dimension for student teachers. Daresh (1987) stated that mentors hopefully have the desire to see their students go beyond their present levels of performance, even if it might mean that students become more competent than themselves in some areas. Three stages in the mentor-student relationship were identified by Amherst School of Education (1989): the formal stage, the cordial stage, and the friendship stage.

D) Sustaining the mentoring role

Martin (1994) summarised the mentoring process as a partnership. This partnership may involve other staff in the process or talking to colleagues. Support is important for mentors. This can come from three directions: the department, the school and the college.

E) Assessment

Martin (1994) on this point stated that:

Assessment is a concern for mentors for two reasons. First it conflicts with the more pastoral aspects and can create a dilemma for mentors, and although it is not a new function of teachers involved in students' training, they have been given a greater responsibility for assessing students and this has resulted in a need for a greater degree of confidence in their ability to assess. (p.276).

So competence will help to achieve consistency and realistic assessment of the student teacher.

4.2.2 Mentoring Duties

Frost (1993) stated the duties of the mentors on an analysis of classroom practice. Mentors have to:

- **Enable the student teachers to assess his or her own skills and to improve them;**
- **Enable the student teacher to evaluate the chosen teaching strategies and materials in term of their appropriateness;**
- **Enable the teacher to question the values embedded in those practices and proceed to challenge the aims and goals of education;**
- **Enable the student teacher to continue to examine and clarify their personal values and beliefs about society and pedagogy;**
- **Enable the student teacher to theorise about the context of their pedagogical practice;**
- **Enable the teacher to examine the adequacy of theories about pedagogical contexts and processes and develop a critique of them. (p140)**

Looking at the duties of mentors as expressed by Frost we can see that he covers the main points such as student teacher's skill, evaluation, and theories of pedagogical practice.

4.3 The Mentoring Roles of the School Head Teacher

A few studies have been carried out either in KSA or in other countries regarding the role of the elementary school head teacher. Many of these studies indicate some of the problems which face student teachers during the Teaching Practice Programme, due to the lack of a clear definition of the head's role towards

them. Other studies contain suggestions as to the nature of that role, or highlight its importance to the teaching practice programme.

4.3.1 Student Teacher Orientation

Dufresne (1981), from the university of Toronto, Canada, studied the role of the elementary school head teacher in the teaching practice programme, from the viewpoints of the groups involved in the teaching practice programme; the student teacher, head teacher, school teachers and faculty supervisor. He asked them about their perceptions concerning the extent to which certain roles are performed in the teaching practice programme.

A questionnaire was developed containing 25 statements of head teacher functions in teaching practice programme. These functions were derived from a review of the literature and related research.

Information was also obtained through a series of personal interviews conducted with twenty respondents who had completed the questionnaire. Dufresne surveyed the viewpoints of the groups involved in the teaching practice programme. They appeared to regard all the various roles of the elementary school head teacher as important, but the function of the elementary school head teacher in establishing and providing orientation was generally perceived to be the most important. Dufresne's reference to the head teacher's role is fairly general.

Student teachers, it emerged from the study, need orientation but this raises the question whether, in practice, the student teacher accepts the elementary school head teacher's orientation regarding his appearance during school time. Also, do student teachers accept the head's orientation with regard to the lesson plan or do they think that is the role of the college advisor? This gives the feeling that the role has to be more specific for the benefit of the teaching practice programme.

4.3.2 Support the Student Teacher

Al-Soofi (1986) made an investigation of the problems experienced by primary school student teachers and beginning teachers in the Yemen Arab Republic. On the basis of an initial exploratory case study in one teacher training institute, using interviews, questionnaires were formulated for the main study. They were completed by about 800 students in all 11 general teacher training institutes in the country.

The study addressed many aspects and problems in the teaching practice programme in Yemen, which will be of interest to this study because of the similarities in culture, education systems and problems among Arab countries. The focus here is on these problems mentioned by Al-Soofi, which are related to the elementary school head teacher. One problem identified was that the student teachers he surveyed complained that their need for support to overcome problems was not met. They suggested that head-teachers should visit classes and try to understand the student teacher and know what problems they are experiencing. They also suggested that regular in-service training should be held by the government and instruction circulated

in leaflets to all schools, to alert heads to their responsibilities. This study indicates that student teachers wanted head teachers to give them explicit help and advice to overcome problems in such areas as lesson planning, teaching methods, discipline, number of students, lack of teaching aids and others. Therefore, support should be part of the elementary school head teacher's role. It is clear that at the time of Al-Soofi's study, this potential role was not being fulfilled in practice.

Macisaas and Brookhart (1994) in the USA highlighted collaborative components of a teaching practice programme which served to facilitate new teacher induction, based on the belief that support is crucial to the success of student teachers and re-entry teachers. The programme they described offers opportunities for these teachers to assume the responsibilities of regular staff members while receiving support on teaching practice programme. It supports the on-going professional growth of student teachers through consultation, field supervision and continued course work in teacher education. School districts provide a supportive setting for the teaching practice programme involving mentoring. The programme model includes a three person support team for each student teacher consisting of a university field consultant, a school based mentor teacher and the head teacher. The role of the university field consultant assigned to each team is to provide teaching support to the student teacher and to serve as a resource to the co-operating teacher. Finally, the programme defines the responsibilities of the school head teacher, emphasising that one of those is to provide support to the student teacher in a variety of ways. This study is significant in showing how the implementation of the support role of the head teachers can be

enhanced by building it into programme design. The study demonstrates the importance of the role of the head teacher in the teaching practice programme, similar to the studies of Dufresne (1981) Al-Wably (1985), Al-Soofi (1986), Al-Ghawanni (1990), McCulloch and Lock (1992), Hodgkinson (1993) and Turner (1993)

For evaluation of the student teacher, Akber and Abdul-Al-Allem (1995) reported that the college should provide the supervisor with an evaluation form consisting of 100 marks, and that student teachers who failed in the teaching practice programme should repeat the course in the next semester.

The sample of the study consisted of 63 student teachers, 21 supervisors and 21 co-operative head teachers. One way analysis of variance, frequencies and percentage were used to analyse the data. The results of the study showed that the college advisors and the co-operating head teachers were appointed merely because of their job as teaching staff at the colleges or head teachers at schools, rather than because of any special skill or interest in advising and mentoring. The findings suggested that head teachers did not carry out their jobs properly during the teaching practice programme and did not treat the student teachers as real teachers who can contribute in the school. Therefore, the researcher concluded that there was a need to define the roles and responsibilities of the head teachers so they could play a direct role in training.

The study identified two main problems as revealed by the supervisors: the isolation of the student teachers away from the school teaching atmosphere and the

shortage of educational aids at schools. Other problems were related to the failure of the colleges to take into account student teachers' wishes when allocating them to schools, seeing them as students, the lack of meetings between the school and the college and the contradiction between what students learned at the college and what they had to do in schools.

The study raises the need for head teachers to involve the student teacher in the school atmosphere by encouraging them to take part in the school activities. In this respect it is similar to the studies of Al-Wably (1985), Mossa (1988), Al-Said and Al-Shabi (1993). The finding concerning treating the student teacher as a colleague in the same profession is similar to points made by Mossa (1988) and McCulloch and Lock (1992).

McNally (1994) started his article by posing these questions:

As schools begin to play a bigger part in the pre-service education of teachers, what changes will they make in adaptation to their new leading role? ...

It is far from clear how schools will discharge their increased responsibility, and how their university partners will support them. Given the emphasis on experiential learning, it is important that we have an understanding of that process. What can students learn in schools? Are there clear patterns of the student learning experience, are there significant individuals or relationships? (p.18).

The article attempted to throw some light on these questions, from a number of angles, and so offer a direction to schools in finding their way forward focusing on the concept of "mentoring" which offers to be the current panacea for this new challenge.

McNally talked about the role of the head teacher, saying that it is less visible but no less important, than that of colleagues in the subject department, or of any designated senior member of the management team responsible for overseeing standards and probationers. Student teachers appreciate meeting the head teacher and hearing ad hoc expressions of interest in their welfare, however brief, but the logic of the article leads to an additional function for the head teacher, at a more abstract level. It is the head teacher's responsibility to cultivate this throughout the whole school. McNally found that many schools are fortunate in having a climate of sympathetic professional support. Some head teachers may well be able to take credit for this, others may be grateful for happy accidents of social chemistry, but the message of the article is that it should not be under valued. It was not the purpose of McNally, in this article, to pursue in further detail the multiple relationships which mentor the beginner. The point is that it is these relationships, rather than the appointment of mentors, which school head teachers should attend to. Nor is it being suggested that head teachers need look only at their schools for the educational approach which might foster such a culture within their schools. The higher education institutions can, and as the balance shifts towards schools as the dominant partner, it seems worth reminding those who run schools of this position.

The researcher confirmed in his article the importance of the head teacher's role in the pre-service education of teachers. He highlighted further the school atmosphere, by referring to "a climate of sympathetic professional support". The

study of Akber and Abdul-Aleem (1995) mentioned something similar. However, McNally is still not very clear or specific about the role of the head teacher.

4.3.3 Evaluate the Student Teacher

A number of studies have been carried out in Saudi Arabia in order to clarify the roles of the school head teacher and to highlight their importance. Often, these have taken as a starting point the role of the college advisor, and have concluded that some of the tasks currently performed by the advisor could and should be transferred to the school head teacher. An example is the study of Al-Wably (1985), which reported that:

The essential elements for teaching practice in the opinion of college advisors, are the inclusion of the subject co-operating teacher and the school head teacher because both of them are very close to the teaching practice (P.34).

Al-Wably in his research aimed to identify the college advisor's responsibilities towards the participants in the teaching practice programme within the secondary and high school stages of the teacher preparation programme at Um-Al Qurra University, to find out to what extent the college advisor carried out those responsibilities, then to give some suggestions. In order to fulfil these objectives he posed the following questions:

1. What are the responsibilities which must be carried out by the college advisor at Um-Al-Qurra University toward those people who participate in fulfilling the teaching practice programme?

2. To what extent does the college advisor fulfil his responsibilities towards student teachers?
3. To what extent does the college advisor fulfil his responsibilities towards the co-operating school?
4. To what extent does the college advisor fulfil his responsibilities towards the co-operating subject teacher?
5. What suggestions and recommendations can be made to help in general in developing the supervision programme? (p.14).

Al-Wably's study was carried out during the second semester of 1985. The research covered the college advisors, student teachers, subject teachers and the head teachers of the co-operating schools in intermediate and secondary schools in Makkah Al Makkeremal. Male education only was covered. His sample consisted of 19 college advisors, 127 student teachers, 17 school head teachers and 58 co-operating subject teachers. The number of responses obtained from each group respectively, was 16,110,17 and 50. The researcher used the SPSS at Um-Al-Qurra University to analyse the data using the frequencies, Chi-square test and one way analysis of variance.

Findings from his study which are relevant to this study were that the college advisor's responsibilities toward the co-operating school, in the view of respondents, were as follows:

1. To introduce the student teacher to the school head teacher.
2. To liaise between the co-operating school and the university.

3. To find out from the school head teacher about the school system and policy in order to advise the student teacher.
4. To participate with the school head teacher to solve the student teacher's problems during the teaching practice programme.
5. To participate with the school head teacher to control the student teacher's comings and goings, to and from the school, daily.
6. To encourage the school head teacher to let the student teacher share in the school administration duties and other school activities.
7. To participate with the school head teacher in evaluating the student teacher.
8. To participate with the school head teacher in evaluating the teaching practice programme.

All the above roles ascribed to the advisor have implications for the roles of the head teacher in the school. There are aspects of support and evaluation of the student teacher in which ES head teachers can make a valuable contribution, because they know more about the school and because they spend more time with the student teachers in the school than the College advisor. Therefore, all these responsibilities could be their role, which would reduce the burden on the college advisor, especially if he has to supervise more students than is desirable and also has to perform other duties in the university.

Al-Wabli drew attention to the following points:

- Information about the school system and policy should be given to the student teacher.

- The school head teacher should participate in solving the student teacher problems during the teaching practice programme.
- The school head teacher should participate in controlling the student teacher's comings and goings, to and from the school.
- The head teacher has to involve the student teacher in the school activities.
- The head teacher has to involve the student teacher in the school's administrative duties.
- The head teacher should participate in evaluating the student teacher.
- The head teacher should participate in evaluating the teaching practice programme.

All these points can be summarised by saying that the school head teacher's role towards the student teacher is:

- a) Evaluation of the student teacher and the teaching practice programme.
 - b) Supporting the student teacher in solving any problems he faces during the practice.
- Al-Wabley's finding in this respect is similar to that of Dufresne (1981). In this study, some aspects of the head's role still seem very general, e.g. "overcome problems", but others are expressed in more specific terms, such as encouragement, evaluation, school information.

Al-Katheery (1986) conducted a study focusing on the role of the college supervisor in student teaching at College of Education in King Saud University in Riyadh, Saudi Arabia. He suggested the strategy of students' teaching should range from simple observation, to brief exposures with learners, to the development of skills

in different situations. Moreover he suggested in his study that the students' teaching could be seen as a way of creatively drawing on experience and providing both the student teachers and their supervisors with scholars of teaching. He stated that:

“Student teaching is viewed by many educators as one of the most dynamic, beneficial and important phases in any teacher education programme. It is regarded generally as an indispensable aspect of programmes of pre-service teacher education”. (p.1)

His study was intended to define the role of the college supervisor in the teaching practice programme from the point of view of the advisors themselves as well as the student teachers, through a list of the activities and roles which the advisors could play in the teaching practice.

The results of the study were confined to the opinions of advisors and their student teachers at the College of Education in King Saud University in Riyadh, Saudi Arabia. The sample of the study consisted of all the supervisors and the student teachers in the second semester of 1985. The reliability of the questionnaires was 0.86. For data analysis, Chi-square was used to compare the responses of the supervisors and the student teachers. A t-test was also used to compare the scores of the importance of all the aspects of supervision as rated by both the supervisors and their student teachers.

The results of the study indicated that ten of the advisors thought that the college advisor should be responsible for 80% of the marks making up the final assessment of the trainee and the remaining 20% of the marks should be given to the

head teacher. Another ten advisors thought that the advisor should be responsible for 75% of the marks in evaluation and the remaining 25% of the marks should be given to the head teacher. One of the advisors indicated that the marks in evaluation should be distributed as 60% to the advisor, with the remaining 40% distributed equally between the head teacher and the co-operating subject teacher.

According to the student teachers' responses, the results indicated that 36 student teachers wanted the supervisor to award 60% of the marks, 23 trainees gave the supervisor responsibility for 50% of the marks, 21 suggested 80%, 22 student teachers gave him the responsibility for 70% and only 12 student teachers thought that the supervisor should award all the marks in evaluation.

As for the head teacher, 35 student teachers thought that he should be responsible for awarding 20 marks of the evaluation, 58 gave him 30 marks and 15 gave him 10 of the evaluation marks, based on his follow-up of their attendance and his supervision of the activities in his school. The remaining 14 student teachers indicated that the head teacher should not be responsible for awarding any of the evaluation marks.

Al-Katheery remarked on this variation among student teachers in preferences for the mark distribution, and suggested this might indicate their different levels of conviction that their college advisors were the best people to follow up their work and evaluate them.

The major findings of his study concerned the activities which were regarded by both the college advisors and student teachers as being important in helping the student teacher to gain skills in teaching. He listed these activities as follows: (p.1)

1. The college supervisor has to collect certain information about the co-operating school before he sends his student teacher to teach.
2. He has to collect some information about school principals, and to select co-operating and helpful ones.
3. He has to hold conferences with both student teachers and school teachers.
4. He has to guide, supervise and help the student to master teaching.
5. He has to discuss with the student teacher all his notes on his preparation of lessons (lesson plan) and teaching.
6. He has to discuss with student teachers his method of evaluation and his final grade for the student.

The study focused on the role of the college advisors but because of the strong link with the school as the place of practice, some points were raised about the school head teacher. Most of the findings in this regard concerned evaluation of the student teacher in the teaching practice programme. There is still evidence of the college's lack of confidence in the school. There is no clear rationale or principle for the division of responsibility for student teacher assessment between the two sides, school and college, or for the ratio in which marks should be allocated between them. This situation could be improved by defining the role of each participant in the teaching practice programme, so that it is not left to the discretion of individual participants.

The study also mentioned information about the schools and co-operation between the college and the school. Several suggestions are made that need to be looked at more carefully.

4.3.4 Help the Student to Develop an Appropriate Vocational Strategy

Mossa (1988) conducted a study emphasising the responsibilities of the teaching practice programme advisor. He began by stating what he considered to be the ideal role of the advisor:

The individuality of supervision on the part of the advisor does not help in achieving the supervision goals in a wiser manner. It is necessary that there should be a co-operative effort between the advisor, the co-operating subject teacher and the school head teacher. (p.21)

He pointed out how much time is needed to supervise the student teacher at the practice school and that the advisor's time for this is very limited. In view of this, Mossa drew attention to the responsibilities of the head teacher as an important contribution to the success of any teaching practice programme.

Mossa added new points to those indicated by Al-Wabli, suggesting that the head teacher should:

1. Participate with the advisor of the teaching practice programme in helping the student teacher to develop an appropriate vocational strategy.
2. Consider student teachers as real participants in the teaching practice programme with the original subject teachers inside his school.

3. Select enthusiastic subject teachers from among all subject teachers in his school to co-operate with student teachers in the teaching practice programme.
4. Prepare the subject teachers in his school to be ready to explain the aims of training to student teachers and find ways of helping them to overcome the problems they face.
5. Provide the student teachers on the training practice with school teaching books such as teachers' guidebooks, which will assist them in their lesson preparation.
6. Provide enough chairs and desks for the student teachers of the teaching practice programme alongside the subject teachers.
7. Prepare a spare room for the supervisor to meet with his student teachers.
8. Encourage student teachers to exert much effort during their training programme.
9. Make all school aids available for them.
10. Supervise student teachers during their teaching.

Having made these points regarding the ideal roles of head teachers, Mossa went on to examine their actual role as currently practised. He carried out an empirical survey in the first semester of 1987, to identify the role of the school head teacher in conducting the teaching practice programme as perceived by student teachers. In order to fulfil this aim, he listed the following questions:

1. What is the real situation of the teaching practice programme from student teachers' point of view?
2. What is the role of the university supervisor in the teaching practice programme from student teachers' point of view?
3. What is the role of the subject teacher in the teaching practice programme from student teachers' point of view?

4. What is the role of the head teacher of the school in which the teaching practice programme takes place, from student teachers' point of view?
5. What suggestions could be made to improve the teaching practice programme? (p.33)

The sample of his study consisted of sixty full-time male students covering a wide range of majors. The response rate to the questionnaire was 80%. The questionnaire reliability was 0.88. The data were analysed using frequencies, percentages and one sample chi-square test.

Only 40% of the sample indicated that the head teacher and the deputy head teacher organised meetings between them and the teaching staff, pointing out the importance of the teaching practice programme and called both of them to co-operate for better success of its aims.

25% of the student teachers indicated that the head teacher and deputy head teacher did not provide a suitable place for them during the period of their study at school.

23% of them felt that the head teacher and the deputy head teacher did not properly do their job as advisors to follow up the process of training of both the student teachers and subject teachers, in terms of the pupils' benefit.

21% of the participants did not agree that both the head teacher and the deputy head teacher gave them the opportunity to carry out their responsibilities as teachers in

the teaching process, the administrative process and the school activity process.

Finally, Mossa suggested some recommendations for improving the teaching practice programme. These recommendations which relate to the role of the head teacher can be listed as follows:

1. The responsibilities of the supervisor, the subject co-operating teacher, and the head teacher should be clearly defined and they should not be confined to evaluating the teaching of the student teachers.
2. The student teacher should be given more assistance in strategies for class control.
3. Meetings should be organised between the teaching staff of the school and the student teachers as well as the supervisors, in order to show the importance of the teaching practice programme and remind all concerned to co-operate in the fulfilment of its aims.
4. The running of the teaching practice programme should be followed up by the school head teacher and he should give the student teachers the opportunity to practise their responsibilities as teachers.

The present researcher believes that the results of Mossa's study have a great importance in identifying the potentially active and significant role of the head teacher in the teaching practice programme.

A new point which emerges from the study is the limited time available to CAs to supervise students, in view of the large number under their supervision. This suggests a need for help from the other participants from the school side, such as the head teacher, to compensate for the lack of supervisory capacity on the college side. This makes the identification of the role of the school very important and necessary. Second, the study suggested new roles, in addition to encouragement, such as helping

the student to develop an appropriate vocational strategy, considering the student teacher as a real participant, selecting an enthusiastic subject teacher to co-operate with the student teacher and finally, providing the student teacher with the materials he needs.

Sabbagh (1997) examined the aims of the teaching practice programme at Teachers' Colleges in Saudi Arabia, focusing on the point of view of the sample about the degree of importance of the teaching practice programme and the extent to which it fulfilled its aims. The sample of the study consisted of 96 male student teachers from all the departments at Al-Madinah Teachers' College, 10 of the college supervisors and 30 head teachers. In order to analyse the data, Sabbagh used frequencies, One Way Anova to understand the differences among the student teachers, the Mann-Whitney test to know the differences between the standard deviations and the means, and the t-test to find out differences in the degree of the teaching practice programme importance and fulfilment of its aims. The study indicated that the personality characteristics of the student teachers should be developed from the point of view of pedagogy. They should acquire the necessary skills of study planning in order to fulfil the aims of the teaching practice programme. Student teachers should be trained to be responsible for taking part in the school as advisors for their students, psychologically and socially. The differences in student teachers' lesson preparation could be related to the different views of supervisors in the various departments of the college. All the student teachers agreed that the aim of considering them as advisors psychologically, physically and socially was rarely fulfilled; to achieve this, they would need a longer

teaching practice programme; they thought that two semesters would be needed to form relationships with the students as well as the parents. The study also revealed that there were perceived deficiencies in the teaching practice programme and that although the student teachers recognised its importance, they felt its aims were not fulfilled. It was indicated that there was no relationship between what the student teachers learned at the college and what they had to prepare for the lessons in the teaching practice programme.

Certain recommendations were proposed as follows:

1. Meetings should be held between the advisors and the head teachers for the sake of following up the student teachers applications of the teaching practice programme and their problems.
2. The college administration and the educational directorates should be given the opportunity to participate in the allocation of the student teacher to government schools only, to practise the teaching practice programme properly.
3. The possibility should be considered of increasing the number of credit hours at the college for the course of methods of teaching to gain more skills for better understanding of the teaching practice programme. (p.30)

In general, this study suggested that the school head teacher did not provide help to the student teachers to overcome their problems and did not assist in fulfilling the aims of the teaching practice programme. The study focused on student teachers' view of practice and less on that of the head teachers, and generally gives an indication that the college view of the place of practice is not favourable. The main point raised by the study is that the school head teacher has to understand the aims of the teaching

practice programme in order to play an effective role in its success. Other difficulties mentioned in the study were consistent with those mentioned previously, such as helping the student teacher to overcome problems. The suggestions did not focus on the problems by identifying the solution from the viewpoints of the study participants.

4.3.5 The Choice of a Good Teacher With Whom to Place the Student Teacher

McCulloch and Lock (1992) from the U.K. noted the relative lack of attention paid to the managerial implications of a school receiving a student teacher. In their research they explored the relationship between the formal requirement on training establishments to seek the co-operation of schools in the initial preparation of teachers and the structural response from schools. Three training institutions, 30 primary head teachers (10 associated with each institution) and 62 fourth-year B.Ed. students were involved in the investigation.

With regard to student placement, only two head teachers said that they placed student teachers exclusively with good teachers or outstanding classroom practitioners. The vast majority said that all staff members would take turns at hosting student teachers, though virtually all agreed that probationers and other new teachers should not receive student teachers. There appeared to be an assumption on the part of head teachers that teaching competence and supervisory ability go hand-in-hand. Student teachers themselves, it appeared, were not capable of forming a judgement on the relationship between their supervising teachers' teaching and supervising ability, as

90% of students said that they never saw, or saw on two or three occasions only, any of the school staff teaching children. In such circumstances, it does not seem that supervisory teachers act as role models for student teachers. Less than 10% of head teachers, however, said that there were teachers in their own school who were unsuitable models for students.

In general, the heads who participated in this study encouraged students to enter fully into the life of the school. In those cases where this was not encouraged, either the head teachers had not thought of it or felt the students already had enough to do. Students, however, were keen to participate in every aspect of school life and resented being excluded from staff meetings, or not being invited to attend the students' open evening.

The study found evidence that, far from causing problems, student teachers helped to diminish staffing difficulties. Around 67% of head teachers admitted that student teachers had been used to cover classes when no other teacher was available ranging in time from one day to whole weeks. This cover included not only absence through illness but also participation in in-service courses.

In their concluding section, the authors argued that the management implications for schools of receiving student teachers on teaching practice programme practice are closely related to the nature of the partnership established between the university, college or polytechnic department of education and its associated schools. The variety of forms of partnership found by the study made no difference to the

student teachers' understanding of nature of support they received in school. Highly developed schemes resulted in the same level of support as loosely structured relationships. The main reason underlying this appeared to be that head teachers, who play a key role in partnership initiatives, were not developing, with their staffs, a whole school approach to supporting student teachers. Finally, the authors suggested the importance of developing a whole school policy on supporting and helping student teachers.

The study showed that head teachers play a key role in the initial partnership. They have to choose a good teacher or teacher role model with whom to place the student teacher, they should also develop the school staff's ability to support the student teacher, (a point also made by Dufresne, 1981, Al-Wably, 1985, Al-Soofi, 1986 and Al-Ghwanni 1990) and help him in his first practice (compare Mossa 1988). In placing the student teacher with the school teacher, the head should look for someone experienced who will be a good role model. The head teacher should also encourage the student teacher to enter fully into the life of the school by involving them in all the school activities and meetings. This point is consistent with those made by Al-Wably (1985) and Mossa (1988). The study raises the matter of using the student teacher to cover school teachers' absences, even for in-service courses.

4.3.6 School Atmosphere

Akber and Abdul-Aleem (1995) studied the present situation of the system and procedures of teaching practice programme at the teachers' colleges in Saudi Arabia,

particularly Jeddah Teachers' College. They considered that qualified staff who had enough experience in teaching methodology could be appointed to take the responsibility of supervision.

The researchers investigated the extent of the problems facing the present arrangement of the teaching practice programme at teachers' colleges. Their aims were to observe the rules and procedures used in the teaching practice programme at Jeddah Teachers' College, to know the role of the teaching practice programme in preparation of the student teacher, to define the problems and difficulties which faced the teaching practice programme and to propose certain suggestions which could develop the rules and procedures of the teaching practice programme at teachers' colleges.

Regarding the supervisors of teaching practice programme, a list of their roles was given as follows:

1. To give student teachers an idea about the rules and procedures of the co-operative school.
2. To give them an idea of the aims of the teaching practice programme and the expected problems they will face during the period of training.
3. To arrange meetings between the head teacher and the student teacher to enable them to get to know each other and to discuss matters of the teaching practice programme,
4. To arrange meetings between the subject teacher and the student teacher for better understanding of the teaching practice programme.

It could be argued that the school administrative staff could perform those better than the supervisors, because they are very close to the student teachers.

As a matter of fact, the head teachers of the co-operating schools could participate in the teaching practice programme by involving the student teacher in the school atmosphere, encouraging them to take part in the school activities, treating them as colleagues in the same profession, helping them to overcome their difficulties in teaching, and meeting with them frequently. The point about helping the student teacher to overcome his teaching difficulties is consistent with the findings of Dufresne (1981), Al-Wably (1985), Al-Soofi (1986), Al-Ghawani (1990), McCulloch (1993), Hodgkinson (1993), Turner (1993) and Macisaas and Brookhart (1994).

Finally, the study asked the head teacher to arrange frequent meetings with the student teacher, the researcher combined all the head teacher's roles mentioned, under the heading of school atmosphere. The study confirmed the need to define the head teacher's roles and responsibilities.

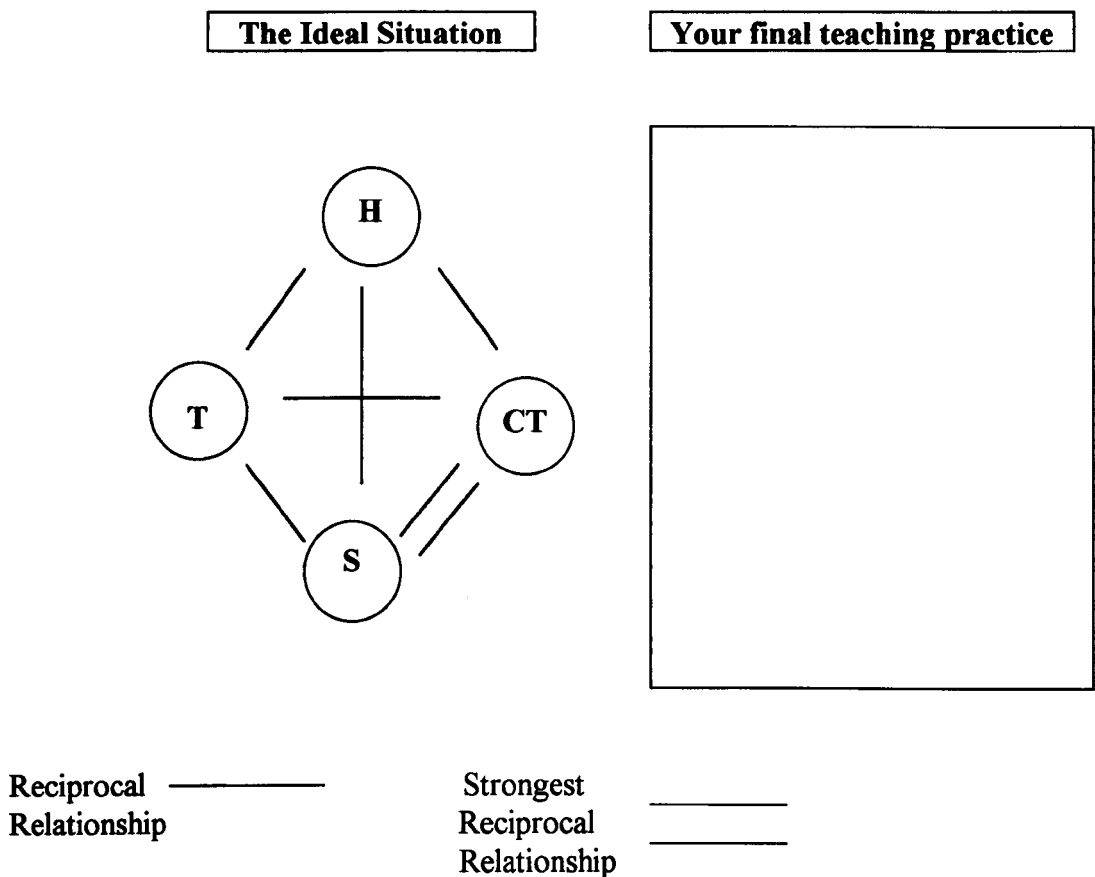
4.3.7 Personal Relationship

Hodgkinson (1993) studied student perceptions of those involved in TP in primary schools by asking two cohorts of primary Post-graduate Certificate in Education (PGCE) students at Loughborough University to draw a diagram to illustrate their situation during their final TP. The arrangements for TP placement and supervision followed standard practice. Schools were familiar with the course

rationale and structure, and there were opportunities at annual meetings of head teachers and class teachers to discuss student needs and tutors' expectations. All school head teachers, teachers and students were given a newly-written twenty-five-page booklet, "A Guide to School Experience", setting out the rationale, structure, expectations, processes and assessment criteria of the school placements. The final practice came at the end of the PGCE year, and the diagram request formed part of page 3 of the final course evaluation schedule. Students were invited first to comment in writing on their teaching practice programme. Student teachers were shown a model of the Ideal Personal Relationship between the teaching practice programme participants and invited to record their own situation alongside (see Figure 4.1). The diagram, the researcher claims, thus invites a response at the ideographic or iconic level of explanation and is not easily misinterpreted. There was a space for written comment, however, in order to elicit further explanation. The diagrams themselves were capable of being quantitatively analysed and the results coded. It was explained to students that they should draw a line connecting two parties, to show the existence of a reciprocal relationship or bond. If the bond was particularly strong, they should draw a double line. The 'ideal' situation posited full reciprocal relationships among all the four parties to a successful teaching practice programme situation. Thus, the four parties could form six bonds between them, some stronger than others, or some bonds or parties could be omitted to illustrate weak or non-sufficient relationship. Mathematically, a total of sixty-four different relationship diagrams was possible. A calculation of the frequency with which each bond occurred gave an arithmetical value

to that relationship across all students, so that it was possible to analyse the pattern of total relationships experienced by the whole group.

Figure 4.1
The Ideal Relationship Between the Student (S), the Tutor (T),
Class Teacher (CT) and the Head Teacher (H)



Source: Hodgkinson (1993) p.71

Since students work closely with teachers, it was hypothesised that this bond would be the strongest and by far the most frequently recorded. All students, ideally, should have experienced such a relationship. It was expected that the bond between student and tutor would be the next most powerful.

The evaluation questionnaires were collected in at the end of the debriefing session, ensuring a very high response rate; forty nine out of fifty students in the first cohort and fifty-seven of sixty-one in the second. Altogether, these 106 students drew thirty-one of the sixty-four possible different diagrams.

The diagrams indicated that, as expected, all participants had developed the strongest personal relationships with their class teachers, then with their tutors. Worryingly, the relationships most frequently described as weak were with the head teacher. Hodgkinson suggested head teachers are marginalised, because they rarely interact with the student teacher unless there is a problem. Moreover interactions between the head teacher and the tutor or class teachers are usually not seen by the student teacher. In the comments accompanying their diagrams, student teachers complained that heads showed no interest in the work they prepared, and nobody cared whether they had any problems. They alleged a complete lack of communication and support, and that schools used students as free supply teachers.

A point which should be made in relation to this study is that since interactions between the head teacher and the tutor or class teachers are not seen by the student teacher, they cannot comment on this. This may explain the lack of personal relationships between three of the teaching practice programme partners, in student teachers' diagrams. This could be considered a weakness in the research design. Student teachers are, however, in a position to comment on their own personal relationship with the head teacher and the criticisms they voiced are in line with the

issues raised by Dufresne (1981), Al-Wably (1985), Al-Soofi (1986), Al-Ghawanni (1990), and McCulloch and Lock (1992). By clearly defining the role of the head teacher towards the student teacher, it may be possible to encourage stronger, more supportive relationships.

4.3.8 Mitigating the Relationship Between the Student Teacher and the Co-operating Teacher

Stephenson and Sampson (1995) in the UK stated that the head's active involvement with students was a feature of successful partnership schools. This could be manifested in a number of ways. Head teachers shared a mutual overall interest but involvement ranged from active participation with the student teachers to a facilitating and monitoring role. Certain personal factors concerning the head teacher and his/her involvement style also seem to be significant. Where the head teacher favoured a consultative style as management policy, whole school involvement and student support reflected this policy. Head teachers may or may not have direct involvement with the student teacher but they still affect the experience of the student teachers within their schools. Where head teachers are actively involved, student teacher contact takes the form of practical support and advice.

Stephenson and Sampson considered the relationship between the size of the school and the number of student teachers taken. It is important that the number of students at any one time does not overwhelm the primary function of the school. Students value practical help and advice from the head, and his/her wider view of

educational matters. Moreover, in the event of a breakdown in the relationship between the individual co-operating teacher and the student teacher, the influence of the head teacher can be a mitigating factor. Thus, from this study it appears that the head teacher has a vital role to play in creating conditions conducive to effective mentoring in a school, both through his/her own relationship with the student teacher and by promoting a supportive relationship between the co-operating teacher and the student teacher.

The study confirmed the head's active involvement in the school's successful partnerships, even if he or she has no direct involvement with the student teacher, as the head directs the management policy. The number of student teachers depends on the size of the school. A balance has to be found between the two sides for the success of the practice. The head teacher has a role as controller in this case, to ensure the success of the school educational process. The head teacher may mediate between the school co-operating teacher and the student teacher to mitigate any breakdown in their relationship, if this should happen even after the head has set up an effective mentoring policy. More follow-up studies are needed, however, to identify the school head teacher's role in supporting the student teacher in his practice

4.3.9 The School Culture Founder

Kyriakides (1997) investigated perceived sources of influence upon Cypriot primary teachers and their implications for the process of curriculum change. He hypothesised that four sets of factors would influence teachers' perceptions, viz. the

political, the professional (head teachers, colleagues), the pupils and the parents. His category system, adapted from Taylor (1974), allowed comparisons between Cypriot primary teachers and English primary teachers. Data were collected by means of questionnaires, sent to a 257 randomly selected sample of Cypriot primary teachers of whom 185 responded. Teachers were asked about the extent to which six sources of influence (head, colleagues, parents, inspectors, pupils and policy elements) were perceived to affect the classroom practice of Cypriot teachers. Cluster analysis was used to identify relatively homogeneous groups of Cypriot teachers according to their perceptions about items which influenced their practice.

A finding of interest to this study is that teachers in the first group ($n = 69$) were strongly influenced by policy documents, but their colleagues, heads and pupils had a definite influence on their practice. Teachers in the second cluster ($n = 33$) seemed to be influenced more by policy documents than by other sources. Colleagues, inspectors and heads had a definite influence on their practice. Teachers in the third category ($n = 21$) were strongly influenced by inspectors and policy documents. In addition, heads had strong influence on their practice. The perception of heads as more influential than other colleagues can be attributed to the fact that in Cyprus, heads are appointed by the government and they are supposed to promote curriculum policy. Cypriot teachers were influenced more by the political factor (inspectors and documents) than by the professional (head and colleagues) or the consumer (pupils and parents). Finally the researcher concluded that the results of his study pose a problem for those heads who would want to try to become the “founders of their schools

culture”. They should not necessarily expect that their teachers will be influenced to the same extent or react similarly to their attempts to develop a collaborative school culture. Heads and teachers in collaborative schools might wish to perceive the differences among the staff of a school as mutually enriching sources of collective strength, but the findings of Kyriakides’ study imply that it is possible that only some teachers would be responsive to charismatic leadership by head teachers. Moreover, the fact that some teachers do not consider head teachers as an important source of influence does not imply that they will not be influenced strongly by a charismatic head teacher. The researcher made it clear that it is difficult for the head teacher to perform that role.

The study raised an important point about the school head teacher, regarding the strength of their influence on the student teachers’ practice. This point is that the head is like the school culture founder. Therefore it is very important to define and identify the head’s role in the teaching practice programme. The conditions of appointment of school head teachers in this study are similar to those in Saudi Arabia, the environment of the present study, and it seems that there is a similarity in the whole educational system.

4.3.10 Acceptance of New Theories

Mahjoob and Said (1993) in their study sought to answer the following questions:

1. What is the aim of teaching practice from the viewpoint of the student teacher?
2. How well does the college advisor fulfil his role in the teaching practice programme in the view of the student teachers?
3. What are the obstacles to successful teaching practice programme, from the viewpoint of the student teachers?

The study was confined to trainees in the first term of the academic year 1993 at Besha Teachers' College. The sample of the study was 36 student teachers: 16 specialising in science, 10 in mathematics, 4 in Arabic language, 2 in Quranic studies, 3 in Educational Sport and 1 in Art. The student teachers carried out teaching practice in 10 elementary schools in Besha. A questionnaire was used to obtain student teachers' evaluation of the teaching practice programme in Teachers' Colleges in Saudi Arabia. The reliability of the questionnaire indicated 0.76 for the aims of the teaching practice programme, 0.82 for the supervision of the teaching practice programme, 0.88 for the barriers of the teaching practice programme success, and 0.85 for the teaching practice programme as a whole.

Student teachers agreed that most of the teaching practice programme aims were achieved in a reasonable way that enabled them to acquire some skill in lesson preparation and understand the appropriate aids for each lesson.

The results also revealed, however, that the student teachers were conscious of certain barriers that reduced the success and the effectiveness of the teaching practice programme. These barriers were related to the shortage of meetings between the supervisors and the student teachers, the difficulty of finding somewhere to hold such meetings and the lack of laboratories and educational aids. Student teachers also complained that supervisors insisted on their own opinions and were inconsistent in their advice and guidance.

Other barriers were related to the misunderstanding of the teaching practice programme and its development, misunderstanding of the responsibilities of the school head teacher and the subject teacher, and misunderstanding of the application models of the teaching practice programme and the need for improvement of preparation skills.

With regard to teaching practice supervision, the student teachers thought the college advisor did his job acceptably well, in a manner that accorded with their expectations. However, some student teachers were critical of the supervisor's performance in introducing the student teacher to the head teacher of the school, introducing the student teacher to the school teachers and explaining their needs, explaining to the student teacher the school environment and its special characteristics and arranging a meeting between the student teacher and the school subject teacher.

With regard to obstacles to teaching practice success, many important matters were raised such as no meeting place in the school where the college advisor could

meet the student teacher (a point also made by Mossa, 1987), lack of facilities, need for more teaching aids, and refusal of the head teacher to accept new educational theories in the educational process and in teaching methods.

Mahjoob and Said recommended that the college advisor should be a specialist; if only a non-specialist is available, the relevant academic staff at the college should give him a teaching practice guide to help him follow up the trainee. Co-operating teachers should have in-service training to keep them up to date with educational developments, a special place should be made available for the trainee's use, educational media should be introduced into the schools and a meeting should be held between the head teacher of the school and the college teaching practice team.

Student teachers also complained that many teachers and school head teachers, because they were very busy, had failed to keep abreast of new theories, so when student teachers started to practise and tried to apply the theories they had learned in college, they faced problems. Therefore, head teachers need to keep in touch with the development of knowledge, especially in the area of Education.

Another point raised by the students was that there are deficiencies in the colleges' supervision, such as lack of time for meetings, inconsistent advice and guidance, and lack of specialist knowledge of teaching methods. All this adversely affects student teachers' performance in the teaching practice programme. If a clearer role were found for the school to fill, it might help to compensate for such deficiencies.

4.3.11 The forms taken by absence of the mentoring role

The literature reveals a number of ways in which absence of the mentoring role is manifested. Some of these are reviewed below.

A) Lack of Co-operation with the Student Teacher

Al-Ghawanni (1990) proposed in his study to identify some of the factors which affect students' performance during their teaching practice programme. In order to achieve this objective, the researcher used descriptive analysis to study some of the factors that may interfere with students' performance while they are practising the teaching process and may reduce their efficiency. The researcher developed a questionnaire to identify these factors. To check the reliability of the questionnaire, it was administered to a randomly selected sample of 57 male and 39 female students studying in the faculty in Al-Madinah. The reliability was found to be 0.75 using Spearman.

With regard to school head teachers, the study revealed a number of problems facing the student teacher. Respondents complained of additional work imposed by the head, lack of co-operation and advice and the head siding with pupils against the student, when problems occurred. Student teachers felt their qualifications were disregarded or not respected and that they were not allowed to contribute fully in the school's programme, e.g. in the setting of tests and examinations.

In relation to school facilities, students complained of a lack of places where the trainee could discuss educational matters with the teacher or meet the college advisor, shortage of teaching aids and library facilities, non-availability of rooms in which to correct students' work etc., and problems with transport to the practice school.

The study also showed that there were several factors which caused the reduction of students' efficiency in their teaching practice programme. Those factors which are relevant to this study were:

1. Shortage of assisting aids in the schools.
2. Unhelpful attitude of school head teachers.

The role of the school head teacher as a barrier to the success of the teaching practice programme was identified by 32% of the sample. This showed the importance of defining the role of the school head teacher, in order to overcome a major problem and so improve and develop the teaching practice programme. It seems from the study that student teachers are looking for more support from the school head teacher, especially when they experience problems with pupils, which may happen because pupils know the student teacher has come to practise for a short time and will leave the school at the end of the term, so they do not respect him as a school teacher. Besides supporting the student teacher to overcome his problems, and co-operating with the student teacher, the study mentions a new role, advice. The study suggested, however, that the advisory role was not being performed in practice in Saudi schools. This

raises the need to clarify to what extent giving advice is a role of the head teacher, as well as the question of how to change head teachers' attitude, to be more helpful to the student teacher.

B) Lack of Confidence

A general meeting between student teachers and school head teachers about the teaching practice programme raised some questions which prompted a study by Al-Said and Al-Shabi (1993) and determined the problems to be investigated. The study evaluated the teaching practice programme in Abha Education College for Boys, and sought to answer the following questions:

1. What is the opinion of the college advisors about the teaching practice programme?
2. What is the opinion of the student teachers about the teaching practice programme?
3. What is the opinion of the head teacher and teachers about the teaching practice programme?
4. To what extent is there agreement or conflict among the three views?

The study used three questionnaires. The first was for college advisors, and covered five parts: the teaching practice system, school facilities, the school head teacher and teachers, student teachers and the success of the teaching practice programme in achieving its aims. The second questionnaire was for school head teachers and teachers, it too, contained five parts, the college teaching practice

programme, the college advisors, the student teachers, evaluation of student teachers, and the success of the teaching practice programme in achieving its aims.

The third questionnaire was for student teachers. It covered the following points: the teaching practice programme in the college, the college advisors, school facilities, advice, the number of educational college students, evaluation of student teachers, and the success of the teaching practice programme in achieving its aims.

The study was conducted in 1991, among intermediate school head teachers the co-operating schools, and the college student teachers for that year. The study covered 14 college advisors, 148 student teachers and 80 school head teachers and teachers. Only 43% of advisors thought that there were positive results from involving head teachers in the student teachers' supervision, and only 1 person responded that there were positive results from involving the school teachers in the student teachers' supervision. It was claimed that school head teachers and teachers do not know their role in the teaching practice and they think that it is only to watch the student teacher during working hours. All of the advisors thought that the student should spend a full term in the school.

Regarding school facilities, most advisors thought that most of the schools were good for teaching practice and gave them a moderately high rating for availability of teaching aids. 29% of the advisors thought that the number of school lessons taught by student teachers was not enough. 71% thought that schools made it easy for the student teacher to use the school facilities and 57% answered that the school was

suitably equipped for teaching practice, which means the place of teaching practice did not provide as effective a training environment as might be desired.

These findings compel us to focus more on the reasons for results, such as why school head teachers' and co-operating teachers' roles in the teaching practice appear so weak, and how it can be improved. Only two college advisors (14%) were satisfied with the level of co-operation shown by head teachers in advising the student teacher.

It appears from these results that the head teacher and the school teacher do not adequately perform their role in the teaching practice, which gives us more impetus for our study. The researchers assumed that the problems may be due to shortage of time or lack of understanding, and these are among the issues we will look at.

With regard to the advisors' view of the student teacher, it was said that student teachers make academic mistakes, which might be due to the fact that most courses which they study in the college are theoretical rather than practical, or it may be that the courses which they study are not related to what is taught in the schools. It was revealed that the advisors do not like the school head teacher or the school co-operating teacher to share in the evaluation of student teachers, because they consider that their evaluations are not objective and they usually give student teachers higher grades than they deserve.

Finally, with regard to the student teachers and the administrative experience which they get from teaching practice, opinions were divided, which may be due to

differences among individual schools. Therefore there is a need for a standard system for all the head teachers to follow.

From the student teachers' point of view, it was generally perceived that the schools are suitable for the teaching practice programme but most schools do not have enough facilities, there are no educational aids, and no school library. A large number of the students were critical of the part played in teaching practice by school head teachers and said they did not give them the chance to practise all the school activities. It was reported that school head teachers did not allow student teachers to share in the administrative matters for the sake of experience, and did not give them enough lessons to teach.

In their final comments the student teachers asked to be given more information about the school, to increase the time devoted to teaching methods, and have a better link between what they study in college and what they teach, and to have better co-ordination between the college and the practice school.

The school head teachers asked to share in student teacher evaluation, with the college advisors responsible for 50%, the school head teacher for 30% and the school co-operating teacher for 20%.

Teaching practice comes at the end of teaching preparation and before official service in the school, when the student teacher has successfully completed all academic preparation and educational vocational courses. It is important to create the best

possible practice climate in the school, on the basis of an understanding of the aims of teaching practice.

The study found that college advisors and student teachers lacked confidence in school head teachers, believing that they were unaware of their responsibilities toward the student teacher during their practice. For this reason, they did not want head teachers to participate in evaluating the student teachers. The study also noted that head teachers should encourage the student teacher to share in the school activities, a point also made by Al-Wably (1985), Mossa (1988) and McCulloch and Lock (1992). The role of the head teacher as a school information provider was mentioned, similarly to the study of Al-Wably. 'Information about the school' in this study, however, is referred to in very general terms. It needs to be more clearly defined, exactly what information the student teacher needs, e.g. the number of pupils in the school, the school's special characteristics, the activities and any other information which may help the student teacher to do his practice successfully.

4.3.12 The Complementary Key Roles of Head-teachers

Turner (1993) in the UK interviewed 180 head-teachers, co-operating teachers and newly qualified teachers. Analysis of the responses showed the key roles of head teachers and co-operating teachers to be different but complementary. Here, we will focus on findings related to the role of the head teacher. A strong connection was found between the level of success achieved in the probationary year and the strength of the relationship between the new teacher and the head. There were some cases

where heads were unable or unwilling to compensate for the new teachers. Heads who made a point of talking to probationers on a regular, especially informal basis, tended to be able to reassure them and were most likely to be approached for help with curricular or pupil problems.

Where co-operating teachers were poorly briefed and trained and the head kept distant from the process, success was limited. The co-operating teacher became a 'friendly ear', or a helpful colleague.

The achievement and satisfaction of new teachers was also influenced by the degree to which heads accepted them as skilled professionals with recent, relevant and worthwhile contributions to make. The ways in which heads help new teachers are a key part of the later stages of the socialisation process of new teachers. Pastoral care for beginning teachers played a major part in helping them to settle into their jobs and enabling them to cope with the many demands of the new situation. Some heads accorded high priority to this; in other schools, heads expressed the view that the LEA should do more to help with the social, housing, travel and financial worries of their new teachers, but were themselves reluctant to interfere in what they saw as probationers' personal concerns.

Turner found that there is a strong connection between the level of success achieved in the probationary year and the strength of the relationship between the new teacher and the head. The monitoring process was more effective where staff were aware that the head was interested and actively involved in planning and establishing

professional and collegial relationships with both designated and new teachers. Cases were reported of two schools where strong head teachers managed the induction systems and had good relationships with the probationers, but their delegates were less successful. In schools where head teachers showed no interest in, and felt no responsibility for, pastoral aspects of their new teachers, relationships were often poor and staff turnover higher. Turner's discussion of "relationship" as a role of the head, is more specific than that of Hodgkinson, in that he explicitly refers to professional and collegial relationships. Turner stated that:

Head teachers are pivotal in the process of induction - responsible for liaising with the LEA, organising and managing school-based programmes and for giving personal support ... Heads are also gatekeepers of time and opportunity. (p.30)

In 1994 Turner carried out an empirical study in 12 schools in five local education authorities in the south east of England. There were 22 newly qualified teachers involved, 10 in the first year and 12 in the second year. Responses were analysed in terms of patterns and dilemmas in creating effective induction support and probation management. In order to examine the role of LEAs and schools in structured induction, Turner studied pairs of inductees in the same school to compare their success. Using the evidence derived from the case studies, he set out to create comparative models of the organisation, to examine in some detail the best case and worst case situations of individual teaching. Where relationships were formal and judgmental, new teachers tended to "keep their heads down", conform and survive,

rather than develop individual strengths. One newly qualified teacher, whose head teacher was very formal and distant, expressed disappointment that the head teacher had not observed his teaching, and suggested that a head cannot adequately assess the new teacher if he only occasionally called in with a message and left immediately. Finally, the study highlighted the impact of human relationships and attitudes and reaffirmed that the head teacher is the most significant figure in the web of relationships confronting the newly qualified teacher.

Turner's study found that the head teacher has an important role to play toward newly qualified teachers. A strong connection was found between the level of success achieved in the probationary year and the strength of the human relationship between the new teacher and the head teacher. If this relationship was important to the new teacher, it is likely to be even more important for student teachers undergoing their first practical experience of teaching.

- The successful role of the head teacher can overcome the weaknesses in the subject teacher in the school and also any weakness of the college advisor, to give more complementary roles for the teaching practice programme participants.

Turner, in his study, highlighted several new roles for the head teacher, i.e. liaising, organising, managing and giving personal support

4.3.13 Head Teacher Qualification

Lal (1993) carried out a study to find out the role of secondary and intermediate school head teachers in helping student teachers on teaching practice.

The study was carried out by means of a questionnaire covering study aims, the curriculum, organisation and administration. The questionnaire was sent to 84 intermediate and secondary school head teachers in Al-Ehssa district in the Kingdom of Saudi Arabia. 76 of them replied. Chi-square was used to identify differences between the school head teachers. The main results focused on the importance of discussing the general aim of the teaching practice programme, the aims of the study subjects, the result of the learning and a suitable form of evaluation, visiting the student teacher during the teaching practice programme and finally encouraging visits between the student teachers and school teachers.

Lal found that school head teachers who had a university degree were more interested in the study curriculum, the study aims and administration and organisation components. School head teachers who had an educational diploma were more co-operative than those who did not, which contributed to the student teachers' success. This study highlighted an important point, that there are differences among school head teachers in dealing with the student teachers in the teaching practice programme, which are related to their qualification.

4.4 Summary

Table 4.1 summarises the literature on the teaching practice programme with special reference to the role of the Elementary School head teacher. The Table shows studies conducted in U.K., U.S.A., K.S.A., Yemen, Cyprus, between 1981 and 1997 which have relevance to this study. They mainly dealt with the teaching practice

programme in terms of the College Advisor's role, or the barriers which prevented the success of the student teacher in the teaching practice programme.

Most of the studies note the important role of the head teacher during the teaching practice. The role of the head teacher is said to be less visible but no less important than that of others responsible for overseeing students and probationers (McNally, 1994). In most cases, there was a strong connection between the level of success achieved in the probationary year and the strength of the relationship between the student teacher and the head (Turner, 1993). The studies confirmed the importance of the head teacher in the teaching practice programme but this role has to be clarified to specify the responsibilities of each participant, in order to avoid deficiencies in the teaching practice programme which will adversely impact on the preparation of the future teacher.

Each study mentioned one or more roles of the head teacher, or repeated roles mentioned before, in other studies, so it is necessary to assemble and review these roles to create an integrated role for the head teacher to contribute to the success of the teaching practice programme and hence to the success of teacher preparation.

Support comes as the main role mentioned in the literature: support for the student teacher to overcome practice problems, supporting the student teacher in a variety of ways, and creating a climate of sympathetic professional support were variously discussed by Dufresne (1981), Al-Wably (1985), Al-Soofi (1986), Al-Ghowanni (1990), McCulloch (1992), Hodgkinson (1993), Turner (1993), Macisaas

and Breakhart (1994), Akber and Abdul-aleen (1995), McNally (1994) and Sabbagh (1997).

Evaluation of the student teacher during the teaching practice programme and evaluation of the whole teaching practice programme were mentioned by Al-Wably (1985), Lal (1993) and Al-Said and Al-Shabi (1993). Encouraging the student teacher to share in the school's activities and administrative duties, to exert much effort during the teaching practice programme and to share in the school life or the school atmosphere were mentioned by Al-Wabley (1985), Mossa (1988), McCulloch and Lock (1992), Al-Said and Al-Shabi (1993), and Akber and Abdul Aleen (1995).

Providing the student teacher with the school information he needs during the practice period is a role mentioned by Al-Wabley (1985) and Al-Sbabi and Said (1993). Helping the student teacher to develop an appropriate vocational strategy was mentioned by Mossa (1988) and McCulloch and Lock (1993). The need for the head teacher to consider the student teacher as a real participant in the teaching practice programme was highlighted by Mossa (1988), Hodgkinson (1993) and Akber and Abdul-aleem (1995). Another part of the head teacher's role is to select an enthusiastic co-operating subject teacher to work with the student teacher. It is not enough, however, for the head teacher to select an enthusiastic co-operating subject teacher, he also has to prepare him to be ready to help the student teacher during his practice, as noted by Mossa (1988) and McCulloch and Lock (1992). Providing the student teacher with teaching aids was mentioned in the studies of Mossa (1982),

McCulloch and Lock (1992) and Mahjoob and Said (1993). The only study which talked about the head teacher supervising the student teacher during the practice was that of Mossa (1988). Lack of co-operation from the school head teacher was a problem found by Al-Ghawani (1990).

Lal (1993) found that there are differences in dealing with the student teacher depending on the qualification that the school head teacher has. Sabbagh noted that the school head teacher has to understand the aims of the teaching practice programme so he can lead the teaching practice programme successfully.

Three of the researchers talked about the human relationship, the personal relationship, and communication; Al-Katheery (1986), Hopkinson (1993) and Turner (1993 and 1994). They highlighted this as an important factor in the teaching practice programme between the student teacher and the school head teacher. Acceptance of new teaching theories used by the student teacher is valuable. However, heads often are not familiar with the new theories, leading to conflict when the student teacher tries to practise them. The school head teacher has to limit the number of student teachers in his school, according to the size of the school, as indicated by Stephenson and Sampson (1995). Finally, Kyriakides (1997) studied the role of the head teacher as the founder of the school culture.

The studies present a consistent picture of the role of the head teacher in four areas: support, evaluation, encouragement, and the relationships between the heads and the student teachers. The rest of the studies each talked about different roles such

as understanding the responsibility, understanding the teaching practice programme's aims, and the head teacher as founder of the school culture.

The literature confirmed the importance of the head teacher's role in the teaching practice programme, found problems and suggested various roles. These roles need to be collated to design a new integrated role, leading to the success of the teaching practice programme, and so to the success of teacher preparation.

Table 4.1
Summary of Literature on the Role of the Elementary School Head Teacher
(Continued)

No.	Date	Authors	Place	Subject	Variable	Sample	Procedure	Methods	Results
10	1993	Turner, M	U.K.	NQT in primary schools management induction	Management and induction	22 NQT	Semi-structured Interviews	-	The head is the most significant figure in the induction of new teachers. They should be trained to fulfil this role.
11	1993	Hodgkinson K	U.K.	Personal relationship in TP in primary schools	ST, HT, CT, S	106 Students	Draw diagram	Frequency	STs' strongest relations were with class teachers. Strong relationships with heads were rare.
12	1993	Al-Said Al-shabi		Teaching practice programme	CN, ST, (KT+CT)	8, 30, 20	Questionnaire	Percentage Z Value	Lack of confidence; the role of the HT and school subject teacher is weak
13	1994	Turner, M	UK	NQT in primary schools management induction	Management and induction	22 NQT	Semi-structured interview		The head is the most significant figure in the induction of new teachers. They should be trained to fulfil this role.
14	1994	Macisaas & Brookhart	U.S.	Description of university and school partnership in induction.					Head's role in observation, assessment, facilitating professional development
15	1994	McNally	U.K.	Students, schools and a matter of mentors	-	-	Article	-	Head is responsible for creating a supportive school ethos
16	1995	Akber Abdul alleem		Teaching practice programme	ST HT CA	63,21,21	Frequency, One way anova	Questionnaire	ST evaluation
17	1995	Stephenson & Sampson	U.K.	Essential work-place prerequisites for successful mentorship	-	-	Article	-	Heads may or may not have direct involvement with the ST but still affect his experience
18	1997	Sabbagh		Teaching practice programme	ST, CA, HT	91,10,30	Freq. means One way Anova Mann-Whitney	Questionnaire	Understanding of the teaching practice programme aims, meeting between CAs and HTs

Table 4.1
Summary of Literature on the Role of the Elementary School Head Teacher

No.	Date	Authors	Place	Subject	Variable	Sample	Procedure	Methods	Results
1	1981	Dufresne Donald	Canada	The role of the HT in teaching practice programme	ST, HT Associate Teachers Faculty Supervision	25	Questionnaire Interview	Frequencies Percentages	Majority described the role of HT in TTP roles as School Culture-Founder
2	1985	Al-Wably		CA in teaching practice programme	CA, ST, HT, CT	19,127 17,58	Questionnaire	X ² One way Anova	ST evaluation, teaching practice programme evaluation, Support
3	1986	Al-Soofi Mohammed	Yemen	Primary school ST problems in Yemen	School mentor relationship; Teaching competence courses	800 ST	Questionnaire interview	Frequencies, Percentages, factor analysis	STs face difficulty in understanding information on the school, textbooks not available, unqualified heads.
4	1986	Al-Katheery		CA in teaching practice programme	CA ST	26,142	Questionnaire	Percentage, X ² T-test	School information, ST evaluation
5	1987	Mossa		Teaching practice programme	CA, CT, HT	60 (Sf)	Questionnaire	Frequency Percentage	Consider ST as real participant, select subject teachers, ST to exert much effort
6	1990	Al-Ghawanni		Teaching practice programme	ST(m) ST(f)	57 34	Questionnaire	Means, Frequency, T- test	Lack of teaching aids HTs' unhelpful attitude
7	1992	McClulloch and Lock	U.K	STs' experience: the managerial implications for schools	Optimum lengths, development strategies, models of student	30 heads 62 ST	Questionnaire	Frequency	Whole school policy needed on supporting STs
8	1993	Lal, Z		HT role in teaching practice programme	84 HT	76	Questionnaire	Alpha X ²	HS who had an educational diploma were more co-operative than those who did not, which contributed to the STs' success.
9	1993	Mahjoob Said		Teaching practice programme	ST	36	Questionnaire	Frequency	HTs do not accept new educational theories

Chapter Five

Review of the Literature on the Role of the Elementary Co-operating Subject Teacher Toward the Student Teacher

5.1 Introduction

This chapter will present some of the literature pertinent to the present study, focusing on models of the co-operating teacher's role as an aspect of school-college interaction. At the heart of this survey is a recognition that the clarity of the role of the co-operating teacher is clearly related to the degree of structure in the arrangements for school experience established between the college and the school. The chapter will be in five parts. The first will present studies on the no-role model, i.e. cases where there is no structure and hence no role for the co-operating teacher and the problems which appear as a result. The second part will present studies of the on-site model, followed particularly in the U.S. and Canada, which can be seen as a "partial" model, where some rules are identified for the co-operating teacher. The third model reviewed reflects a trend to develop the relationship between the training college and school in a more structured way, and a questioning of role feasibility. This section is followed by presentation of studies relating to the 'full interaction' model, the model currently adopted in Great Britain and Wales, where roles for the co-operating teacher are stipulated and resources provided through formal partnership arrangements. The presentation of these models will be followed by a section which highlights key issues and argues the need for the full interaction model.

Part One

5.2 Studies About the Unstructured Model; no clear role for the Elementary School Mentor (Subject Co-operating Teacher)

Several studies have been carried out in various countries, including Saudi Arabia, regarding the role of the elementary school co-operating teacher. Some of the studies highlight teaching practice problems which the clarification of the role of the co-operating teacher may help to solve.

The following three studies concern problems or difficulties which appear to the student teacher during the Teaching Practice Programme, in the Kingdom of Saudi Arabia, the country which is the focus of the present study, because of the absence of a clear definition and understanding of the co-operating teacher's role in the school. Indeed, the term "co-operating teacher" is at present something of a misnomer in the Saudi context. Although the student teacher is assigned to a subject teacher within the school, the subject teacher has no specified, agreed responsibilities towards the student and the teaching practice programme, beyond accepting the student into his classroom. The three studies represent the viewpoints of some of the other Teaching Practice Programme participants (including college advisors and college student teachers).

5.2.1 Guidance Weakness

Regarding the importance of the school co-operating subject teacher, Al-Gahtany (1992), investigating the co-operating subject teacher's effect on the preparation of the Teaching Practice Programme, stated that:

“When the student teacher is sent to school for training, he faces a society in which he must interact with every person in it, such as the administrative staff, the subject teachers, the students, etc. In this period of time he is expected to have good relations with the subject co-operating teacher, who advises and guides the student teacher, drawing on his experience in teaching, knowledge of the course and understanding of the students.” (p.37).

The purpose of Al-Gahtany’s study was to find out the role of the co-operating subject teacher towards the student teacher during his semester’s training, and the influence of the subject teacher on the behaviour and attitudes of the student teacher, and on his acquisition of the essential teaching skills.

The main questions of this study could be listed as follows:

1. What is the role of the co-operating subject teacher towards the student teacher during the Teaching Practice Programme?
2. What is the extent of the co-operating subject teacher’s contribution to what the student teacher has learned?
3. What is the relationship between the role of the co-operating subject teacher and his influence on the student teacher?

A questionnaire survey of 215 male student teachers from all the departments at the College of Education in Abha revealed that they thought that the co-operating subject teacher potentially had a positive role to play in guiding the student teacher at the beginning of the Teaching Practice Programme. However, in practice, student teachers thought co-operating teachers did little to guide them in their daily preparation or with regard to teaching skills. Moreover, the ideal roles of the subject

teacher in providing student teachers with basic advice to help them understand the school system of monthly tests and recording the marks, as well as in developing student teachers' ability in teaching and the activities used in the classroom, were perceived as not properly fulfilled.

The study recommended that it was necessary to give the subject teacher an idea about his real role towards the student teacher in order to enable him to perform his role. Moreover, subject teachers' schedule should be reduced, it was said, in order to give them more time to help student teachers acquire the necessary educational experiences and skills during the Teaching Practice Programme. Co-operating teachers, Al-Gahtani argued, should supervise student teachers, making sure they perform positively and do their teaching properly.

The study found that co-operating subject teachers did not appear to recognise their role in helping student teachers to understand the school system by providing them with information on pupils' abilities, advising them on monthly tests, recording marks and developing their teaching ability and classroom activities. At the same time, it shows that it may be difficult for subject teachers to fulfil their role properly, due to lack of time and the burden of their regular school duties.

It must be noted, however, that the study looked at the role of the co-operating study from the viewpoint of the student teacher only, which raises a question about its findings because of the respondents' lack of experience and qualification,

compared to other Teaching Practice Programme participants like college advisors, school head teachers, and school co-operating subject teachers.

An interesting point about the study is that it raises the need to identify the role of the co-operating teacher in KSA and that is what this study hopes to identify.

5.2.2 Absence From Teaching

Al-Shahrane (1997) studied the problems of Teaching Practice Programme at King Saud University Abha branch, as seen by college advisors and student teachers. The sample of the study consisted of all the student teachers at the college in all the departments except the department of psychology. A questionnaire was distributed among 129 male students, from which 104 completed responses were received, a percentage of 81%. Fifteen college advisors also participated in the study.

Many of the problems raised by student teachers and advisors related to the structure and administration of the Teaching Practice Programme. For example, the college advisors in their responses commented on the burden imposed on student teachers, who had to continue their course work in the mornings and evenings as well as carrying out their Teaching Practice Programme in the schools. Student teachers were dissatisfied with the number of students each college advisor had in each semester (more than ten student teachers for every advisor). This made it impossible for supervisors to follow up and supervise all students adequately and they could not be present in all schools.

Lack of understanding of the purpose of teaching practice and lack of any clearly specified role for the subject teachers were found to be the second most important problem during the Teaching Practice Programme. Many subject teachers viewed the student teachers as being placed in the school to relieve the burden on the regular teacher. This was manifested in the absence of subject teachers from the school, because they saw no need to be present at school when the student teacher was replacing them in the classroom. Also of interest regarding the co-operating teacher's role is Al-Shahrane's suggestion that head teachers and subject teachers meet to discuss their evaluation of the Teaching Practice Programme and make suggestions and recommendations for future meetings.

Two issues are raised by this study with regard to the absence of any specification of the co-operating teacher's role or clear understanding by the co-operating teacher of what is expected of him. The first is the sometimes serious consequences of such lack of understanding. School teachers absent themselves from their teaching at school because they view the student teacher as a sort of supply teacher. This puts an unfair burden on the student teachers and could place both the student teacher and pupils at risk. The second point raised is that the burden of supervision is borne solely by the college advisors, and the excessively large number of students to be supervised by each college advisor compromises the quantity and quality of contact students have with their advisor. When contacts with the college advisor are brief or infrequent, it is all the more important that student teachers receive support and guidance within the school, from the co-operating teacher. The

study makes clear the urgent need to clarify the role of the co-operating teacher in the Teaching Practice Programme in KSA. The finding of this study perhaps carries more weight than the first one, because it included the opinion of 15 college advisors, the most educated participants in the Teaching Practice Programme.

5.2.3 Lack of Practice and Training

In a recent study, Badi (1996) studied the needs of student teachers' educational assessment and knowledge in Teaching Practice Programme. The aim of the study was to find out the student teachers' display of a combination of knowledge and skills acquired during the period of training at the College of Education.

Badi highlighted adequate preparation of the student teacher as a major determinant of the success of the teaching process. He claimed that most research in Arab countries reveals a failure to integrate theoretical study with the practical side of learning at the college.

His questionnaire survey of student teachers in all the departments supervised by the staff of the Department of teaching Methodology and Curriculum (n=140) revealed that student teachers took a long time to be able to recall what they had learned during their study at the college. When they entered the classroom they succeeded in applying what they had learned about the skills and knowledge of teaching (e.g. the appropriate use of educational aids, the lesson plans, the syllabus plans, the aims of the lessons etc.) after two attempts at teaching.

The findings showed that the student teachers were in urgent need of more practice and training in the teaching skills they would be expected to apply in the period of teaching practice in the schools, and Badi raised the question of the need to define the role of school co-operating teachers in helping students to overcome the lack of training and practice which they face during their practice. The study showed the importance of establishing a partnership between the college and the school to improve the training and the practice of the student teachers in the Teaching Practice Programme.

Badi argued the need for interaction between the college and the school in order to close the gap between what the student teachers study at the college and what they practise in the schools. At present, according to Badi, there is no such link. Clarifying the role of the co-operating teacher as part of a new partnership between the colleges and the school may be one way to address this problem. This concept of partnership is an important one for the present study and will be discussed in more depth later in this chapter.

5.2.4 Summary of Part One

The three studies from the survey country present a picture of general dissatisfaction with the Teaching Practice Programme, casting doubts on the effectiveness of teacher preparation. There were links between the results of these studies and the absence of structure in the Teaching Practice Programme, and hence, lack of a clear role for the co-operating teacher. The problems raised, such as weak

guidance, weakness, the absence of the co-operating teacher from teaching, and the lack of practice and training, all point to a need to explore alternative models for Teaching Practice Programme, with a view to seeing if teacher preparation can be improved. The following sections explore several models, embodying differing degrees of programme structure.

Part Two

5.3 The “On-Site” Model.

The U.S./Canadian on -site model discussed in the following studies is one in which the importance of the co-operating teacher’s role to teacher preparation is recognised. The school is regarded as a place where the student teacher receives support in order to learn and develop teaching skills and there is a designated member of staff at the school who is given certain responsibilities in advising and evaluating the student teacher. These studies identify and clarify some of the co-operating teacher’s roles, and provide examples of the second stage of the development of the role; they represent a ‘partial’ model.

5.3.1 Problem From the View of the Co-operating Teacher

Applegate and Lasley (1982) wanted to ascertain what problems were being perceived by co-operating teachers, in the belief that the nature of those problems would have significance for higher education institutions, particularly as they seek to elicit the assistance of classroom teachers to work with student teachers and for field experience students, given the nature of the classroom relationship. They asked two

main questions: 1) what problems do co-operating teachers report as they work with pre-service teachers? 2) what underlying constructs can be inferred from teachers' perceptions of their problems in working with pre-service teachers?

There were two phases in the data collection process. The first phase of the study included the collection of problem incidents from co-operating teachers using the 'my biggest problem today' inventory. The forms called for co-operating teachers to describe in writing the problems they had with field experience students. Seventy-six problem accounts were recorded by 25 co-operating teachers working with student teachers from 10 of Ohio's teacher training institutions. The colleges varied in size and location: they included both private and public institutions. The 76 problems students generated during phase one were used to develop a Likert style scale, containing 48 problem statements. (Unfortunately, the number and designation of the response categories are not reported in Applegate and Lasley's paper). Demographic data were also collected from co-operating teachers relative to their prior experiences and training in working with student teachers

Table 5.1 shows 13 items which co-operating teachers' responses showed to be especially problematic. Factor analysis of the data identified six problem-types, namely:

- F1. Problems with student orientation to teaching (e.g. items 27, 28);
- F2. Problems understanding the partnership of teaching (e.g. items 21, 45, 46);
- F3. Problems with professionalism. (e.g. items 10,13);
- F4. Problems with field experience student's attitude and skills (e.g. items 8,36);
- F5. Problems with enthusiasm for teaching (e.g. item 47);

F6. Problems with planning and organisation (e.g. items 19, 22).

Table 5.1
Significant Problem Statements

Item No.	Problem Statement	Mean
21	I do not know what the college or university wants as the goals and objectives of my students	3.157
10	My student is often absent and/or frequently tardy	3.155
8	My student cannot operate audio-visual equipment	2.715
36	My student never asks any questions	2.593
22	My student has difficulty conducting lessons	2.546
19	My student cannot give clear and precise directions	2.535
9	I never have enough time to sit down and work with my student	2.465
12	My student is unable to deal with classroom situations which are unexpected	2.419
43	The college/university seems to have no idea what the student has done or ought to do	2.389
27	My student rarely prepares before he comes to my classroom to teach	2.337
47	My student appears to have no interest in getting to know other teachers in the building	2.337
13	My student does not behave in a professional manner when interacting with students	2.308
46	The college/university provided no assistance for me in working with my student	2.302

Source: Applegate and Lasley (1982).p16

This study described some of the problems perceived by co-operating teachers, in relation to the student teacher. One problem is that co-operating teachers said they did not know the college's goals and objectives for the student teacher experience. They also complained of poor attendance by the student teacher. Another criticism was that student teachers were unable to deal with some classroom activities, such as operating audio-visual equipment and this may explain why some schools do not offer such equipment to student teachers. It was also claimed that student teachers have no interest in getting to know other teachers, do not prepare their lessons adequately and do not behave in a professional manner when interacting with students.

Applegate and Lasley argued that it is very important to identify the school's roles in the Teaching Practice Programme to solve the problems that the co-operating teacher may face. The solution has to come from both sides of the Teaching Practice Programme, the college/university and the schools. Identifying these roles will help the college/university to succeed in their Teaching Practice Programme goals, to remedy the weaknesses of their students, to have more idea about what their students are experiencing during their practice and to give more assistance to co-operating teachers in their important role. It is not enough, however, merely to define roles. Co-operating teachers need more time to do their job successfully. (See item 9 in Table 5.1). Moreover, Applegate and Lasley suggested by the study that teacher educators need to establish procedures for carefully training co-operating teachers to work with student teachers. Field experience must be more than apprenticeships. Student teachers ought not be simply learning at the side of a master. Co-operating teachers

must know what roles they are to perform and what skills they are expected to develop and encourage in the student teacher. It emerges clearly from this study that roles need to be expressed within some kind of formal framework or structure.

The study concluded that it is necessary to consider the perspectives of both the school and the college, to give a clear picture of the Teaching Practice Programme. It may then be possible to solve any problems through developing the working relationship between the college and the school, by identifying the appropriate role for each participant in the Teaching Practice Programme.

5.3.2 Crucial Job Requirements

Farbstein (1964) carried out an investigation to determine certain critical job requirements for elementary school co-operating teachers as perceived by student teachers in attendance at New Jersey State Colleges. The research method used was the critical incident technique whereby student teachers listed behaviours of their co-operating teacher which they evaluated as being very effective or very ineffective in assisting them in becoming more effective teachers. The 703 behaviours listed produced a comprehensive list of ninety critical job requirements for co-operating teachers. Farbstein classified these critical requirements into five major categories. Table 5.2 shows these categories, and the proportion of the reported behaviours which fell into each category.

Table 5.2**Farbstein's Categories of Crucial job Requirements for the Elementary School Co-operating Teacher**

Category	Behaviours	Proportion of Reported Behaviours
1. The co-operating teacher's supervisory function	Helpful suggestions regarding teaching procedures Constructive criticism Periodical conferences Frequent evaluation sessions Commendations when deserved Assistance with resource materials Assistance in planning lessons and units With other similar supervisory functions	50%
2. Providing the student teacher with opportunities for growth in classroom instruction.	Teach without observation Permit them to use their own new methods Provide them with experience in team teaching Permit them to maintain classroom discipline Give them opportunities to participate in parent-teacher activities Provide them with gradual induction into the teaching programme	20%
3. Demonstration of Superior teaching ability	Effective discipline Effective means for providing for individual differences An awareness of pupil need Other behaviours of a similar nature	12.5%
4. The co-operating teacher's exhibition of commendable personal traits	Display control of temper at all times Show a personal interest in the student teacher as a human being Demonstrate an awareness of the problems of the student teacher Treat the student teacher as an equal Demonstrate other similar behaviours	10%
5. The co-operating teacher's exhibition of commendable social traits	Refers to him as a teacher when introducing him to pupils Practices the social graces Invites the student teacher to social functions Invites the student teacher to lunch Demonstrates other similar behaviours	10%

Source: Devised by the researcher, based on Farbstein's (1964) text.

The study showed many important functions that the co-operating teacher has to perform, but all these functions came from the viewpoint of the student teacher. This raises the question of how the co-operating teacher's role is viewed by the other participants (College advisor, school headteacher, and school co-operating subject

teacher). A successful programme requires roles to be understood and agreed by all the parties concerned.

The study covered 300 selected student teachers, but it is one sided in its perspective. Consequently, some of the roles suggested may not be acceptable, because they are based on the views of the least experienced people in the Teaching Practice Programme, and are not necessarily agreed by the other parties. For example, student teachers wanted to be allowed to teach without the co-operating teacher, which raises the question how students could be evaluated or learn about their mistakes; they wanted the co-operating teacher to take a personal interest in the student, though this is surely a matter of the co-operating teacher's personal feeling which cannot be produced to order; and some students suggested that interest can be shown by the co-operating teacher inviting the student teacher to lunch, which is more than can be expected, and is not directly related to the Teaching Practice Programme. Therefore what is required or expected of the co-operating teacher needs to be agreed among all participants.

5.3.3 Crucial Requirements of the Co-operating Teacher

Copas (1984) developed a list of critical requirements for co-operating teachers based on incidents observed and reported by 476 elementary student teachers from 31 institutions of higher education in a southern state of the U.S.A.. who were on teaching practice, having completed a substantial portion of their education course work. Student teachers were given a broad definition of the co-operating teacher's

role and asked to recall a recent classroom situation in which the observable behaviour of the co-operating teacher was effective or ineffective in the attainment of one or more aims implied by the definition provided. Five specific tasks were given: a) describe briefly the classroom situation in which the specific observable behaviour occurred; b) describe briefly, accurately, and objectively exactly what the co-operating teacher did; c) state briefly what the co-operating teacher was trying to accomplish; d) state briefly what the reaction was to his or her behaviour; and e) classify the observable behaviour as either effective or ineffective. Critical incidents were analysed by abstracting behaviours from the descriptions of the co-operating teacher provided by the student teacher.

A total of 149 critical behaviours were abstracted from the responses and were grouped according to content, resulting in 28 critical requirements. The requirements were divided into two major categories and several sub-categories. Those findings which are related to our study about critical requirements for elementary school co-operating teachers were as follows:

- 1) assisting the student teacher in developing skills of discipline and control throughout the student teaching experience (accounting for 13.5% of reported critical incidents);
- 2) accepting the student teacher as a co-worker of equal status in guiding the learning process (12.56%);

- 3) interrupting the student teacher's lesson at appropriate times and in an appropriate manner (11.73%);
- 4) working with the student teacher in developing skills of presentation (9.21%);
- 5) encouraging the student teacher to explore and develop unique teaching behaviours (8.04%);
- 6) helping the student teacher to locate resource materials, persons, and supplementary materials (7.04%);
- 7) demonstrating sensitivity to the emotional needs of the student teacher in personal relationships (6.70%);
- 8) structuring responsibilities which gradually induct the student teacher into full-time teaching (6.53%);
- 9) helping the student teacher develop skills in planning and evaluating learning experiences (6.53%);
- 10) providing opportunities for the student teacher to study children and their learning processes (4.19%);
- 11) informing the student teacher of errors in a manner which protects the student teacher from embarrassment (3.85%);
- 12) observing the student teacher and providing feedback as to the effectiveness of performance (3.68%);
- 13) providing the student teacher with information basic to adjustment to the class and school (3.51%).

In this study the co-operating teacher's role was seen solely from the viewpoint of the student teachers. The students identified several broad categories of co-operating teacher behaviour, including helping (findings 1,6,9), information provision (13), observing and giving feedback (11,12), professional development (4,8,10), encouraging (5) and maintaining a sensitive professional and personal relationship with the student teacher (2,3,7).

The study about teaching practice in the elementary school covered a large sample, almost five hundred student teachers. Although this study, too, viewed the role of the co-operating teacher from the student teacher's perspective only, the researcher tried to avoid generalisation, reflected in the fact that as much of the original wording of students' responses was retained as possible. It is more specific than the previous study, in that it focuses on particular behaviours such as observing the student teacher and providing feedback as to the effectiveness of performance.

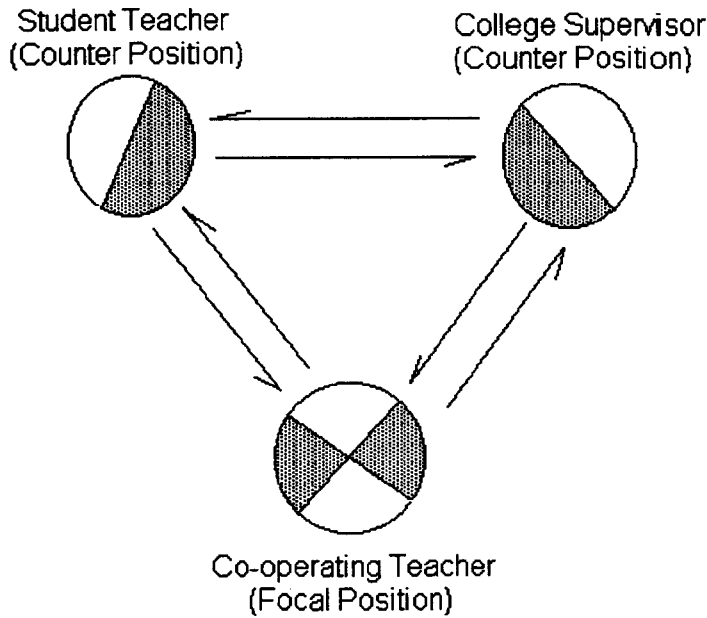
5.3.4 Role Expectations

Castillo (1970) in the U.S studied the role expectations of co-operating teachers as viewed by the incumbents of this position and by members of other counter positions, namely, the student teachers and college supervisors. (Figure 5.1). More specifically, the study was designed to identify the aspects of the role expectations for the co-operating teacher on which the student teacher, college supervisors, and co-operating teachers tend to agree or disagree; to examine the extent of commitment that members of the three groups have for the role of the co-operating teacher and to

survey the perceived reasons for lack of agreement among members of the three groups when low consensus exists on a given role expectation. The sample consisted of 75 student teachers, 75 college supervisors and 75 co-operating teachers selected from colleges and school districts in New York state.

Two survey instruments were developed for this study. The first was a questionnaire which consisted of 50 items representing the role expectations for the co-operating teacher (from the viewpoint of the student teacher and the college advisors), grouped under the following headings: a) orientation of the co-operating teacher, b) orientation of the student teacher, c) planning with the student teacher, d) inducting the student teacher into the teaching process, e) guiding the student teacher, f) evaluating the work of the student teacher, g) encouraging the student teacher to develop professional interest and attitudes, and h) working with the college supervisor. Respondents were asked for value judgements on these items, under four categories: a) absolutely must, b) preferably should, c) preferably should not, and d) absolutely must not.

Figure 5.1
The Relationships Among the TPP Members



Castillo (1970) p.10

The results of the chi-square tests for significant differences in the responses of the three groups to the items in the questionnaire showed that there were no significant differences among the members of the sample on 27 items but significant differences existed for 23 items. There was significant disagreement, for example, on whether the co-operating teacher should explain school routines, rules and policies, inform the student of the aims and objectives of teaching, tell the student proven techniques of classroom management and involve the student in extra-curricular activities. Eight of the items in which disagreement was found were said to reflect differences in intensity. (Intensity of expectation refers to the choice between category A and B when the

direction of expectation is positive, or the choice between C and D when the direction of expectation is negative).

The 27 items with non significant chi-square values were classified as items of high consensus, moderate consensus, or low consensus. High consensus items were defined as those where the concentration of responses in one direction, positive or negative, was 86-100%, moderate consensus items were those with 71-88% of responses falling in the same direction, positive or negative; and low consensus items were those where the percentage of responses in one direction was between 50% and 70%. High consensus between the groups was found on 7 items. As examples, members of the sample expected the co-operating teacher to work with the college supervisor in planning the student teaching programme, hold regular conferences with the student teacher, and evaluate the activities and progress of the student teacher with the college supervisor at regular intervals. (The last two activities can be seen to correspond with the first, supervisory, category of Farbstain's classification, presented earlier (see p.5.14).

Moderate consensus among the members of the three groups was noted on six items. The co-operating teacher was expected, for example, to develop a well-balanced programme of activities for the student teacher, arrange for contacts between parents of the pupils and the student teacher, and share with the student teacher the new ideas, discoveries, and innovations in education. The first two of these activities

can be found in Farbstein's Category 2, but the third does not correspond to any of Farbstein's suggestions.

There were 14 low consensus items, including counselling the student about grooming and decorum, demonstrating the operation of audio-visual equipment, and giving guidance on preparation of teacher-made tests - none of which were mentioned by Farbstein.

The second instrument used was an interview schedule which consisted of the 14 items on which there had been low consensus in the questionnaires and which could be considered potential sources of conflict. The interview schedule was used during individual conferences with 20% of the respondents in each of the three groups to ascertain perceived reasons for this lack of consensus.

Conferences with randomly selected members of the sample revealed a number of general and specific reasons for low consensus on the 14 items in the interview schedule. The interviewees generally believed that: a) co-operating teachers do not have the time to perform a number of the role expectations; b) certain roles are neither mandatory nor specified as "formal" expectations for the co-operating teacher; c) many co-operating teachers may not have the ability or necessary expertise to perform some of the expected roles; d) performance of the expected role by the co-operating teacher is dependent upon the specific situation or need of the student teacher; e) the responsibility in performing some of these roles should be shared by the college supervisor or other school personnel.

Some of the major factors which seemed to have caused significant differences among members of the sample concerning their role expectations for the co-operating teacher are their different viewpoints regarding the nature of student teaching, inadequate opportunity to maintain closer interaction, differences in personal characteristics and professional background, and failure to state clearly inter-position expectations, especially for the position of the co-operating teacher, for example guidance and evaluation, as well giving encouragement to the student teacher to develop wider professional interests. Co-operating teachers felt that they were expected to plan for the student teacher the different phases of his teaching. The student teachers, however, did not hold these expectations because they felt the co-operating teacher was not the only authority involved in planning and evaluating the activities in student teaching.

On the basis of the above findings, including the factors that have been inferred as causes for disagreements among the members of the sample, the following recommendations were made:

1. That planned activities in the form of seminars, conferences, and discussions should be organised for the development of increased clarity and consensus regarding the role expectations for co-operating teachers. The study did not suggest by whom such activities should be organised.
2. That handbooks in student teaching should contain specific statements of role expectations for the co-operating teacher. Furthermore, these handbooks should be

prepared co-operatively by representatives of the teacher preparation institutions and the receiving schools.

3. That the teaching load of the co-operating teacher should be reduced in order to provide him more time to observe, evaluate, and confer with the student teacher.

4. That the co-operating teacher should be encouraged to attend courses or other in-service training activities to keep abreast with innovations in teacher education as well as to develop greater proficiency in supervising and guiding student teachers.

5. That more and better qualified teachers should be stimulated to become co-operating teachers by offering them professional recognition and additional financial remuneration.

6. That an experimental study should be made to compare the effectiveness of two student teaching centres. The experimental group would have well-defined role expectations for the student teachers, college supervisors and co-operating teachers, while the role expectations for the members of the three positions in the control group would not be specified.

Table 5.3
Results of Castillo's Study 1970 of the Role of Co-operating Teachers

No	Item	Chi Square Value	df	Consensus
1	Work with college supervisor in planning the student teaching programme	2.24	2	High
2	Participate actively in seminars and in-service training for co-operating teachers	9.37	4	High
3	Develop a well-balanced programme of teaching activities for the student teacher	1.32	6	Moderate
4	Arrange for contact between parents of the pupils and the student teacher	3.76	6	Moderate
5	Provide the student teacher with a place for his personal materials	3.62	2	High
6	Assist the student teacher in finding accommodation in the community	2.40	4	Low
7	Take the student teacher for a tour of the community	9.75	6	Low
8	Introduce the student teacher to members of the administrative staff, co-teachers, and other school employees	2.45	2	High
9	Prepare a set of observation guidelines for the student teacher	2.38	6	Low
10	Show the student teacher how daily or unit plans are prepared	5.46	6	Moderate
11	Share with the student teacher information about the interests and abilities of the pupils	9.67	6	Low
12	Involve the student teacher in planning and directing the learning activities of the children	7.68	4	High
13	Give precise guidance on how different types of teacher-made tests are prepared	7.31	6	Low
14	Demonstrate the operation and use of the different audio-visual equipment and office machines	5.43	6	Low
15	Share with the student teacher the new ideas, discoveries, and innovations in education	5.99	4	Moderate
16	Assist the student teacher to search for valid principles that would support his activities or teaching methods	8.04	6	Low
17	Counsel the student teacher about "proper" grooming and decorum before the children	2.78	6	Low

Table 5.3 (continued)

No	Item	Chi Square Value	df	Consensus
18	Make the student teacher aware of his voice, pronunciation, and level of vocabulary	2.25	4	Low
19	Evaluate the progress of the student teacher	2.67	6	Moderate
20	Act with vigilance in protecting the educational welfare of the pupils from the inefficiency of the student teacher	8.90	6	Low
21	Hold regular conference periods with the student teacher	5.45	4	High
22	Review the written report of the student teacher about his student teaching experience	4.16	6	Low
23	Arrange for the student teacher to observe other classrooms in the school building or district	6.52	6	Low
24	Help the student teacher interpret his observation notes of other classrooms	4.01	6	Low
25	Keep a comprehensive record of the activities and progress of the student teacher	8.00	6	Moderate
26	Report the activities and progress of the student teacher to the college supervisor at regular intervals	5.82	4	High
27	Clarify for the student teacher the provisions of the teachers' code of ethics	8.85	6	Low

Source: Adapted by the researcher from Castillo (1970).

The study ignored the elementary school head teacher, perhaps because school heads did not have a clear role at the time of the study; it appears from the literature that the role of the head teacher came later than the role of the co-operating teacher. The study findings are similar to those of the studies reviewed earlier, though the study adds some activities which were not mentioned in those studies as part of the co-operating teacher's role, such as encouraging, working with the college advisor and planning the lessons with the student teacher. Interestingly, the activities on which Castillo's samples were agreed tended to correspond to those in Farbstain's first and

(to a lesser extent) second categories. The types of “commendable personal and social traits” which make up Farbstein’s fourth and fifth categories appear hardly at all in Castillo’s study; the few that do appear are items on which there is low consensus, or significant disagreement.

5.3.5 Expectations

Grimmett and Ratzlaff (1986) investigated the perceptions held by student teachers, co-operating teachers and university advisors, regarding the role of the co-operating subject teacher. They also compared their findings, which were derived in a Canadian context, with those of similar research in the U.S. (Castillo, 1970, Copas 1984), to see whether these role perceptions are governed by time and context, or whether they transcend both time and context.

The study samples consisted of 75 university advisors, 950 student teachers and 1,375 co-operating teachers in associated with the university of British Columbia teacher education programme. Each participant responded to a triad-member-specific demographic data sheet as well as a common, three-part, 166-item questionnaire. The latter combined the content of the questionnaires used earlier in three separate studies by Garland (1964), Kaplan (1967), and Castillo (1970). Respondents were asked to respond to each item using a four-point, equal interval Likert-type scale. The findings of the study are summarised in the following two tables:

Table 5.4**Student Teacher Expectations for the Co-operating Teacher Role Across Time and Context**

Castillo, 1970; Grimmett/Ratzlaff, 1985	Copas 1984
Orientation: 11. Explain all school routines, rules and policies. 12. Show student teacher physical set-up of the class-room, school buildings and grounds.	Orienting Behaviours 1. Provided student teacher with information basic to adjustment to the class and school
28. Supply ST with copies of the teacher's guide, teacher's manual, textbooks and other types of teaching aids	2. Helped ST locate resource materials, persons, and supplementary materials.
Planning/Instruction 22. Involve ST in planning and directing learning activities of the children.	Guiding Behaviour 5. Helped ST develop skill in planning and evaluating learning experiences.
40. Hold scheduled conference periods with ST.	12. Provided for interaction with ST through conferences.
Evaluation: 46. Evaluate the activities progress of the ST with the university advisor at regular intervals	Reflecting Behaviour 8. Observed ST and provided feedback to the effectiveness of performance

Grimmett and Ratzlaff 1986 p.46

The table shows differences between the studies of Castillo and Grimmett and Ratzlaff on the one hand, and that of Copas on the other. The former appear more practical, focused on direct actions of the co-operating teacher, while the behaviours mentioned by Copas are more related to provision of advice and assistance, and make the student teacher appear more active. In the present researcher's view, the second approach is preferable, - although student teachers need guidance, it is better for them to learn to depend on themselves, rather than expect others to do too much for them.

Table 5.5
Consensus Items of Student teacher Expectations for the co-operating subject
teacher Role in the 1984-1985 studies

Grimmett/Ratzlaff, 1985	Copas 1984
Orientation 11. Explain all school routines, rules and policies. 12. Show the ST the physical set-up of the classroom, school buildings and school grounds. 13. Inform ST of aims and objectives of teaching in school district.	Orienting Behaviours: 1. Provided ST with information basic to adjustment to the class and school.
28. Supply ST with copies of the Teacher guide, teacher's manual, textbooks and other types of teaching aids.	2. Helped student locate resource materials persons, and supplementary materials
Planning/Instruction 16. Explain the principles related to certain teaching techniques. 19. Demonstrate for the ST different methods for procedures of teaching. 34. Make the ST aware of voice,pronunciation	Guiding Behaviours
21. Tell ST proven techniques of classroom management	7. Assisted ST in developing skills of discipline and control throughout the ST experience
22. Involve ST in planning and directing activities of children.	5. Helped ST develop skills in planning and evaluating learning experience.
29. Allow maximum freedom for ST as they assume more teaching responsibility	Inducting Behaviours: 4. Structured responsibilities which gradually inducted ST into full-time teaching.
	Supporting Behaviours: 13. Encouraged STs to explore and develop unique teaching behaviours
42. Arrange for ST to observe other classrooms in the school building or district.	Inducting Behaviours: 3. Provided opportunities for ST to study children and their learning processes
Evaluation 35. Evaluate the progress of the ST 44. Keep a comprehensive record of the activities and progress of the ST. 46. Evaluate the activities and progress of ST with university advisor at regular intervals	Reflecting Behaviour: 8. Observed opportunities for ST and provided feed-back to the effectiveness of performance.
40. Hold scheduled conference periods with ST	Co-operating Behaviour: 12. Provided for interaction with ST through conferences

Grimmett and Ratzlaff 1986 p47

The tables show a high level of agreement between the Canadian study and the US studies, regarding expectations of the co-operating subject teacher's functions, which were categorised as orientation, planning/instruction, evaluation and professional development. All three samples appeared to favour a more active role for co-operating subject teachers in the professional socialisation of would-be teachers. It was expected that the co-operating subject teacher would become directly involved in teaching student teachers the skills of presentation and classroom management, and encourage the development of professional responsibility in student teachers through careful induction, support experimental behaviour, and provide opportunities to study the learning process.

Finally, some findings appeared to transcend the bounds of time and context. These were the expectations that the co-operating subject teacher would provide the student teacher with the information and resource materials basic to teaching in a practice situation. They would also involve student teachers in planning and evaluating learning experiences and regularly give them focused feedback through lesson observation and conferencing.

In general, the Canadian study findings were in agreement with those of the U.S. study by Castillo, 1970 (not 1971, as mistakenly dated by Grimmatt-Ratzlaff), with regard to the findings of orientation of the student teacher, planning/instruction, and evaluation. No reference is made in this paper to the fact that Castillo (1970) mentioned orientation between the student teacher and the co-operating teacher and

orientation between the co-operating teacher and the college advisor, while the Canadian study mentioned only orientation with the student teacher. Similarities were found between the Canadian (1985) study and the U.S. study of Copas (1984) in orientation, planning/instruction and evaluation. The study confirmed the importance of the co-operating teacher in these three areas.

5.3.6 Required Experience

Haberman and Harris (1982) from the University of Wisconsin, Milwaukee, studied the legal requirements for co-operating teachers, from all 50 USA states and the district of Columbia and Puerto Rico. Certification officers in the states concerned were asked what legal requirements their state imposed for serving as a co-operating subject teacher. Twenty-four of the 50 states reported that no specific legal requirements existed. Of the remainder, two required only that the teacher be certificated. Sixteen states, Puerto Rico and the district of Columbia required the teacher to have some teaching experience, generally two or three years. Nine states and Puerto Rico required co-operating subject teachers to complete a programme or course related to the supervision of students, either prior to or during the teacher's service as co-operating subject teacher. Three states required that a co-operating subject teacher have a Masters degree. West Virginia and Kentucky had the most extensive certification system. West Virginia had three levels of certification which required increasing years of teaching and course work. The highest level of certification required five years of experience, a Masters degree with 19 hours within

or beyond the graduate degree and 15 hours in the area of specialisation. The level A certification required four years of experience and 12 semester hours similar to the highest level of certification. Level B requirements were considerably lower. Kentucky required the co-operating subject teacher to possess a Masters degree and to have completed a course in the supervision of student teachers. The would-be co-operating subject teacher was also required to be recommended by a school district official. Texas required that co-operating subject teachers have three years of experience and be jointly selected by the district and the college. Of the other seven states requiring a course or programme in the supervision of student teacher, four also had requirements for certification and experience.

The study discussed specific requirements demanded of co-operating teachers, in order to ensure that only qualified, experienced and effective teachers are chosen for the role of supporting and advising the student teacher.

5.3.7 Construing Roles.

Kalekin-Fishman and Kornfield (1991), in their Israeli study entitled *Construing Roles: co-operating teachers and student teachers in TEFL*, examined how co-operating teachers and student teachers construe success in their roles as participants in the teaching practice situation, on the basis that clarification of what is involved in the working relationship is likely to help teachers to structure the teaching practice situation in a manner conducive to success.

The research posed the following questions:

- 1) What characteristics signal a successful co-operating teacher (a) in the eyes of students of teaching English as a foreign language (TEFL) (b) in the eyes of co-operating teachers of TEFL?
- 2) What characteristics make a student teacher successful (a) in the eyes of co-operating teachers of TEFL (b) in the eyes of student teachers?
- 3) Are constructs of these roles different in teacher training institutions that operate under different auspices?
- 4) Are constructs of the role of the student teacher different in colleges of education and in university departments of teacher training?.

The participants in the study were students at four colleges of education and two campuses of a university department of teacher training, as well as co-operating teachers in schools.

Open interviews were conducted, of students and teachers in methodology. Co-operating teachers were asked to complete an unstructured written questionnaire, while a close structured questionnaire was circulated among students, lecturers in methodology and co-operating teachers.

It was demonstrated in the study that co-operating teachers' and student teachers' pre-conceptions of the relevant roles strongly influence judgements of the performance of both student teacher and co-operating teacher. This suggests a need

for the training programme to include preparation for interpersonal relationship in these roles, including fostering the student teacher's awareness of his/her own role expectations, as well as those of the co-operating teacher. The researchers concluded, from the questionnaire responses, that lecturers in methodology were reasonably successful in conveying to students their views of the teaching practice situation, and that those views are consistent with the perceptions of co-operating teachers in the educational system. Lecturers reported that their preparation of student teachers for teaching practice was focused on disseminating knowledge of the techniques and the skills necessary for survival in the classroom. Students saw the practice period and their interaction with the co-operating teacher as a way of improving their professional capabilities.

Factor analysis revealed four factors that determine success or failure of the co-operating teacher during the Teaching Practice Programme. The first is awareness of people and events, such as being encouraging (similar to Castillo, 1970), being open to hear ideas, having concern for people, a sense of humour, handling discipline well, being up to date in the field and being patient. The second factor is orientation to the student, similar to the roles mentioned by Castillo (1970) and Ratzlaff and Grimmert (1986). This includes spending time with the student, giving constructive feedback, being available for help, putting the student at ease and going over the student's lessons in detail. The third factor is competence in the classroom, shown for example in supplementing test materials, using audio-visual aids, maintaining control of the class, using new methods and varying approaches as needed. The fourth factor is

tutoring behaviours, such as explaining his own reasons for teaching in a certain way, demonstrating techniques providing explanations even when not requested, and advising on discipline.

The study in general raised new roles for the co-operating teacher, which seem to be in line with present educational developments. The study was very specific in defining the roles, providing numerous examples of behaviours relevant to each role category. The roles of both the co-operating teacher and the student teachers are made explicit. The authors mention that during the Teaching Practice Programme period, each student is placed in a school and supervised by a teacher who has been approved by the Ministry of Education as suitable to advise and support him. This raises the question whether it is necessary for the Ministry of Education to approve the co-operating teacher for every school and every subject, and what procedures and criteria are involved in this approval.

5.3.8 The Co-operating Teacher Relationship

The relationship among all participants in the Teaching Practice Programme is important to the success of the programme, as all other aspects depend on it. Therefore, the following studies will look at this relationship, especially between the co-operating teacher and the student teacher. The second study focuses also on the relationship between the co-operating teacher and the college advisor.

5.3.8.1 Changing Relationship with the Student Teacher

Guillaume and Rudney's (1993) study in the U.S.A. was a part of a larger attempt to enhance student teachers' reflection on their Teaching Practice Programme experience. The year-long study was conducted to explore the nature of concerns expressed by elementary student teachers and what changes are evidenced in those concerns as student teachers progress through their teacher education programme. The sample was 19 student teachers enrolled in a fifth-year, post-baccalaureate programme where students in groups of about 10 are assigned to a university supervisor. Each supervisor and group of student teachers work with the head teacher and teachers from one elementary school for the entire length of the programme. This centre school approach allows for an on-going relationship between the elementary school faculty, supervisor, and the student teacher. While students are teaching, the students are supervised daily by their co-operating teachers who each half-semester are expected to model teaching strategies, give frequent informal feedback, complete two to four written lesson observations, and submit a final evaluation for the students' placement files. Co-operating teachers volunteer to have student teachers in their classrooms and are paid a nominal stipend at the end of the year. Whereas the co-operating teachers focus almost exclusively on actual classroom activities, the university supervisors are actively involved in both the classroom and the academic setting. Supervisors visit their centre schools several times each week to observe student teachers, meet with co-operating teachers and consult with head teachers. At the university, supervisors teach methods courses and lead seminars for their groups of

student teachers. The seminars and methods courses are designed to relate theory to educational practice and have a strong reflective component.

The data source for the study consisted of reflective journals which student teachers were required to keep as part of their course assignments throughout the academic year. It was found that six themes or categories of concern were present in student teachers' journals throughout their pre-service programme: (1) lesson planning and evaluation (2) discipline, (3) working with pupils, (4) working with co-operating teachers and adjusting to their classrooms, (5) working with others in the profession, and (6) transition from student to professional teacher.

About the relationship with the co-operating teacher and student teachers' adjustment to their classrooms, the researchers found that, just as relationships with pupils remained a stable, high concern for student teachers, so did relationships with their co-operating teachers. In the first quarter, student teachers tended to perceive and interpret their relationship with co-operating teachers in terms of themselves. The concern was focused on whether the co-operating teachers would have time for student teachers. Three students were deeply concerned over their place in the classroom. For example, one student teacher's integration into her first quarter classroom was particularly troubling. She wrote of her co-operating teacher, 'she doesn't realise she has even a small responsibility to me. Is it too much to expect her to spend half an hour a week talking to me?' By their third quarter, student teachers' journal entries showed that, instead of being concerned that the classroom situation

adjust to meet their needs, they were concerned about adjusting to the needs of the classroom. Student teachers began to write of 'winning Mr. F. over with great art lessons,' of creating a niche for themselves and of making contributions to the classroom. Student teachers learned, through their first placement, how to adapt to different classrooms. As the year progressed, they began to work out the communication gaps and insecurities with their teachers until finally many of them negotiated a partnership in the classroom. For some student teachers, however, an amicable relationship with their co-operating teachers did not develop.

Student teachers' perceptions of their role in the classrooms and with the co-operating teacher seemed to start from an egocentric viewpoint, but at different rates, they learned to recognise the perspective of the co-operating teachers and pupils. Their relationship with the co-operating teacher also changed to reflect the student teachers' growing confidence. Polite antagonism arose as students' confidence in their own ability to teach increased. It seemed that the more clearly these student teachers worked out their own positions on issues of practice, the less willing they were to accept their co-operating teachers suggestions' or criticisms. Thus, one indicator of confidence in self seemed to be reflected in student teachers' negative reactions to evaluations by their co-operating teachers.

The study highlighted the need to help the student teacher in such areas as lesson planning, evaluation, discipline, working with pupils, adjusting the co-operating teacher's classroom, working with others in the profession and transition from student

teachers. The study raised the problem for co-operating teachers of balancing their time between the student teacher and his courses, similar to the study of Applegate and Lasley (1982).

Time appears to be of major concern in the relationship between the student teacher and the co-operating teacher. Student teachers want to strengthen this relationship, so they can have more time to close the communication gaps between themselves and the co-operating teacher. Two kinds of relationship are described: amicable, and strained.

5.3.8.2 Guided Teaching

Borko and Mayfield (1995) examined “guided teaching” relationships between student teachers and their university supervisors and co-operating teachers and the influence of these relationships on learning to teach. Data were drawn from the Learning to Teach Mathematics (LTTM) project, a longitudinal study which examined the process of becoming a middle school mathematics teacher by following a small number of novice teachers through their final year of teacher preparation and first year of teaching. Case studies of participants’ experiences during their final year of teacher preparation revealed that learning to teach is a complex process determined by the interaction of personal factors such as the prospective teachers’ knowledge and beliefs about teaching, learning and subject matter; and situational factors such as expectations, demands, and feedback from key actors in the university and public school settings.

The LTTM project addressed the following research questions:

1. What are the characteristics of guided teaching conferences between student teachers and their university supervisors and co-operating teachers?
2. What are the reactions of student teachers, university supervisors and co-operating teachers to these conferences, specifically, and to guided teaching relationships, in general?
3. In what ways do guided teaching relationships influence student teachers' knowledge, beliefs, and classroom practice? What are the key actors' perceptions of these influences?
4. What personal and situational factors are associated with characteristics of guided teaching relationships?

Borko and Mayfield's paper focuses on four student teachers of mathematics enrolled in an undergraduate programme designed to lead to a Bachelor of Arts degree in education and certification to teach from kindergarten to grade 8. The teacher education programme was organised so that almost all of the education methods courses and practice experiences were part of a year-long senior year experience or model. Student teachers had four different student teaching placements (two per semester, 7 weeks each) at various schools within a single school district. During the first three placements, they taught for half of the school day and took courses taught by university faculty; during the final placement they taught the full school day.

The co-operating teachers for the four student teaching placements were selected by the district's associate superintendent for instruction, in consultation with school principals. Co-operating teachers varied widely in years of teaching experience and knowledge of mathematics.

Data were gathered by means of interviews and observations designed to elicit participants' goals for and reactions to guided teaching.

The responses of all 11 co-operating teachers to the question "How do you think a person learns to teach?" included the idea that one learns by teaching or by experience.

The co-operating teachers' responses to questions about lessons they observed, conferences they held with student teachers and relationships they liked to have with student teachers provided additional insights into their beliefs about learning to teach. In these responses, differences were seen among the teachers. One co-operating teacher believed that it was her responsibility to observe student teachers and provide feedback on their teaching. She sometimes took notes when she observed her student teacher, to ensure effective use of the brief amount of time they had to confer about the lessons. In discussing her approach to working with student teachers, another co-operating teacher noted that she looked to see if the student teacher knew the material and was presenting it in a way that the children could understand. She liked to praise good practice, and offer suggestions for improvement. In conducting conferences she tried to touch on everything that she noted, whether positive or negative. Several other

teachers, in contrast, did not seem to believe that they should play an active role in student teachers' learning. One co-operating teacher gave the impression that she did not consider co-operating teacher feedback to be an important factor in learning to teach, as she assumed each student must find out what works for him or herself (Borko and Mayfield, 1995, p.506).

The student teachers' comments about factors that influenced their learning of new ideas and development of confidence paralleled, to a great extent, their ideas about how a person learns to teach. The factor mentioned most consistently was their classroom teaching experiences. They also mentioned their co-operating teachers and, to a lesser extent, their university supervisors.

All four student teachers indicated that their co-operating teachers played a role in their learning. These colleagues served as role models, sources of new ideas and sounding boards for the novice teachers' ideas.

The researchers recommended that rather than providing feedback on specific lesson characteristics, university supervisors should use their limited time in schools to help co-operating teachers become teacher educators. For example, they can model ways of observing student teachers and strategies for conducting conferences that focus on teaching and learning to help student teachers to become reflective about their practice. They can also provide support and guidance for student teachers to integrate theoretical and research-based ideas from their university courses into their teaching. They suggest that by reconceptualising the roles of the university supervisor

and co-operating teacher, and by providing adequate preparation and support for these roles, teacher education reformers can maximise the likelihood that student teaching will be teacher education and that it will help student teachers to move and explore new ways of teaching.

This study, therefore, raises explicitly, the issue of the potential for co-operating teachers to relieve college advisors of some of their burden as teacher educators and to help student teachers to integrate theory into practice.

The study examined the teaching relationship with the college advisors. A new point came from this study, that the college advisors should change their role to use their limited time in schools to help co-operating teachers to become teacher educators. This means helping them to share in the role of the college advisor. This confirms the importance of the role of co-operating teachers in the Teaching Practice Programme and their need for in-service training to develop their ability as teacher educators, to the benefit of the Teaching Practice Programme.

5.3.9 Benefits and Strains of Working with a Student Teacher

Duquette (1994) in a Canadian study, examined the role of the on-site advisor in a programme for pre-service education of primary and junior school teachers, operated by the University of Ottawa and four education boards in the Ottawa region. In this programme, students spend most of their year of pre-service education in one school. Two students are assigned to each school, and two teachers (one from the

primary division and one from the junior division) are selected by the principal as advisors for the two students. Duquette's research questions were:

1. What is the role of the On-Site advisor?
2. How is it different to that of a co-operating teacher?
3. What are the benefits and concerns of On-Site advisors?

Data were collected from 41 On-Site teacher advisors by means of a questionnaire containing 20 items. There were six demographic items: length of time as an advisor, previous experience as a consultant, age range, highest degree, additional qualifications, and reasons for involvement. Respondents were also asked to describe their perceptions the On-Site advisor. Other items required teachers to list the benefits of their involvement and the problems they encountered. There were additional items related to constraints, assistance to On-Site advisors, in-service, unit plans, workload and the role of the faculty. Finally, teachers were invited to make general comments about the programme. Of the above items 13 (65%) were qualitative and the remainder were quantitative. Four of the seven quantitative items provided demographic information, two more related to the in-service sessions (which ones were attended and their usefulness). The final quantitative item required advisors to assess whether they felt comfortable evaluating the unit plans (a yes/no response).

Twenty of the respondents indicated that they had been advisors for one year. It was the practice of the boards to change the schools involved in the On-Site programme on a yearly basis. Fifteen of the advisors were between 40 and 50 years of

age. Most had taken university in-service courses in such areas as mathematics, computers, and religious education. Seven advisors held specialist certification in primary education, special education, or computers in education.

The role of the On-Site advisors is complex. Teachers reported eight facets to their role as advisors to student teachers.

Table 5.6
Role of the On-Site Advisors

Role	frequencies
1. Demonstrating effective teaching behaviours and classroom management strategies	12
2. Providing resources	6
3. Providing opportunities for students to develop their emerging practice	5
4. Including students in the life of the school	4
5. Providing support	5
6. Explaining what is happening and why	3
7. Providing opportunities to experiment with new techniques	3
8. Modelling professionalism	3

Duquette 1994 p. 348

One benefit of participation in the programme, cited by advisors, was personal professional development. Through working with the student teacher and reflecting on their own teaching practices the advisors experienced professional development. Six advisors reported no problems. Of the remainder, six reported time constraints due to the increased workload. They found that at the beginning of each of the two 8-week sessions much time was spent with the student explaining routines, planning lessons, and providing feedback. One reported spending at least one hour a day in one-to-one discussion with the student. Some advisors found the extra time requirement stressful.

The time commitment was sometimes burdensome as advisors had other professional commitments that also had to be met.

The role of the On-Site advisor is very similar to that of a co-operating teacher involved in an extended practice. However, due to the nature of the programme (i.e. advisors bear responsibility for teaching curriculum planning and classroom management, and evaluating five unit plans) the advisor plays a major role in the pre-service education of the student teacher (MacDonald et al., 1992). This is not merely a situation whereby the student borrows the co-operating teacher's classroom for 5 weeks and the teacher writes a few reports. In the On-Site programme the advisor works with the student from the first day of the one-year pre-service programme. He or she takes the student teacher from a very raw state, and develops and refines his or her teaching skills. Advisor and student frequently work as equal partners by the end of the programme. Advisors appear to have a much broader role and richer relationship with their student teachers than do most co-operating teachers. Advisors invest a lot of their time, knowledge, and emotion into the task of working with a student teacher. Most feel much satisfaction at the end of the programme. However, if the practice teaching sessions do not work out well, the advisor may count the days till the programme is over and may feel a great sense of frustration and failure.

Role ambiguity did not appear to be a problem. Advisors had a clear idea of their general role. This result obviously does not support the findings of other studies involving the co-operating teacher (Applegate and Lasley, 1982; Grimmatt and

Ratzlaff, 1986). This result also contrasts with that cited by MacDonald et al. (1992) who interviewed On-Site students from the 1989-1990 academic year (the first year of operation). It is possible that the difference in results may be related to the sample (advisors vs. students) or that the in-service sessions received by 1991-1992 cohort of advisors were superior to those received by the 1989-1990 group.

The results of this study have implications for school-based teacher education. Teachers require initial in-service sessions on the diverse elements of their role and expectations with regard to time and increased workload at certain times of the year. Advisors also require clear guidelines from the faculty regarding courses they are to teach their students. As well, it is possible that some advisors may require more on-going support from counsellors/faculty than others. The level of support may relate to the skill level of the students and the comfort level of the teachers. Finally, Duquette recommends that periodic meetings for advisors should be established, particularly at the beginning of the academic year so that the teachers may share their experiences and offer support for one another. School-based teacher education offers many exciting challenges to teachers and faculty. It is important that both groups work as equal partners to provide a high quality teacher education programme, one which will benefit teachers, student teachers and pupils.

The researcher in this Canadian study called the co-operating teacher the teacher advisor. Other names used, depending on the individual educational system, include model, mentor, provider of feedback and coach. However, the terms denote a

similar function, as the researcher made clear when she stated that the role of the advisor incorporates elements of that of the co-operating teacher and mentor.

Most of the findings of the study confirm the roles of the co-operating teacher mentioned in the earlier studies. The study summarised the role of the co-operating teacher as modelling professionalism. It was recognised in the study that an additional burden is placed on the co-operating teacher by his role in the Teaching Practice Programme. The study reflected concerns about time and increased workload at certain times, similar to the studies of Guillame and Rudney (1993) and Applegate and Lasley (1982).

5.3.10 An Ambivalent Participant in Student Teaching

Koerner (1992) described the co-operating teacher as “an ambivalent participant in student teaching” in her study of co-operating teacher’s perceptions of their role in the Teaching Practice Programme. Her research focused on three questions: What happens when there is an adult student in an elementary school classroom? How do classroom teachers construe the role of co-operating teacher? How does this role affect their professional development?

Her paper discussed case studies of eight experienced elementary school co-operating teachers (one male and seven female), enrolled on a 15 week seminar on the effective supervision of student teachers provided for teachers in the schools in which student teachers from Roosevelt university were undertaking teaching practice. Topics

covered included supervision methods, research findings on student teaching, adult cognitive development, and research-based effective Teaching Practice Programme. At the time of the seminars, all co-operating teachers had student teachers in their classrooms.

The seminar activities involved each co-operating teacher keeping a journal in which he/she recorded his/her experience of sharing the classroom with a student teacher. Journal entries were made at least once a week, and varied in length from a few paragraphs to several pages and reflected the writers' personal and professional histories, classroom practices, educational philosophies and views of education and teaching. As the seminars progressed, they explained more deeply their own experiences as students and as teachers and articulated more fluently their feelings about their teaching experience as classroom teachers and as co-operating teachers. Information was also obtained from a record of the seminar discussions which Koerner used to confirm her analysis of themes identified from the journal, which were expanded and made more explicit in the discussions. Thus, the discussion record complemented and shed further light on the journal data. Koerner also observed each teacher's classroom. Each visit lasted at least one hour, during which the researcher recorded her observation of the teacher's practice and interaction with the student teacher. This enabled her to relate the teacher's journals and discussions in the seminar to the classroom context.

Five themes emerged from the data in the journal and seminar discussions that could be categorised as consequences of having a student teacher in the classroom:

- (a) interruption of instruction;
- (b) displacement of the teacher from a central position in the classroom;
- (c) disruption of the classroom routine;
- (d) breaking of the isolation of the classroom teacher; and
- (e) shifting of the teacher's time and energy to instruction of the student teacher.

Regarding co-operating teachers' perception of their role, all had expected the university to provide a clear and explicit outline of their job, but no such guide was forthcoming. Indeed, directives were unclear or conflicting and goals were not stated, or were imprecise. In the absence of university guidance, the co-operating teachers relied, in defining their role on:

- a) past experience as a student teacher and their own teaching expertise;
- b) communication with the student teacher and the university. Regarding the impact of supervising a student teacher on the co-operating teacher's professional development, the seminar discussions and journal entries raised two main themes: a) reflection about self as practitioner; b) reflection about the teaching profession. Koerner concluded that her findings challenged assumptions that the elementary school teacher, however effective in the classroom with children, is automatically capable of effectively teaching the adult student teacher. In that respect, they would support the view, expressed by,

for example, Applegate and Lasley (see section 6.3.1), that co-operating teachers need training if they are to perform their role effectively.

Koerner's study shows the negative side of the co-operating teachers' feelings about having student teachers in their classroom, as can be seen from the words interrupt, displacement, disrupt, breaking, shifting. The study implies that the university should take more part in the Teaching Practice Programme, including guiding the co-operating teachers in their role. This research is interesting in that it appears to conflict with other studies which emphasised the importance of the co-operating teacher's role in the Teaching Practice Programme. Not all teachers make good co-operating teachers in the Teaching Practice Programme. This problem might be alleviated, however, by providing a clearer definition of the co-operating teacher's role.

5.3.11 Advice to Student Teachers

Dunn and Taylor (1993) investigated the advice that co-operating teachers give to student teachers and compared in this respect, experienced co-operating teachers with co-operating teachers working with their first student teacher. The specific questions posed were: what is the nature of advice that co-operating teachers give to student teachers? Is it primarily 'teacher', as opposed to 'consultant' advice? Are there differences in the advice that experienced co-operating teachers give to student teachers as opposed to co-operating teachers working with their first student teacher? The participants in this study were eight co-operating teacher pairs, all in

elementary classrooms in Northwest Ohio. Four of the co-operating teachers were experienced, each having previously worked with 10 student teachers or more, while the remainder were working with their first student teacher. The co-operating teachers were randomly selected from a group of co-operating teachers meeting experience or inexperience criteria. The experienced co-operating teachers also had more teaching experience than new co-operating teachers.

Twenty-five recorded meetings between pairs of student and co-operating teacher were tape-recorded and the transcriptions analysed. Advice given by co-operating teachers was classified into types: Teacher and Consultant. 'Teacher' referred to advice accompanied by some rationale or explanation judged to promote transfer while 'Consultant' denoted advice given without such explanation. Teacher advice was further divided into two sub-categories, T1 and T2, based on the level of elaboration. Each advice statement, whether of the teacher or consultant type, was also categorised as either solicited (s) (the advice was a response to a question or comment from the student teacher), solicited plan (sp) (the advice was elicited from inspection or discussion of the student teacher's lesson plans), or unsolicited (u) (advice initiated by the co-operating teacher).

Overall, the study found that 92% of advice was solicited by the student teachers' questions or by discussion of the lesson plan. 45% of advice statements were coded 'teacher', but this leaves about half the advice statements which were coded 'consultant'. This raises a question as to levels of reflective practice, and whether co-

operating teachers are giving advice without consideration of its meaning to the student teacher.

The researchers note that much consultant advice occurred during planning meetings and when the co-operating teacher had been reviewing the student teacher's plan. In these cases, the advice given related specifically to the present lesson plan and dealt with how particular materials could be used in class, or logistical matters. Dunn and Taylor regarded much of this advice, despite the lack of an explicitly stated rationale, as entirely appropriate. They also admitted that their research would not pick up any pre-existing understanding between the co-operating teacher and the student teacher, which may have made the advice more meaningful. Such understanding may well have existed for those co-operating teacher/student teacher pairs that had regular team planning, where well established routines could be recommended and used with little or no explanation being necessary.

It may also be that some consultant advice statements related to discussion and explanation which had taken place in a previous meeting. As an example, Dunn and Taylor cited advice such as "always have extra things for students to do if you finish earlier than expected, or if some students finish ahead of others." This was raised so frequently that, although it was coded as consultant advice since it was primarily concerned with a particular student or class and did not include any elaboration, Dunn and Taylor suggested that it may have served as teacher advice, and perhaps promoted transfer, even if no elaboration was provided in a particular meeting.

Co-operating teachers could have provided advice in other contexts that were not taped but, in the meetings analysed, co-operating teachers as a rule did not encourage student teachers to compare a present case with past cases, did not encourage them to reflect on alternative strategies, or on how this particular context would relate to others, nor did they have student teachers reflect on ethical/moral implications of their teaching. Dunn and Taylor expressed a doubt whether such advice is likely to occur, unless a systematic programme is provided where it is encouraged and where the co-operating teachers are trained in providing this kind of help. They suggested the desirability of encouraging co-operating teachers to use more T2 advice, by which they meant advice with rationale/explanation and reference to future cases.

5.3.12 Summary of Part Two

This part reviewed studies about the on-site model. The studies covered the problem from the view of the co-operating teacher. The studies covered various points such as, crucial job requirements, critical requirements, role expectation, experience required, partnership, relationship, benefits and strains, and the ambivalence of the co-operating teacher towards student teaching. It emerged from the studies reviewed that although the on-site model provides some structure for the Teaching Practice Programme, and attempts some definition of roles, there is still a gap between theory and practice. Moreover, there are difficulties for co-operating teachers of lack of time to perform their role properly. It also emerges that good teachers do not

necessarily make good advisors; training may be needed, to help them to work effectively with student teachers. Although this model is a step in the right direction, more linkage between the school and college is needed to overcome the problems that still prevail.

Part Three

5.4 The Transition of the roles model.

The studies in this part reflect models that go further in bridging the gap between college and school theory and practice. They also reflect a period of questioning about the feasibility of the roles. Both these studies are from Great Britain.

5.4.1 The Transition from Supervision to Mentoring.

Wilkin (1992) in her article, “On the cusp: from supervision to mentoring in initial teacher training (Initial Teacher Training)” suggested the possibility of deriving general criteria for the construction of a programme for the training of students in the school situation, from accounts of past initiatives within the profession. Such criteria are said to possess the advantages of being applicable across a range of contexts and of being not merely speculative, but tested and refined, both theoretically and empirically.

The first part of the paper reviews school-based courses. In this context, Wilkin explained that:

During their school placements students were to be under the guidance and discretion of practising teachers who worked in close partnership with their colleagues in the university. p 81.

Among the characteristics of the programme model tested by Wilkin, one that appears particularly relevant to the current study is this:

It defines clearly the roles of teacher and tutor as guardians of different sorts of knowledge, both of which are the base of classroom decision-making, both are indispensable. (p.85)

In other words, students need both theory and practice, in order to become effective teachers. The college and school-based aspects of teacher preparation complement each other in providing these.

In the second part of the paper, Wilkin suggests criteria for drawing up a training programme for the school-based element of Initial Teacher Training courses. One of her proposals is a need for continuous development of the programme, which can be achieved in several ways. One approach is to draw a hierarchical list of the various skills that the student is expected to acquire during the training period. These would include skills related to classroom management, relating to children, preparation and presentation of teaching material and self evaluation. The advantage of setting such targets is that it provides student and teachers with clear criteria for performance measurement. Moreover, a future employer can be shown a clear indication of the student's abilities.

Wilkin emphasised that the proposed criteria would constitute merely a starting point to meet a perceived need for prompt and radical action rather than slow incremental modification to existing arrangements. She asserted that they can be applied across a wide range of institution-school partnerships and courses. She commented on the need, as students spend a large part of their training period in school, for the school to provide professional training of a high standard; mere supervision is not enough. Wilkin recommended that teachers devise their own share of the training course and assume responsibility for student assessment in these areas. Allowing the co-operating teachers their own areas of expertise in this way is likely to increase the conviction and enthusiasm with which they participate in the training process. The contribution of teachers will be equally valuable as that of the college or university tutor, and their assessment of the student or trainee should carry equal weight.

The role of the co-operating teacher is shown in this study to be as important as that of the college advisor. A close partnership between college and school is likely to lead to the success of the Teaching Practice Programme, Wilkin claimed.

The study mentioned various skills the students are expected to learn, such as skills in classroom management, relating to children, predisposition and presenting of teaching material and self evaluation. The study suggested that the co-operating teacher participate in the training process.

Wilkin's paper reviewed the development since 1965 of a training programme by the university of Sussex in the UK. Three main points emerge from the development of the training programme. The first is that this development comes in three stages: sharing partnership on responsibility, transfer to schools of the major or even the total responsibility for training, and the third strand consists of the directive promoting school-based training. The paper contains important suggestions about teacher preparation in general and the kinds of partnership with the school. For example, Wilkin suggests that the training programme should clearly stipulate the agreed training responsibilities of the school, that the school should take the major responsibility for devising the training programme, and that the training programme should include details of the accountability requirement of the co-operating teacher. The researcher explained her final suggestions by saying that if teachers are to take responsibility for student training to a significant degree, then just as tutors are accountable to boards and external examiners, so will they have to demonstrate accountability for work with the student teacher. The study was very precise in defining the nature of the partnership between the college and the school and between the college advisor and the school teacher.

5.4.2 Expansion of the School Role in Training.

Everton and White (1992) designed a new model of school-based teacher education for the University of Leicester, where the PGCE course was said to be characterised by a close working relationship with local schools. During the 1980s,

this relationship was further developed through an IT-INSET model of teacher education which was based on the conviction that for maximum effectiveness, arrangements must take account of the needs of all participants. The IT-INSET model sought to provide school-based initial training for students with opportunities for collaboration with experienced teachers. In addition, it provided school-focused INSET for teachers related to their immediate concerns, and affords tutors the opportunity to carry out regular, frequent classroom teaching. Everton and White's new partnership scheme extended the school-based component of the PGCE course, but built on well-developed models for professional partnership that preceded it. Of particular interest to the current study is the role of the co-operating teacher, whom the researchers term the co-tutor, describing him as an experienced subject teacher (often, but not always, the head of the department). In a guide to partnership tutorial roles, the researchers define the role of the co-operating teacher as being:

- a) to take charge of a pair of students and induct them into the department;
- b) to arrange and supervise the autumn TP (or see that this is done);
- c) in the spring, to identify the focus for the collaborative work and benefits from participation in it;
- d) to liaise with the university's first subject tutor.

The authors expected the scheme to be beneficial for all participants. The professional development of the co-operating teachers is provided through their involvement at every level of the scheme which includes a range of development opportunities.

For the co-operating teacher, these are said to be:

- a) through subject based work with student teachers
 - exploration of evaluation techniques linked to research into curricular (subject) issues:
 - development of links with subject departments in other schools in the cluster and the scheme as a whole:
- b) through achievement in cross-curricular work with student teachers
 - exploration of the relationship between subject areas and the whole curriculum in their school and other schools in the clusters;
- c) through overall involvement;
 - development of management, interpersonal and tutoring skills.

The relationship between the college/university and the place of practice, the school, is valuable in finding a model or scheme in teacher training. Defining the roles of each partner is beneficial for the success of the Teaching Practice Programme. This study described a partnership situation where each partner's roles were clearly defined, and arrangements made for liaison between them. In reporting the study here, the researcher has focused only on the co-operating teacher. The study emphasises the importance of liaison between the college and local school, evaluation techniques, links, relationship and interpersonal management skills.

The scheme defined the role of each participant, especially on the side of the school personnel. The role of the experienced teacher is described as being to take

charge of pairs of students, supervise, identify the work and liaise with the college advisor. The study draws up a clear scheme for the partnership programme between the school and the training college. The study limited the number of student teachers working with each experienced subject teacher to just two students, which is likely to be an advantage of the scheme, in that it would help to avoid an excessive burden being placed on individual co-operating teachers and ensure that each student teacher receives adequate support and attention.

5.4.3 Summary of Part Three

This part reviewed two studies about the stage of questioning of the feasibility of roles of the co-operating teacher in the teaching practice of the student teachers. The models described provide more structure for the Teaching Practice Programme and expand the role of the school, making the co-operating teacher a mentor, rather than a supervisor of the student teacher. Particularly important is the emphasis on the complementary roles of school and college, and on liaison between them. The following section shows how these issues are addressed in the full partnership model implemented in England and Wales.

Part Four

5.5 The Full Role Model

Day by day, the need for the schools to take a larger part in teacher preparation is becoming clearer.

In recent years all those involved in initial teacher training have recognised the need for schools to be actively involved in the professional preparation of teachers. School experience is no longer seen as an opportunity for students to put into practice understanding previously gained in higher education institutions. What student teachers can learn from working in schools- that is, what they can only learn from working in schools-and the unique contribution that teachers can make to students' development is now widely recognised and valued.(Maynard, 1997)

From this point of view a lot of changes are taking place in teacher preparation. In a number of countries at present, initial teacher preparation is undergoing an important transition from settings and systems dominated by separate, often higher education institutions, to being situated much more in schools themselves (Tomlinson, 1995).

In the UK and elsewhere, the training of teachers is increasingly seen as a matter of partnership between schools and institutions of higher education. There is, thus, an urgent need within the profession to define more carefully what the role of teachers acting as mentors should be. Clearly, more mentor development work is needed (Wright and Moore, 1994; Furlong and Maynard, 1994).

Also in England and Wales, roles for the co-operating teacher are stipulated and resources provided through formal partnership arrangements. This example of contemporary practice may illustrate the benefits of a clear, structured role for the co-operating teacher which may give ideas for transfer to the Saudi context.

5.5.1 The Importance of Partnership Between Colleges and Schools

Circular no 9/92 25 June 1992 introduced new criteria and procedures in England and Wales for the accreditation of courses of initial teacher training (Initial Teacher Training). The main principles expressed in the circular were: schools should play a much larger part in Initial Teacher Training as full partners of higher education institutions (HEIs); The accreditation criteria for Initial Teacher Training courses should require HEIs, schools and students to focus on the competencies of teaching; and Institutions rather than individual courses, should be accredited for Initial Teacher Training. The government expects that partner schools and HEIs will exercise a joint responsibility for the planning and management of courses and the selection, training and assessment of students. The balance of responsibilities will vary. Schools will have a leading responsibility for training students to teach their specialist subjects, to assess pupils and to manage classes; and for supervising students and assessing their competence in these respects. HEIs will be responsible for ensuring that courses meet the requirements for academic validation, presenting courses for accreditation, awarding qualifications to successful students, and arranging student placement in more than one school.

Wright (1993) described the new changes in teacher preparation as a turning point in the history and development of teacher education in England. The aim of these changes is to “ensure that teachers are trained and supported to have the skills and knowledge to meet the new demands placed on them”. The new model involves a

more equal partnership between school teachers and tutors/college advisors in institutions, with the schools playing a much bigger part. Therefore, slowly but surely 'partnership' has become an increasingly central concept. The idea is that higher education institutions should develop and run the professional and educational aspects of courses of initial teacher training in close working partnership with the schools. For both teachers and UDE tutors, professional development is a crucial necessity, if the new partnership is to succeed for both parties and, most importantly, ultimately for the pupils in schools. The new arrangements may be fraught with 'problems' (as Wright points out, college tutors have most to lose if aspects of their role are transferred to the school), but these need to be jointly tackled more as opportunities. Tutors in HEIs stand to gain professional development opportunities and more ready access to areas for research; teachers should gain professional development, new ideas, and skill in mentoring. They may find that, through explaining to students what they are doing, they become better and more focused at teaching. The success of school based training does not depend only on the amount of time spent in schools. It relies heavily on the quality of the relationships between the training institution and the school, the significant involvement of teachers in the planning, supervision and assessment of students' training and the active support of tutors for the students' work in schools. Wright identified four key principles, observance of which is important for the success of the new relationship: academic work should be closely linked to practice; the success of school based training relies heavily on the quality of the relationships between the training institution and the school; the idea of partnership is crucial to the

concept of school-based training; and the values and cultures of educational institutions, whether schools or universities, must be recognised.

Circular number 14/93 set out the principles of partnership. Successful partnership in primary Initial Teacher Training was to provide an appropriate range of professional expertise and resources, supplementing students' school experience as necessary from further afield, establish and maintain coherent links between the elements of the course based in schools and those based in higher education institutions, define the basis on which all elements of the course to be funded and agree the allocation of resources, foster for students a climate of professionalism in which school-based training is an integral part of 'whole school' policy, and demonstrate clearly to all concerned how the requirements of the circular are met.

Circular 14/93 explained the benefits of partnership to schools and teachers. Although the main function of schools is to teach pupils, it has been shown that schools can derive considerable professional benefit from sharing fully in the training of teachers (para 1.1). Staff learn from the fresh perspective of students in training; in turn, teachers influence directly the training of their future colleagues.

Circular number 10/97 set out the standards of knowledge, understanding and skills all trainees must demonstrate in order successfully to complete a course of initial teacher training and be eligible for qualified teacher status. The circular sets out a range of new requirements for initial training intended to ensure that all initial training providers match the quality and breadth of the best and to underpin higher standards

and effective teaching in schools. The standards are intended to ensure that, before taking responsibility for their own classroom for the first time, every new teacher will have proved his or her ability in a wide range of knowledge, understanding and skills, including effective teaching and assessment methods, classroom management, discipline and subject knowledge. The new requirements suggest that all primary courses must prepare trainees to teach at least one specialist subject, and all trainees must have substantial practical experience if they are to achieve the qualified teacher status standards and qualify as teachers. For primary, non-core, non-specialist subjects, trainees being assessed for qualified teacher status must meet the required standards but with the support, if necessary, of a teacher experienced in the subject concerned.

The circular further addressed the issue of partnership between schools and colleges.

5.5.2 Partnership requirements

DEF circular number 10/97 applies to training which takes place in partnership between school and higher education institutions or other providers, and sets out requirements relating to the involvement of schools, including the amount of time which trainees must spend in schools.

- In the case of all courses of Initial Teacher Training, higher education institutions and other non-school trainers must work in partnership with schools ensuring that:

- Schools are fully and actively involved in the planning and delivery of Initial Teacher Training as well as in the selection and final assessment of trainees. The full partnership should regularly review and evaluate the training provided;
- The division and deployment of available resources has been agreed in a way which reflect training responsibilities undertaken by each partner;
- Effective selection criteria for partnership schools have been developed which are clear and available to all partners and trainees, and which take account of indicators such as OFSTED reports, test and examination result, exclusion rate, commitment to and previous successful experience of involvement in Initial Teacher Training;
- Where partnership schools fall short of the selection criteria set, providers must demonstrate that extra support will be provided to ensure that the training provided is of a high standard;
- Where schools no longer meet selection criteria, and extra support to ensure the quality of the training process cannot be guaranteed, procedures are in place for the de-selection of schools;
- Effective structures and procedures are in place to ensure efficient and effective communication across partnerships.

5.5.3 Partnership models

Furlong et al. (1996) explored re-definition of the partnership between colleges and schools, under the heading, “revolution or reform in initial teacher education”. They found from their field work that it is possible to identify three ideal

typical models of partnership. These three models and their key features will be clarified in the following table:

Table 5.7
The Partnership Models and their Key Features

Partnership models	1-Collaborative	2-HEI-led	3-Separatist
Planning	Emphasis on giving all tutors and teachers opportunities to work together in small groups	HEI-led with at most some consultation of a small group of teachers	Broad planning of structure with agreed areas of responsibility
HE visits to school	Collaborative to discuss professional issues together.	Strong emphasis on quality control; monitoring that school is delivering agreed learning opportunities	Very few or none
Documentation	Codifies emerging collaborative practice	Strongly emphasised, defining task for schools	Strongly emphasised, defining areas of responsibility
Content	Schools and HE recognise legitimacy and difference of each others' contribution to an on-going dialogue	HEI defines what students should learn in school	Separate knowledge domains. No opportunities for dialogue
Mentoring	Defined as giving students access to teachers' professional knowledge-mentor 'training' as professional development, learning to articulate embedded knowledge	Mentors trained to deliver what course defines as necessary	Mentoring comes from knowledge base of school
Assessment	Collaborative, based on triangulation	HEI led and defined	School responsible for teaching assessment
Contractual relationship	Negotiated, personal	Directive with lists of tasks and responsibilities	Legalistic, finance led with discrete areas of responsibility
Legitimation	Commitment to value of collaboration in ITE	Acceptance of HEI defined principles of ITE	Either principled commitment to role of school or pragmatic due to limited resources

Compiled by the researcher from three tables in Furlong et al. (1996, pp45,46,48).

5.5.4 Training role and responsibilities.

Here, extracts are presented from an agreement for the provision of primary phase initial teacher training in accordance with circular 14/93 between the University of Hull and schools, to give an indication of the schools' responsibilities.

1. for the duration of the agreement the school will be responsible for:
 - 1.1 travel costs to partnership, council and executive committee meetings;
 - 1.2 participation in the general oversight of the Initial Teacher Training partnership, either directly or by means of representatives chosen by the body of partner schools;
 - 1.3 participation in the interview and selection of applicants either directly or by means of representatives chosen by the body of partner schools;
 - 1.4 participation in the evaluation and development of competence-based training programmes and quality assurance procedures either directly or by means of representatives chosen by the body of partner schools;
 - 1.5 the provision of data relating to specified indicators of the student's school performance;
 - 1.6 making available the current inspection report from OFSTED(where an inspection has taken place);
 - 1.7 the provision of C.Vs of mentors and co-ordinators (using a standardised pro forma) ;
 - 1.8 contributing to the implementation of agreed competency- based training programmes and of professional competence-assessment procedures;

1.9 the provision of a maximum of 19 weeks of school based training, involving a range of activities including:

- # Tutor and mentor to liaise prior to first visit by student; appointment for successive visits to be made during each current visit.

- # Mentor to make at least two formal appraisal observations per main block teaching practice, one in partnership with supervising tutor and a second independently.

- # Additionally, there will be at least two reported class teacher observations.

- # The above are in addition to observations which the supervising tutor will make.

- # This does not preclude any supervisor (mentor, teacher, tutor) from making additional observations as necessary.

- # All observation will follow a set of common criteria.

- # The supervisor will immediately give feedback to the student following each observation.

- # All observation comments and targets are to be passed on to all members of the student's supervisory team.

- # Student to have weekly appointments with mentor.

- # Summative meeting: tutor and mentor to liaise during final days of practice to agree and complete teaching practice reports.

5.5.5 The definition of roles

In preparation for the increased involvement of schools with the initial teacher training programmes and thus the greater involvement of practising teachers in the

supervision of students during their training, much work has been carried out on defining the roles and responsibilities of the key players in these partnerships. in particular those of the mentor, teacher-tutor and the University tutor (Lee and Wilkes 1997).

5.5.6 The Effectiveness of the School Co-operating Teacher

Booth (1993) studied the effectiveness and role of school co-operating teachers as perceived by students, by an evaluation project based on a group of 45 English, Geography and History students who were training as secondary phase teachers on the one year P.G.C.E. course at the University of Cambridge Department of Education. Students were following a 36 week course, which began with two weeks of structured experience in a primary school, followed by 11 weeks in their training institution. The second term involved a block of teaching practice. The study sought to ascertain the students' perceptions and views on the mentoring they received during that period, and to determine the extent to which they thought their co-operating teachers had been effective in developing the students' professional skill.

The data were derived from two questionnaires. The first was completed by the students at the end of the first term of the course, the greater part of which was spent in university, to determine how well-prepared the students felt for the forthcoming term's school-based teaching practice. The second was completed after the practice period.

The findings from the project suggest that the co-operating teacher plays a role in the development of the student teacher's professional skill and confidence, and that if students are not given adequate mentoring support during their school placement, they will have little chance to develop their classroom and subject teaching skill and understanding. At the beginning of the practice, student teachers need ready access to positive, unthreatening support. They also feel a need for mentoring advice which deals with practical issues arising in subject-specific teaching and classroom management and control, which build on the experiences they have already gained. It is often said by student teachers that the work done with practising teachers in schools is the most important and worthwhile aspect of their training.

On the other hand, the respondents in Booth's project identified certain important aspects of professional competence and understanding which they felt were inadequately covered by the school. Student teachers wanted a training that is strongly practical in its orientation. They also wanted time to consider broader issues. It may be that such matters are better tackled once the student teacher has acquired a degree of classroom and subject confidence. Once this has been achieved, the training institution will have the key role in ensuring that the broader issues are addressed. There is a need to consider carefully where such training should be located and how it should relate to the work student teachers do with co-operating teachers. It was suggested that co-operating teachers should be involved in the planning, structure and delivery of the whole training course, that training institution lecturers and co-operating teachers should determine the procedures for the mentoring of student

teachers and that schools should formulate whole school approaches to the training of beginning teachers.

The use of the terms subject teacher, co-operating teacher and the mentor depends on differences in the educational system in each country. In the K.S.A. the term subject teacher is often used. Co-operating teacher is more popular in the U.S.A. and mentor in the U.K. They do the same job, but under a different name. The study confirmed the importance of the mentor's role. There is a link between adequate mentor support and the student teacher's development of classroom and subject confidence.

The study evaluated the effectiveness and role of the co-operating teacher in the school through a research project which found that there is some evidence for the critical importance of the co-operating teacher in the development of the student teachers' professional skills and confidence. The study raised a new question about how schools might assess their strengths and weaknesses in terms of their mentoring student teachers of a number of different disciplines. The researcher mentioned the benefit of using older, licensed teachers to perform the role, which is a valuable suggestion to improve the development of the Teaching Practice Programme

5.5.7 The Mentor Activity

Early and Kinder (1994), in their book, "Initiation Rights, Effective induction practices for new teachers" explained types of mentor activity as: classroom support,

classroom analyst, collaborative planner, induction programme negotiator, informationist, and welfare monitor.

Wright and Bottery (1997) studied the perceptions of professionalism by the mentors of student teachers by asking 90 mentors from forty secondary schools about the key mentoring activities. The ten activities listed as most important by mentors (with percentages of responses in brackets) were: planning and providing a clear focus for students lessons (97.8%), evaluating and taking advice (94.4%), understanding pupil needs (93.3%), emphasising classroom management (92.2%), encouraging students to get the best out of pupils (87.8%), encouraging working relationships with pupils (81.1%), assessing the student's teaching competences in each lesson he observes (75.6%), raising the quality of pupil learning (74.4%), getting students to recognise their deficiencies (65.5%), and maintaining students' ideals and enthusiasm (63.3%). After these ten activities; focusing on special education needs came as number eleven with 48.9% of responses. All the top activities were named in over 50% of responses. This recent study added more activities to the role of school mentors.

5.5.8 The role and the responsibilities of the mentor

With regard to the role of the mentor, the CATE notes of guidance accompanying DFE Circular 9/92 suggest that schools will have a leading responsibility for: training students to teach their particular subjects, developing their understanding of how pupils learn, training students to manage classes and to assess

pupils, supervising students in relation to school- based elements of the course, and assessing student competences in subject application and class-room skills.

Part Five

5.6 The need to establish the co-operating teacher's role

In this part we will state the results of the Teaching Practice Programme conference held in the KSA, the survey country. The recommendations of the conference reflect the views of the most educated people in the country, from all the universities and educational institutes. The conference was held recently, which means the problems discussed in it still need to be solved, and that is what we hope to do in this survey.

5.6.1 The Recommendations of the Teaching Practice Programme Conference at King Saud University

A conference was held at King Saud University, College of Education, Department of Curriculum and Teaching Methodology in 1997 regarding the actual and ideal situation of the Teaching Practice Programme. On the basis of the discussion of the conference, certain recommendations were made, as follows:

1. The aims of the Teaching Practice Programme should be clarified for student teachers before they embark on it;

2. An additional section for the Teaching Practice Programme should be established in the Departments of Curriculum and Teaching Methodology at Teachers' Colleges in Saudi Arabia;
3. Unified rules should be prepared for the system of Teaching Practice Programme to be followed in all Teachers' Colleges in Saudi Arabia;
4. There is a need for more Teaching Practice Programme advisors who are well qualified and experienced, educationally and scientifically. They should be relieved of some of their teaching commitments at the colleges, to give them time to supervise training properly;
5. Supervisors with the necessary characteristics should be selected from other departments when needed;
6. The number of student teachers allocated to each supervisor should be less than ten;
7. Training programmes should be provided at the colleges of Education to qualify subject co-operating teachers to fulfil their role in the Teaching Practice Programme;
8. The proper role of the subject co-operating teacher should be applied, after being clearly defined with the co-operation of educational directorates, the Ministry of Education, the General Presidency for Girls and others.

Of particular interest to this study are the last two points, regarding training for the co-operating subject teacher, and the definition of the co-operating subject teacher's role. Also, the conference highlighted the need for more college advisors,

reflecting the shortage of college advisors in the Saudi training system. This shortage will adversely affect the student teacher in his practice in the school. One solution could be to enhance the role of the co-operating teacher, so that student teachers will be provided with the guidance, support and advice they need, during the Teaching Practice Programme

5.6.2 Summary of Part Five

The recommendations of the conference clarify the need for the role of the co-operating teacher in the KSA to be developed. The conference was held recently, in 1997, and such a role had still not been clearly specified and implemented. The lack of specialist college advisors was also mentioned at the conference

5.7 Summary of the chapter

This chapter has presented studies about the role of the co-operating teacher in Teaching Practice Programme and toward the student teacher. The chapter contained five parts. The first part reported studies about the nil model; the second, about the on-site model; the third, the phase of questioning role feasibility; part four; studies about the full model; and the last part explained the need to establish the full role model. A summary of the studies, which come from various countries and cover the period 1964-1997, is presented in Table 5.7 The findings of the studies in general confirmed the importance of the co-operating teacher's role in the Teaching Practice Programme.

The studies described several roles that the co-operating teacher can perform during the teaching practice in order to improve the quality of the practice. Among the roles and functions covered are supervision, classroom instruction, orienting behaviours, inducting behaviours, chiding behaviours, reflecting behaviours, co-operating behaviours, supporting behaviours, planning, evaluation, encouragement, working with the college advisor, professional development, and advising. Attributes of the co-operating teacher which may render him a good role model or enhance his relationship with the student teacher, such as teaching abilities and personal and social traits, also receive attention in some studies. Other studies explained the level of experience and the qualifications required of the co-operating teacher.

It has been shown that the co-operating teacher is (or should be) a participant in a kind of partnership between the training colleges and the school as the place of practice. The quality of inter-personal relationships between the co-operating teacher and the student teacher and between the co-operating teacher and the college advisor, is also mentioned as potentially important to the Teaching Practice Programme. However, in some studies, the roles and attributes suggested as appropriate for the co-operating teacher or expected by student teachers, were ideals which were not necessarily fulfilled in practice. Indications were given of problems perceived by the college side, because the absence or weakness of the role of the co-operating teacher. One researcher, commenting on those perceived problems, argued the need to find a new kind of partnership between the training college and the school, and to identify clearly the role of each participant in the Teaching Practice Programme. The last study

presented contained conference recommendations regarding the need to clarify and enhance the co-operating teacher's role in the KSA educational system.

The chapter confirmed the importance of the role in the education process and provided numerous examples of potentially relevant functions and behaviours which will help in the practical work of the present study. The chapter highlights the need to build a new kind of partnership and relationship between the teacher colleges and the school regarding the development of Teaching Practice Programme in order to improve the preparation of elementary school teachers.

Table 5.8
Summary of the Co-operating Subject Teacher Literature Review

No.	Date	Authors	Place	Subject	Variable	Sample	Methods	Procedure	Results
1	1964	Farbstein	USA	Critical requirement for CT	ST	300			5 categories with 23 behaviours
2	1970	Castillo	USA	Role expectations of CT	ST, CT, CP	75,75,75	Percentage, Frequencies Chi-Square	Questionnaire Interview	27 items agreed
3	1982	Haberman and Harris	USA	State requirements for CTs	State	50			14 kinds of requirements
4	1982	Applegate and Lasley	USA	CT problems	CT	172	Mean	Questionnaire	6 factors of problems
5	1984	Copas	USA	Critical requirement for CT	EST	476	Percentage	Questionnaire	28 critical requirements
6	1986	Grimmett and Ratzlaff	Canada	Expectations for the co-operating teacher role	ST, CT, CA	950 ST 1375 CT 75 CA	Percentage	Questionnaire	High degree of conformity between Canadian study findings and two U.S. studies, i.e. most expectations are not time or place-specific.
7	1990	Badi, G	KSA	Need for ST educational assessment in TPT	ST	121	Frequency Means One way Anona	Questionnaire	Lack of practice and training
8	1991	Kalekin-Fishman and Kornfeld	Israel	Role-partnership in the field of teaching English	ST CT	18 ST 22 CT		Open interview, unstructured /close structured questionnaire	It is not enough for lecturers in methodology to emphasise professional skills exclusively in order to improve the TPP experience
9	1992	Wilkin,M	UK	Partnership with the college advisor				Article	The school must undertake active training
10	1992	Everton, White	UK	Partnership in Training				Model	The model is an equal partnership between the university and the school
11	1992	Koerner	USA	An ambivalent participant	CT	8	Case Study, Journal, Diary		The selection of CT has to change, ST must have more responsibilities
12	1992	Al-Gahtany	KSA	CO role in TPP	ST	215	Frequency Means T-test	Questionnaire	Guidance weakness. The expectations of subject teachers were not properly fulfilled

Table 5.8 (Continued)
Summary of the Co-Operating Subject Teacher Literature Review

No.	Date	Authors	Place	Subject	Variable	Sample	Methods	Procedure	Results
13	1993	Guillaume and Rudney	USA	ST, changing concerns	ST	14		Reflective journal	STs' relationship with CT changes as they gain confidence and experience.
14	1993	Dunn and Taylor	USA	CT advice	ST CT	8 0	Percentage	Tape recorded meetings	CT are not adept at giving advice
15	1993	Booth, M.	UK	The effectiveness and role of mentor in school	ST	45	Percentage	Small-scale research project	There are crucial areas of professional competence which the schools are not covering at the moment
16	1993	Wright, N.	UK	Partnership of ITT					The new partnerships need to succeed for HEI and school.
17	1994	Duquette	Canada	Benefits and concerns	TA	41		Questionnaire	Teachers require initial in-service sessions, advisor requires clear guidelines
18	1994	Earley, P. and Kinder, K.	UK	Effective induction practices for new teachers		32 Ment 20 Elem 12 Sec			Support, classroom analyst, collaborative negotiator, informationist, welfare
19	1995	Borko and Mayfield	USA	Guided teaching	ST, CA, CT	4 ST 4 CT. 4 CA		Interviews and observation	CA help CT to become teacher educators
20	1996	Furlong, et.al	UK	Redefining partnership					Significant responsibilities have been transferred to schools
21	1997	Al-Shahrani	KSA	Problems of TPP	ST, CA	207,15	Frequency T-test Percentage	Questionnaire	Absence of subject teachers from schools
22	1997	Wright, N. and Bottery, M	UK	Professionalism by mentor		90 Mentors			Planning, evaluating, understanding, emphasising, encouraging, assessing, raising, maintaining
23	1997	KSA Conference	KSA	The actual and ideal situation of TPP				Conference	A need for more TP supervisors. Number of STs per supervisor should be less than ten. Training programme for HT, school subject teacher has to establish.

Chapter Six

Design and Methodology of the Empirical Study

6.1 Introduction

This chapter explains the methodology and procedures used in conducting the empirical part of the study and achieving its objectives. The purpose of the study is to investigate the preparation of teachers for the elementary stage in the Kingdom of Saudi Arabia by identifying the roles of the elementary school head-teacher, and the elementary school mentor (co-operating subject teacher) during the teacher college teaching practice programme, to set up a new partnership between the teacher colleges and the schools. The chapter recapitulates the research questions, and describes the research design and the methodology of the empirical study conducted in the Kingdom of Saudi Arabia. The instruments used for data collection are explained and the samples of the study are described.

6.2 The Research Questions

This research is designed to answer the following questions:

1. What roles could the elementary school head teacher perform in relation to the student teacher during the teaching practice programme from the viewpoint of: college advisors, elementary school head teachers, elementary school co-operating subject teachers and college student teachers?

2. What roles could the elementary school mentor (co-operating subject teacher) perform in relation to the student teacher in the teaching practice programme from the viewpoint of: college advisors, elementary school head teachers, elementary school co-operating subject teachers and college student teachers?
3. What experience should the student teacher gain whilst on teaching practice in the school, from the viewpoint of the college advisors?
4. What information about the school or the pupils does the student teacher need during the teaching practice, from the viewpoint of the college advisors?
5. What difficulties do student teachers face when they go into the school during the teaching practice, from the viewpoint of the college advisors?

6.3 Research Design

There are two basic research paradigms, quantitative research (QnR) and qualitative research (QlR). Borg and Gall (1996) explained that both the quantitative and qualitative help educational researchers make important discoveries. The use of the qualitative approach is to obtain wider exploration of views. Hoinville and Jowell (1978) confirmed that by saying that the essence of qualitative research is an unstructured and flexible approach to interviewing that allows the widest possible exploration of views and behaviour patterns. A typical question for qualitative research is how do the ways in which this setting is organised compare with the social and cultural organisation of other settings in other places and at other times? (Moore, 1995). Stainback & Stainback (1989) identified the characteristics of qualitative

research as: field research involving long term participants; careful recording of events through notes, interviews and documents of all kinds; analytic reflection on records and evidence; reporting via descriptions, quotations and interpretation. Borg & Gall (1996) noted that one of the main characteristics of qualitative research is its focus on the intensive study of specific instances. Qualitative research seeks to discover concepts and theories. It generates verbal and pictorial data to represent the social environment, uses analytic induction to analyse and to tries to generalise case findings by searching for other similar cases.

Quantitative research, in contrast, studies a population or samples that represent a population. It generates numerical data to represent the social environment, uses statistical methods to analyse data, and uses statistical inference procedures to generalise findings from a sample to a defined population (Borg & Gall, 1996). In terms of purpose, quantitative research is geared toward a search for causality, laws, prediction and control based on a 'hard sciences' model, while qualitative research is geared toward obtaining an understanding of ideas, feelings, motives and beliefs that underlie people's action (Moore, 1995).

A descriptive survey is one type of quantitative research design that is appropriate when the purpose of the study is to create a detailed description of a phenomenon: for example, people's opinions about educational issues. As Borg and Gall (1996) mentioned:

Descriptive research is important in education. It is a type of quantitative research that involves making careful descriptions of educational phenomena, and it is concerned primarily with determining “what is” (p. 374).

The present research takes the form of a descriptive survey, which aims to explore views and opinions about the role of the elementary school mentor.

6.4 The Study Sample

The sample for the present research consisted of the following:

1. 25 College advisors from two Teacher colleges in the KSA, Al-Madinah Teachers' College, and Jeddah Teacher College.
2. 70 Elementary School Head Teachers from Al-Madinah Al-Monawarah urban District in the KSA.
3. 230 Elementary School Subject Teachers from Al-Madinah Al-Monawarah District in the KSA.
4. 103 Student Teachers in the final semester (semester eight) of the course from Al-Madinah Al-Monawarah Teacher College in the KSA.

The size of the sample chosen was important to make the sample representative of the whole population, so that comparisons could be made between the groups and inferences drawn. Moore (1995) explained that the larger and more diverse is the sample, the better the researcher feels able to generalise to a wider population.

6.5 Research Instruments

Two kinds of research instruments were used to collect the required data, as each method has its own characteristics, strengths and limitations. Van Dalen and Deabold (1979) explained that:

Each tool is appropriate for acquiring particular data, and sometimes several instruments must be employed to obtain the information required to solve a problem. (p.127)

The first tool was a questionnaire, which was used to find out the opinions of the four groups of participants about the mentoring role of the elementary school head-teacher and the co-operating subject teacher in the Teaching Practice Programme towards student teachers from the teacher college. The researcher decided to use a questionnaire because a questionnaire is a scientific instrument for collection and measurement of a particular kind of data such as feelings, motivations, attitudes, accomplishments and experience of individuals (Borg and Gall, 1996). Most of the data required for the purpose of this study was in the form of opinions and experiences, which suggested that a questionnaire would be an appropriate instrument. Moore (1995) explained that the use of the questionnaire is to gain specific information and feedback, and that is what this study aimed to do. Besides that, the field of inquiry of the study is something new for the Saudi education system and nothing has been written about it in ministerial circulars or in locally-authored books. It would not have been feasible to collect data by observation, because of the number of groups involved in the study and the large sample size. Also, it did not seem appropriate to interview

the heads and the school teachers, because they are not familiar with the college preparation for the student teachers so they would not be able to give in-depth responses on this subject. Similarly, interviewing the student teachers did not seem appropriate because they do not have enough information, as they face teaching practice only once in their life. Thus, questionnaires were distributed to all four groups: college advisors, elementary school head teachers, elementary school co-operating subject teachers and college student teachers.

One of the advantages of the questionnaire is that it can cover a wide geographic area in less time and at less cost than, say, personal interviews (Borg and Gall, 1996). This was an important consideration in this study, as it was desired to collect data from one hundred schools over a very wide area and from two large cities in KSA. The use of questionnaires is a central part of social research, as they provide a relatively inexpensive way of discovering the characteristics and beliefs of the population at large (May, 1993). Questionnaires can be delivered to very large samples at one time (Clift and Imrie, 1981), and can get more accurate responses (Rabdi and Shikh, 1985). Another advantage of questionnaires in the educational context is that they cause little disruption to the normal day of the college (Al-Sef, 1989). For all these reasons, the questionnaire was used to collect data relating to the mentioned objectives.

The second research method used was selective interviews conducted with college advisors concerned with teacher preparation in the teachers' colleges: student

teacher's experience, the information they should gain from the teaching practice programme and the difficulties they face during the teaching practice programme.

Moore (1995) explained that:

The interview at some level has to be a personal and sometimes intimate personal encounter, notwithstanding the intention that it will, later, lead to public information. The personal- interaction inherent in the interview is the main advantage and also the source of many of the problems of this approach to obtaining research data. (p. 12)

As a member of the teacher's college who has a personal relationship with the college advisors, the researcher decided to use the interview in conjunction with the questionnaire as Cohen and Manion (1997) explained that the interview may be used in conjunction with other methods in a research undertaking. The purpose behind that is to validate other methods and to go deeper into the motivations of the college advisors group sample. Kerlinger (1981) stated that the interview can supplement other methods, follow-up, validate other methods, and go deeper into the motivations of respondents and their reasons for responding as they do. Also, Cohen and Manion (1997) added that:

“one of the advantages of the interview is that it allows for greater depth than is the case with other methods of data collection”. (p.272)

The researcher chose to carry out face to face interviews with the college advisors because they are the group expected to be most knowledgeable about the

study topic, as they are familiar with the college system and also the school system, through their observation of student teachers in the schools.

Information was also obtained from the review of previous literature and of government publications upon the subject. The researcher also drew on his fifteen years' experience as a teaching practice advisor in a teacher college and co-operating advisor with the education college, King Abdulaziz University in Al-Madina Al-Monawara, in constructing the instruments and interpretation of findings. The use of two or more research methods is recommended by researchers. Van Dalen (1979) said:

One does not master a single method of obtaining data, such as the questionnaire, and apply it to every problem that arises. Each tool is appropriate for acquiring particular data, and sometimes several instruments must be employed to obtain the information required to solve a problem. (p.127).

Similar views have been expressed by other writers who argue that each measurement method has its own strengths and limitations, so if more than one kind of measurement method is used, they will complement each other. The two instruments used to collect field data, namely, the questionnaire and the interview, are discussed in the following sections.

6.6 The Questionnaire

The objective of the questionnaire was to find out what are the opinions on the mentoring role of the teaching practice programme participants (college advisors; school head teachers, school co-operating subject teachers and college student

teachers) about the mentoring role in the teaching practice programme, to find reliable evidence related to the study objectives.

The researcher conducted a search of current literature related to questionnaire design, to clarify various key issues in the field. Then the researcher started to review previous studies related to the subject, especially local studies, to see if a suitable instrument already existed which had previously been tested in a similar context to the present study. No appropriate instrument was found, however, because discussion of roles tended to come as a part of a general study of, for example, teaching practice, student teacher preparation, or initial teacher training. There were some studies which had tried to identify the role of mentors in other countries, such as Farbstein (1964), Castillo (1970), Copas (1984) and Grimmet and Ratzlaff (1986), but none of those studies had included the opinion of head teachers about the role of the mentor. Nor did any other studies identify the role of the elementary school head teacher from the viewpoint of the other participants in the teaching practice programme. One study identified the role of the United Arab Emirates Primary School head (Al-Nakhi, Aisha, M. 1991) but that study concerned the role of the head in general, not in the teaching practice programme. Other studies mentioned particular aspects of the mentor's role, such as helping students to overcome difficulties (Wright and Bottery, 1997) and some roles were identified as a part of the head's responsibility (e.g. Dufresne, 1981; Al-Wabley, 1985; Al-Soofi, 1986; Al-Ghawanni, 1990 and Akber-Abdulaleem, 1995). Generally, all these studies helped the researcher to identify the various key issues in

the area with a view to designing an instrument which would achieve the study objectives.

6.6.1 The Development of the Questionnaire

The questionnaire used for this study was developed by the researcher, drawing on three main resources:

- 1) previous studies reported in the literature, which mentioned some appropriate roles (Wright and Bottery, 1997; Alshahrany, 1997; Furlong, 1996; Stephenson & Simpson, 1995; Ealey and Kinder, 1994; Wright, 1993; Booth, 1993; Dunn and Taylor, 1993; Turner, 1993; Wilkin, 1992; Koerner, 1992; McClulloch and Lock, 1992; Al-Gahtany, 1992; Badi, 1996; Copas, 1984; Castilo, 1970 and Farbstein, 1964);
- 2) the responses to an open questionnaire sent to elementary school head teachers and elementary school mentors in the UK, where the teacher training system is very structured and the roles of participants have been subject to much discussion and development;
- 3) the experience of the researcher with teacher preparation in the study country.

In formulating the questionnaire items, special attention was paid to the following points:

- A) The questionnaire should be looked upon as a scientific procedure constructed for a specific purpose, and not merely as a list of questions. Oppenheim (1994) stated that:

A questionnaire is a scientific tool and therefore must be constructed with great care in line with the specific aims and objectives of investigation. (p.100)

Evans (1965) added that: questions must be written in such a way as to obtain the required material.

Statements on questionnaires collected through investigation must be relevant to the specific objectives of the investigation. (p.103)

B) It is preferable to write the questions in order, starting with the easier questions such as the respondent's major and experience, then proceeding to the next subject, without returning to earlier topics. Obidat, Adass and Abdulhagg (1989) advised:

One of the basic features of questionnaires is that they should be written in logical order so that each unit of questions comes together and if you move to another unit, do not return to the previous one... most questionnaire problems can be avoided if the necessary design prerequisites are observed, and if the researcher takes care about the basic structure in the questionnaire preparation; a questionnaire that is well structured, carefully designed, and interesting will get more positive, accurate responses (p.130)

The questionnaire was designed to explore the roles of both mentor and head, because most of the literature reviewed mentioned the same roles for each party. In response to the preliminary survey (see section 6.6.1), however, one UK elementary school head pointed out, regarding the possibility of conflict between the two roles (mentor and head):

The roles are not conflicting, but are different, in that the head teacher does not always have a class of his own, whereas the mentor does, and can give good practical example of classroom management and behaviour management, and teaching strategies. The head's daily duties are not routine ones in the same way as the mentor's are; the mentor can therefore teach by example, how to relate to children on the playground, children from other classes etc. and indeed, all regular school routines and/or interruptions. Student teachers may find it threatening to discuss weaknesses or anxieties with head teachers but mentors should be less awesome. And the mentor should have more time to devote to a student teacher whereas the head has to devote time to many others as well as the student teacher. (The researcher's personal interview, 1997).

This comment shows that the roles of heads and mentors are complementary and there is no conflict between them. Therefore, it was thought appropriate in the questionnaire to ask about the roles of the head and the mentor at the same time.

The first step in this stage was to list the study's specific objectives and to relate each statement to those objectives. As Oppenheim (1996) stated, a questionnaire has a task to do; its function is measurement. Therefore, the specification should clearly state the main variable to be measured. Since the purpose of the study is to investigate the views of teaching practice programme participants about the role of elementary school mentors and school head teachers, the items of the questionnaire were expressed in the form of statements, rather than questions. The research topic was very wide and if the inquiry were put in question form, it would generate a vast amount of material, perhaps irrelevant, which would be a weakness in the questionnaire. Therefore the questionnaire consisted of items designed to obtain the specific information required. The title of the questionnaire was "Questionnaire on the

role of the elementary school head teacher and the subject teacher towards the student teacher from the teachers' colleges during the teaching practice programme in Saudi Arabia."

The questionnaire consisted of two sections: Section One aimed to collect general data about the respondents. For the college advisors, data were obtained about qualification, major, number of years of experience in teaching, number of years of experience in supervision, and number of students under the college advisor's supervision. In the school head teachers' questionnaire, this part asked about the respondent's qualification, major, teaching experience and experience as head teacher, as well as the number of pupils and teachers in the school. The questionnaire for school subject teachers asked about qualification, major, teaching experience, subjects taught, and the number of pupils in the class. Section one of the college student teachers' questionnaire asked only about their major. The purpose of collecting personal data was to use that data in explanation of the study results. For example, perhaps some of the school teachers might indicate that they did not agree with a certain aspect of the mentor's role and their view might differ from that of the majority of the school teachers; by looking at the number of students or the number of subjects respondents teach, it might be possible to explain that result.

Section two consisted of fifty items reflecting activities that the school mentor might perform. Respondents were asked to indicate whether they thought the mentor should perform each function, using a four point Likert scale (strongly agree, agree,

not agree, and strongly disagree). The items chosen covered the teaching practice elements such as teaching, evaluation, classroom, the school, the relationship with the school staff, use of audio-visual aids, and the relationship with the college advisor.

6.6.2 Before the Pilot Study

Before piloting the questionnaire four steps had to be undertaken: validation of the questionnaire, translating the questionnaire into Arabic, and timing the questionnaire. The following paragraphs will explain each step individually.

6.6.2.1 Validation of the questionnaire

It is commonly stated that a measurement scale is valid if it measures what it sets out to measure, (Moore, 1995). Fox (1969) defined validity as “the extent to which the procedure actually accomplishes what it seeks to accomplish or measures what it seeks to measure”. Since questionnaires are designed to elicit information from respondents, one of the criteria for the quality of a question is the degree to which it elicits the information that the researcher desires. This criterion is called validity (Sudman and Bradburn, 1983). Validity is a very important characteristic of an instrument or procedure. This generality ignores the fact that there is more than one kind of validity and that the validity of a test changes with the use to which it is put. Generally, validity is a measurement procedure produced to measure exactly what it is designed for. There is more than one kind of validity: content validity, face validity, predictive validity, and construct validity; some researchers add convergent and

discriminant validity (Al-Wafi, 1989), and trustees' validity (Obidat, Adass and Abdulhagg, 1989). Each type of validity is tested in a different way. For example, content validity can be assessed by asking independent experts their opinions of the questionnaire's content.

It must be acknowledged that Munby (1982) challenges the appropriateness of the jury method of establishing validity. He says that judgements rendered by a panel of judges can represent judgement on the validity of the test if, and only if, the test is to be administered to people having contexts for interpreting meaning that are identical to the panel's context. However, care was taken to ensure consistency of interpretation by providing jurors, and later, respondents, with a letter explaining both the objectives of the questionnaire and the meaning of the various terms used.

To check the content validity and face validity of the present study questionnaire, the method of obtaining experts' opinions was adopted, by means of the following steps:

A brief covering letter was attached with the questionnaire, explaining the purpose of the questionnaire, and that the data collected would be used as part of the whole study and not dealt with individually and thanking respondents for co-operating.

Five copies of the Arabic version were sent to five members of staff of the teaching methods department at Al-Madinah Al-Monwarah Teacher College.

Five copies of the Arabic version were sent to five members of staff of the teaching methods department at Jeddah Teacher College.

Five copies of the Arabic and English versions were sent to five members of staff of the teaching methods department at King Abdulaziz University, Al-Madinah Al-Monawarah Branch.

Five copies of the Arabic and English versions were sent to five members of staff of the teaching methods department at the Islamic University, Al-Madinah Al-Monawarah.

Five copies of the Arabic and English versions were sent to five Educational Advisors at al-Madinah Al-Monawarah Educational District.

All participants were asked to answer the question, "How adequately does the test content sample the larger domain of situations it represents?"

Four boxes were provided and jurors asked to tick one, to obtain their view of the strength and linkage between items and what they were intended to measure, as follows: (H) high, (M) moderate, (L) low, (N) not relevant. A blank space was left for them to make suggestions if they thought any changes were needed.

i) The responses were coded, H = 100%, M = 50%, L = 25%, N = 0%. The data were analysed by using the mean. Two items obtaining 25% or less were deleted. The first one was "introduce the college student teacher to all the school students in the school morning assembly"; the second one was "help the college student teacher to overcome problems that face him during the practice". Both items reflected activities covered by other items (No 6 and no 27). Items scoring from 25-50% were modified if respondents suggested that was necessary. For example, "build a positive relationship"

was changed to read "encourage the building of a positive relationship". All items which scored more than 50% remained in their original form.

A further check on validity was undertaken at a later stage by assessing the instrument's concurrent validity, which is the similarity between the results obtained by different instruments. In this case, the questionnaire and interview findings were compared. The results of this study were also compared with those of other studies addressed to the same sample and case. When discussing and presenting the data, these points will be highlighted to point out the likely concurrent validity.

6.6 2.2 Translation of the Questionnaire Into Arabic

In this stage, the questionnaire was translated by the researcher into Arabic, as it is the language of KSA. After this, consultation was held with 7 Saudi students undertaking graduate research in Great Britain. This group was asked to comment on the wording, style and presentation of the questionnaire, and their comments and suggestions were taken into account to produce an amended translation. Then, both the English and Arabic versions were taken to a Saudi Ph.D. research student who lectures in English language in a teacher college in KSA, and two Ph.D. graduates in education from Hull University. Their suggestions helped to refine the wording of the questionnaire. Back translation was carried out during the pilot phase, by academic staff of the Islamic University, King Abdulaziz University, Al-Madinah Al-Monwarah Teacher College, Jeddah Teacher College and Madina General Directorate of Education. Each version in both Arabic and English languages was given separately to

each department for back translation, then all the translations were compared together and necessary changes made.

6.6.2.3 Timing the Questionnaire

Timing each question response is a way of detecting potentially difficult questions; questions that take longer to answer than others are quite likely to be too complicated, as Youngman (1979) stated, and may need to be re-worded or broken down into separate parts. The researcher was also concerned that the questionnaire might look very long to the respondents. Therefore, five graduate students (all Arabic-speaking) were asked to answer the questionnaire, to find out if any ambiguities and inconsistencies existed and to indicate how long it took to answer the questionnaire. No great differences among the five students were noticed. The whole questionnaire took between 20-25 minutes to answer. Each question took between 25-30 seconds. To avoid the impression that the questionnaire was very long, which might affect the respondents' co-operation, the researcher designed the questionnaire to be attractive in layout. Different paper colours were also used to make the questionnaire appear more attractive to respondents and facilitate identification of the different versions.

6.6.3 The first pilot study

Before starting to distribute the study questionnaire to the sample of the main study, it was necessary to make sure that it was suitable for use in the main work. Hoinville and Jowell (1978) explained that:

It is fortunate, perhaps, that the creation of good questionnaire does not have to rely solely on perceptive research. At some stage in the design purposes the questionnaire should be subjected to field test. Such pilot work is extremely useful in refining the wording, ordering, layout, filtering, and so on, and in helping to prune the questionnaire to a manageable length. (p. 51)

The pilot study was necessary to the present study because the questionnaire was designed by the study researcher. The questionnaire was piloted in KSA in January 1997, using a small sample chosen at random from the main study population, with 60 participants: 15 elementary school head- teachers, 15 elementary school co-operating subject teachers, 15 college student teachers, and 15 college advisors. It became clear from the responses obtained, however, that respondents had simply gone through the items ticking in the same column (e.g. strongly agree or agree) without careful thought. Obidat, Adass and Abdulhagg (1989) said that one of the disadvantages of questionnaires is that respondents may not take it seriously, and some answer quickly, without thought. This may be what happened in the first phase. Since respondents were apparently unwilling to use a Likert scale and their responses could not be relied upon, a second questionnaire had to be designed, in a format that might yield more considered responses.

6.6.4 The re-design of the questionnaire

In the light of the experience of the first pilot study, a new questionnaire was re-designed with the same items, but a new response scale. The new questionnaire was arranged in three parts:-

Section one remained as in the first questionnaire. Section two consisted of groups of items related to one topic, i.e. the college advisor (meeting, co-operating in a suitable time table, co-operating to set consistent policy, preparing a full report); school staff (meeting, introducing, attend teacher's regular lessons, and place student teacher with staff); audio-visual aids, (use, creation, materials, provision); relationship (with subject teacher, teaching staff, pupils and head); classroom (participation activities, in social service management, gain knowledge); school (school responsibility, characteristics, parents' meetings, school staff meeting); teaching (process elements, weak requirement); and evaluation (observe, be aware, weaknesses, and evaluate practical work).

A two-sided response scale was provided. The left hand scale asked the respondents to rank the activities in terms of importance by writing the numbers from 1 to 4 in the spaces provided, according to the key: 1 means most important, 2 means next most important, 3 means third in importance and 4 means least important. Then respondents were asked to indicate who they thought could best perform that role, the college advisor, school head teacher, or the school subject teacher, by ticking the appropriate box on the right hand side, as shown in the Appendix.

This part consisted of eight groups of role activities, 32 activities in all. Section Three contained 20 role activities with a new kind of key scale to get more attention and more focus from respondents. Again, a double response scale was used. On the right hand side, respondents were asked to circle the number which best

indicated the importance they attached to each activity in the teaching practice programme, using the following scale: 1 essential, 2 very important, 3 slightly important, 4 not important. On the left, they were asked to indicate who they thought could best perform that role. Thus, sections two and three together covered 52 activities, presented as items, since they are easier and quicker to answer, “they require no writing and quantification is straightforward, facilitating analysis of data” (Al-Sef, 1989). The questionnaire was designed with four forms, with different colours for each different group, to make it easier to deal with the data. Four forms were designed to ascertain the experiences and opinions of four groups. The forms differed only in respect of the section one (general introduction) questions, which differed according to the participant group to which each respondent belonged. A copy of each form of the English questionnaire is included in Appendix A

6.6.5 The second Pilot study

The second pilot study was carried out in February 1997 with 61 participants: 15 elementary school head- teachers, 15 elementary school co-operating subject teachers, 15 college student teachers, and 16 college advisors. The sample was small compared to the main sample. Youngman(1979) mentioned this point, saying that the pilot study concerns the questionnaire, rather than the sample, so it normally involves a small sample of the main study.

The sample for the pilot study was chosen randomly. This second pilot study was more successful than the first. The new response format appeared to achieve its objective of discouraging respondents from giving stereotyped answers.

The results of the pilot work revealed the ability of each group to give the information required. Special attention was paid to the student teachers to find out their ability to understand the questionnaire. Five words in different items were changed to be more clear and understandable to the student teachers.

6.6.6 Reliability of the instrument

To understand the concept of reliability we can say that it is based on the idea that if it were possible to administer the same test to the same students on another occasion, there would be a level of correspondence between the two sets of scores (Moore, 1995). The higher the level of correspondence, the greater the reliability. Bell (1993) explained that reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions. Gronlund, (1982) states that the term refers to the consistency of test scores- that is, to how consistent they are from one measurement to another. He added that there are four basic methods of estimating reliability: test-retest (the stability of test scores over some given period of time), equivalent-forms method (the consistency of the test scores over different forms of the test), test-retest with equivalent forms (the consistency of test scores over both a time interval and different forms of the test), and internal-consistency methods (the consistency of test scores over different parts of the test). With regard to the

importance of reliability, Kerlinger, (1981) explained that reliability, while not the most important aspect of measurement, is still extremely important. It is a necessary, but not sufficient, condition of the value of research results and their interpretation. To measure the internal reliability of the present study, the alpha coefficient was calculated. Cronbach (1990) explained that

The usual observed score is a sum or average over items, trials, raters, or occasions or over a combination of these. The tester analysing a composite can array the scores on the parts, and examine their consistency. Several convenient formulas produce what statisticians know as an intraclass correlation and testers know as an alpha coefficient. (p. 202)

Lee (1980) said of Cronbach’s coefficient Alpha:

“It is a general form of the K-R20 formula that can be used when items are not scored dichotomously, for example, some multiple-choice test and easy test include items that have several possible answers, each of which is given a different weight. In this case, Alpha is the appropriate method for computing reliability”.

Alpha if item deleted and corrected item total correlations are presented in Table 6.1.

Table 6.1
Alpha if Item Deleted and Corrected Item Total Correlation

Items	Item Total Correlation	Alpha if Item Deleted	Items	Item Total Correlation	Alpha if Item Deleted
QA33	.3106	.8161	QA42	.4683	.8072
QA34	.4231	.8095	QA43	.4635	.8070
QA35	.4574	.8083	QA44	.4162	.8099
QA36	.4433	.8083	QA45	.3967	.8110
QA37	.4164	.8098	QA46	.4683	.8080
QA38	.3549	.8132	QA47	.4369	.8068
QA39	.2776	.8189	QA48	.3007	.8187
QA40	.4196	.8098	QA49	.4648	.8068
QA41	.4001	.8108	QA50	.4428	.8085

The column presenting the Item Total correlation, gives an indication of the magnitude of correlation between each item and rest of the items in the scale. It was argued by Borg (1981), that “correlations within this range (0.20 to 0.35) show only very slight relationship between variables, although they may be statistically significant, whereas correlations at this level may have limited meaning in exploratory relationship”. Correlations in the range (0.35 to 0.65) are useful and statistically significant beyond the 1 percent level. The researcher decided to delete items which showed no correlation or those items that had an inter-item correlation of less than 0.25.

It can be seen from the table that item correlations ranged between 0.28 to 0.47 which is more than the acceptance level. The result of the alpha coefficient scale for this part of the questionnaire as a whole was 0.82, therefore, the scale used in this study is reliable.

6.6.7 Administration of the questionnaire in the main study

After considering all the jurors' comments, piloting the study, and making the changes necessary to ensure understandability, the final version of the questionnaire was administered to the samples of the main study and with 50 items.

It is recognised that administering questionnaires personally to groups of individuals has a number of advantages such as providing an opportunity for the researcher to explain the purpose of the study, and to explain the meaning of items that may not clear. In order to collect data through administration of the questionnaire, the researcher travelled to Saudi Arabia with a letter from Saudi Arabia Cultural Bureau in London No 4/2581. This introductory letter included information about the researcher and indicated the purpose of the study and the importance of co-operation to the success of the study.

In Saudi Arabia, another letter No 1/943 was provided by the Dean of Al-Madinah Teacher College indicating the purpose of the study and the importance of co-operation to the success of the study. This letter was shown to the General Educational Director in Al-Madinah Al-Monawarah personally to explain the purpose of the study. The General Director forwarded the letter, with a copy of the Arabic version of the questionnaire, to the department which deals with matters of this kind and after a careful check, a letter was sent to each school in the district (No 18/128) saying that the researcher had been given permission to present his questionnaire and collect his data, and asking the elementary schools to co-operate in the study. All

were very helpful in providing the information needed. The letter sent to the schools by the educational district office is shown in Appendix A.

Most of the questionnaires were delivered personally to each school and each head-teacher. The researcher asked every head -teacher to read the covering letter and answer his questionnaire and choose five subject teachers from different subjects to complete the mentors' questionnaire. In Al-Madinah Al-Monawarah Teacher College the student teachers were contacted when they were assembled for a lecture; the researcher explained the aims of the study and asked the students to answer the questionnaire individually. The college advisors were contacted in their offices. Some of the questionnaires were collected personally and some of the school questionnaires were returned by mail to the researcher's college.

6.7 Interviews

Interviews were held with the college advisors who participated in the teaching practice programme to find out their opinion on the roles of the elementary school head teachers and the school co-operating subject teacher in the Teaching Practice Programme towards the college student teachers.

Looking at the educational system in KSA, which the researcher introduced in Chapter Three of the study, it appears that the college advisor is the only advisor in the Teaching Practice Programme. Advisors are used to performing a certain role, and if it is suggested that they delegate part of this role to other participants on the school

side, (i.e. head teacher and /or subject teachers), their agreement about the school's roles in the Teaching Practice Programme will obviously be very important to the success of the programme. The information obtained through interview was intended to complement that provided by the questionnaire, allowing the researcher to explore issues in more depth and get specific information. According to Van Dalen and Deobold (1979), "In a face to face meeting, an investigator is able to encourage subjects and to help them probe more deeply into a problem, particularly an emotionally laden one".

Interviews can yield rich sources of data on people's experiences' opinions, aspirations and feelings (May, 1993). It is perhaps the most ubiquitous method of obtaining information from people (Kerlinger, 1981). A major advantage of interview is its adaptability. A skilful interview can follow up ideas, probe responses and investigate motives and feeling, which the questionnaire can never do (Bell, 1993). Hoinville and Jowell (1978) added that a key interviewing skill is probing: encouraging the respondent to give an answer or to clarify or amplify an answer.

An interview can be used for three main purposes; it can be an exploratory device to help identify variables and relations, it can be the main instrument of the research, and it can supplement other methods (Kerlinger, 1981)

There are four types of interviews; structured interview, unstructured interview, non directive interview and focused interview (Cohen and Manion, 1996). May (1993) called the third type semi-structured. Structured interview is associated

with survey research. Each person is asked questions in the same way so that any differences between answers are then assumed to be real ones and not the result of the interview situation itself (May 1993). This type involves a series of closed form questions that either have yes-no answers or can be answered by selecting from among a set of short- answer choices (Borg and Gall, 1996). Unstructured or focused interview may directly involve the researcher as a subject and participant in the data collection process (May, 1993). It does not involve a detailed interview guide. Instead, the interviewer asks questions that gradually lead the respondent to give the desired information (Borg and Gall, 1996). Group interviews constitute a valuable tool of investigation, allowing the researcher to focus upon group norms and dynamics around issues which they wish to investigate (May, 1993). They involve addressing questions to a group of individuals who have been assembled for this specific purpose (Borg and Gall, 1996). Semi-structured interviews are said to allow people to answer more on their own terms than the standardised interview permits, but still provide a greater degree of structure than the focused interview, which aids comparability (May, 1993). Semi-structured interviewing involves asking a series of structured questions and then probing more deeply using open form questions to obtain additional information (Borg and Gall, 1996). Reasons for conducting this type of interview include a concern with the meaning that individual respondents give to concepts, events and so on, and for exploration of issues that are too complex or too sensitive to be investigated by quantitative approaches. Involvement in interviewing is a reminder of the importance and influence of the researcher in the research, and face to face

interviewing makes more evident the "power" relationships within the researcher (Moore, 1995).

6.7.1 The interview sample

Only one of the four participant groups was involved in the interview. These were 21 college advisors, from Al-Madinah Al-Monwarah Teachers' College (52% of the sample), and 10 from Jeddah Teacher College (48% of the sample). Both colleges are in the western district of KSA.

6.7.2 Type of interview

Semi-structured interviews were used, in which interviewees were asked to state the mentoring role of the elementary school head teachers and the school co-operating subject teacher as they see it. The main reasons for using this kind of interview is that this is the appropriate method to use, according to Kane (1993):

When the people being interviewed are homogenous and tend to share the same characteristics and outlook and when you already know enough about the subject and the kind of interviewees that you know what is important to ask and how to ask it.

This was the case in the present study, where the researcher's experience and the study objectives led to the identification of issues to be addressed in the interviews. The researcher used a semi-structured format of five key questions to be answered by the participants.

The interview questions were:

- 1) What roles do you think the school head-teacher could perform in relation to the student teacher?
- 2) What roles do you think the subject teacher could perform in relation to the student teachers?
- 3) What experience should the student teacher gain whilst on teaching practice in the school?
- 4) What information about the school or the pupils does the student teacher need?
- 5) What difficulties do student teachers face when they go into the school?

These were posed as open questions so interviewees could answer with whatever degree of detail they felt appropriate.

6.7.3 Validation of the interview schedule

To assess the content validity of the interview, the interview schedule (in its English version) was first examined by a member of Hull University education staff. His comments on the wording, content and pertinacity of concepts were taken into consideration. Then, this version and the Arabic translation were taken to a Ph.D graduate from the university of Hull in education. Then the Arabic version was shown to five Education lecturers in the Teachers' college in KSA and King Abdulaziz University in Al-Madinah Al-monawarah. Their view was favourable and no changes were considered necessary. The final versions of the interview schedule in the English and Arabic, are provided in the Appendices.

6.7.4 Procedure for conducting the interview

The interviews were conducted from 2nd - 22nd April 1997. At the beginning of each interview, the researcher started by explaining to the interviewees the aims of the interview. Then, the researcher informed the interviewee that all the information would be confidential and would be used only for the purpose of the present research. Each question was asked in turn, the respondent being allowed to give a full and considered answer before moving on to the next. At the end of the interview, the researcher thanked the interviewees for their co-operation. Each interview lasted between 10 and 15 minutes.

6.7.5 Recording of data

The researcher first recorded the questions immediately by writing each answer carefully as the respondent answered it and if the answer was not clear he asked the interviewee for explanation. Tape-recording was not used because respondents were unwilling to be recorded discussing the sensitive issue of difficulties between the college and the schools, and would not have expressed their views freely if they had been recorded in this way.

6.8 Conclusion

This chapter has stated the research methodology for the present study. It began by explaining the research questions to link between these questions and the research design. Then it stated the study sample and described the research

instruments. The first instrument used was a questionnaire. Its development, the procedure before the pilot study, validation, translation into Arabic language, and timing of the questionnaire were described. Two pilot studies were carried out. The first pilot study which used a questionnaire of fifty items with a Likert scale (strongly agree, agree, not agree, and strongly disagree) was unsuccessful as the respondents had ticked strongly agree and agree for most items. This suggested that, either most of the items chosen were considered important, which may be because of the absence of these roles in the education system in the KSA, or the respondents did not give the instrument the required attention. Therefore the researcher decided to re-design the questionnaire using a new response format which asked the respondents to rank items in order of importance as they perceived them. The second pilot study, using the redesigned instrument, was successful. The reliability of the instrument, and administration of the questionnaire for the main study, were described in the chapter. The second instrument used for the study was a semi-structured interview, carried out with college advisors. The interview sample, validation of the interview schedule, procedure for conducting the interview and recording of data were all described in the chapter. The next chapter will present the results of the main study.

Chapter Seven

Survey Data Presentation

7.1 Introduction

The purpose of this chapter is to present the data obtained from the empirical survey, by means of questionnaires and interviews. The first part of the chapter will present the personal data on respondents obtained first, from the interviews with college advisors and second, from the questionnaire addressed to all four samples. The second part will report respondents' views of the school mentoring role as indicated by the college advisors in the interviews and by all groups in the questionnaire. To avoid repetition, each table will present the data collected from the first part of the questionnaire about the activities' importance and also the data collected about the same items but which are related to who could best perform each activity. The tables will also present the result of the tests used, followed by explanations if needed. The third part of the chapter will present the outcomes of the remaining interview questions, about the student teacher's needs and the difficulties which he may face in the teaching practice. The fourth part of the chapter summarises the main findings.

7.2 Respondents' personal data

In this section, the personal data collected from all respondents will be reported. The account begins with the college advisors' personal information collected from the interviews. This is followed by personal data collected from college advisors, student teachers, school heads and co-operating teachers, collected from the

questionnaires. It should be noted that 10 of the college advisors interviewed were also included among the 25 advisors in the questionnaire sample.

7.2.1 The interview data about college advisors’ personal details

The interviews started with the collection of personal information, such as: the name of the college, qualifications, qualification types, majors, teaching experience, supervision experience, and number of students supervised. A copy of the interview questions is shown in appendix (C). The findings from the first part of the interviews are presented in Tables 7.1, 7.2, 7.3, 7.4,7.5, 7.6 and 7.7.

Interview Results

Table 7.1
Distribution of Sample by College

	Al-Madinah T.C	Jeddah T.C.	Total
Percentage	52.83	47.62	100
Frequency	11	10	21

Table 7.2
Respondents’ Qualification Level

	Bachelor Degree	MA	Ph.D	Total
Percentage	19.05	38.09	42.86	100
Frequency	4	8	9	21

Table 7.3
Respondents' Qualification Type

	Educational Qualification	Non Educational Qualification	Total
Percentage	76.19	23.81	100
Frequency	16	5	21

Table 7.4
Distribution of Sample by Major field

	Quranic	Islamic	Arabic	Social Studies	Maths	Science	Art	P.E.	Teaching Methods	Total
Percentage	4.76	9.52	19.05	4.75	14.29	9.52	9.52	14.29	14.29	100
Frequency	1	2	4	1	3	2	2	3	3	21

Table 7.5
Respondents' Teaching Experience

	1-5 Years	6-10 Years	Over Ten Years	Total
Percentage	4.76	14.05	76.19	100
Frequency	1	4	16	21

Table 7.6
Respondents' Supervision Experience

	1-5 Years	6-10 Years	Over Ten Years	Total
Percentage	28.57	14.29	57.14	100
Frequency	6	3	12	21

Table 7.7
7. Number of Student Teachers Supervised

	1-10 S.T.	11-20 S.T.	Over 20 S.T.	Total
Percentage	52.38	33.33	14.29	100
Frequency	11	7	3	21

From Tables 7.1-7.7 we notice that of the 21 college advisors in the interview sample, 11 were from Al-Madinah Al-Monwarah teacher college and 10 from Jeddah teacher college. All of them were male, because the study dealt only with male teachers' colleges. Nine of the college advisors had a Ph.D degree, while eight had an MA degree. The table shows that four were qualified only to Bachelor level, even though they were performing a supervisory role in the teaching practice programme as college advisors.

Another interesting point is that five of the college advisors had a non-educational qualification, which means they were purely subject specialists, e.g. Geography or Science, or Maths specialists. That may be because of the lack of specialists in teaching methods, as explained in the second chapter. The sample covered all the major fields. Of the sixteen advisors with an educational qualification, three had specialised in teaching methods, while the others had specialised in an academic field combined with educational studies or had trained in educational colleges. The largest group among the sample were the Islamic studies specialists, reflecting the fact that this subject has more subject branches and is a core subject of the curriculum.

Of the whole sample, sixteen had over ten years' experience in teaching, four had from six to ten years' experience, and only one had less than five years' experience. In terms of supervisory experience, twelve had over ten years' experience, six had from one to five years, and four had from six to ten years. Comparing the number of college advisors with a non -educational qualification and those with minimal experience, it is found that many of those without an educational qualification

had either from 6-10 years or over 10 years experience, which may have compensated for their lack of a directly relevant qualification. Eleven advisors had from one to ten students under their supervision, seven had from eleven to twenty students, and three had over twenty students under their supervision.

Three important points arise from the personal data collected in the interviews, namely: the non educational qualification of the college advisors, lack of supervisory experience, and the excessively large number of student teachers for whom some college advisors were responsible.

7.2.2 The questionnaire data about the group's personal information

The first section of the questionnaire obtained general personal information from the participants. Such data help to create a profile of the study sample and may help later to explain their opinions and views about the roles on which they were asked to comment.

7.2.2.1 Qualification

Better qualified people are expected to do better in their positions, because the knowledge they have will light their way to improve the quality of their job performance. Lal (1993) found that school head teachers who had a Bachelor degree were more interested than less qualified teachers in the curriculum, aims and administration and organisation components. His study highlighted that there are differences among school head teachers in dealing with student teachers, and in the

teaching practice programme, which are related to their qualification. For this reason, it is of interest to know the qualifications of the four groups who participated in the survey.

Table 7.8
Respondents' Qualifications

Qualification	Head teachers		School teachers		College advisors		College students	
	Freq	%	Freq	%	Freq	%	Freq	%
High School	-	-	-	-	-	-	105	100
Diploma	37	49.3	120	51.7	-	-	-	-
Bachelor degree	29	38.7	108	46.6	1	4	-	-
Master	4	5.3	1	0.4	11	44	-	-
Ph.D	1	1.3	-	-	13	52	-	-
Other	4	5.3	3	1.3	-	-	-	-
Total	75	100	232	100	25	100	105	100

According to Table 7.8 it can be seen that most of the elementary school head teachers had either a diploma or Bachelor degree (88%), as did the great majority of school teachers (98.3%). College advisors, with one exception, had higher qualifications, a Ph.D. or a Master degree (96%). From the explanation of the educational system in KSA presented in Chapter Two, these findings are in line with expectation. It is also apparent from the table that some “other” qualifications were reported by head teachers and school teachers. This means that they received certification from institutes established for a limited period in order to help to meet the urgent need for elementary school teachers, as explained in Chapter Two. One of the college advisors had been given a few students to advise, despite having only a

Bachelor degree, reflecting the shortage of well-qualified college advisors. One of the elementary school head teachers had a Ph.D. qualification.

7.2.2.2 Educational and non educational qualification

This section presents the data collected from the groups identified according to whether their qualification was in education or a non educational qualification, as this may explain or be related to their opinions about the mentoring role.

Table 7.9
Groups Educational and Non-Educational Qualification

Qualification Type	Head teachers		School teachers		College advisors		College students	
	Freq	%	Freq	%	Freq	%	Freq	%
Educational	66	88	202	87.1	20	80	105	100
Non Educational	9	12	30	12.9	5	20	-	-
Total	75	100	232	100	25	100	105	100

Educational qualifications means that the qualification was obtained from an education college or institute which combined study of an academic major with study of educational theory and related matters. As previously mentioned in this chapter, a non-educational qualification means a certificate from a college or institute which focused purely on an academic specialism such as Sociology, Art or Geography, without any study of Education. It can be seen from Table 7.9 that some non-educational qualifications were found among the elementary school heads (12%), elementary school teachers (12.9%) and the college advisors (20%). A higher percentage of advisors than school personnel had non-educational qualifications. This,

again, may reflect the shortage of college staff with the normal educational qualification, to be appointed as advisors. In such cases, the college advisor may have no more knowledge of educational issues (and possibly even less understanding) than the school heads and teachers.

7.2.2.3 Academic majors

Most respondents had a major academic specialism, besides their educational qualification to teach in the school. Some of them had a “general” qualification, which means they had not specialised in a single subject but were prepared to teach any subject. This kind of qualification was provided by institutes in the early period of teacher preparation in the KSA, before 1950.

Table 7.10
Groups’ Majors

Majors	Head teachers		School teachers		College advisors		College students	
	Freq	%	Freq	%	Freq	%	Freq	%
Quranic	2	2.7	13	5.6	1	4.0	9	8.6
Islamic	19	25.3	41	17.7	3	12.0	11	10.5
Arabic	5	6.7	49	21.1	3	12.0	16	15.2
Social Studies	21	28.0	20	8.6	4	16.0	1	1.0
Mathematics	3	4.0	37	15.9	4	16.0	16	15.2
Science	5	6.7	30	12.9	6	24.0	20	19.0
Art	2	2.7	12	5.2	2	8.0	8	7.6
Physical Ed.	1	1.3	17	7.3	1	4.0	18	17.1
English	2	2.7	-	-	-	-	-	-
Sociology	8	10.7	1	0.4	-	-	-	-
General	4	5.3	12	5.2	1	4.0	6	5.7
No Answer	3	4.0	-	-	-	-	-	-
Total	75	100	232	100	25	100	105	100

As can be seen from the table, the most common majors among head teachers were Social Studies, Islamic Studies and Sociology. Teachers had mainly specialised in Arabic, Islamic Studies, Mathematics and Science. The main majors for the college advisors were Science, Mathematics and Social Studies. One of the college advisors described his major as “General”, showing he was a specialist in general education.

7.2.2.4 Experience in Teaching

The following table (Table 7.11) indicates the teaching experience of the respondents participating in the survey. As experience is often assumed to play a key role in success in work, it is of interest in this study as a factor which may influence respondents’ opinions about the mentoring role.

Table 7.11
Groups’ Experience in Teaching

Experience Years	Head teachers		School teachers		College advisors		College students	
	Freq	%	Freq	%	Freq	%	Freq	%
1 - 5	6	8.0	53	22.8	19	76.0	-	-
6 - 10	7	9.3	22	22.4	4	16.0	-	-
Over 10	61	81.3	125	53.9	2	8.0	-	-
Missing	1	1.3	2	0.9	-	-	-	-
Total	75	100	232	100	25	100	-	-

It can be seen from Table 7.11 that most head teachers in the survey sample had more than 10 years teaching experience (81.3%). The same was true of school teachers (53.9%) College advisors, however, for the most part had only 1 - 5 years experience (76%).

7.2.2.5 The experience as head teacher and the number of pupils and teachers in the school

In the following table (Table 7.12) the head teachers' experience as head teacher and the numbers of pupils and teachers in their schools are presented. These are factors that may influence head teachers' opinions about the mentoring role.

According to Table 7.12 it can be seen that most of the head teachers had over 10 years' experience as heads (58.7%), and only nine head teachers had just 1-5 years' experience. Over half the heads were in schools of 300-600 students. Only One third of schools (22) had less than 300 students. Regarding the number of teachers, the majority of heads (54.7%) had over twenty teachers in their schools, while a further 42.7% had from 11-20 teachers. Only two head teachers were in schools with fewer than 10 teaching staff.

Table 7.12
Head teachers' experience and number of students
and teachers in the school

Experience & S.Teacher No.	Head teachers					
	Freq	%	Freq	%	Freq	%
Experience						
1 - 5 Years	9	12	-	-	-	-
6 - 10 Years	22	29.3	-	-	-	-
Over 10 Years	44	58.7	-	-	-	-
pupils Num.			22	29.3	-	-
Less than 300	-	-				
300 - 600	-	-	38	50.7	-	-
Over 600	-	-	15	20	-	-
Teachers						
1 - 10	-	-	-	-	2	2.7
11 - 20	-	-	-	-	32	42.7
Over 20	-	-	-	-	41	54.7
Total	75	100	75	100	75	100

7.2.2.6 School teachers' subjects and pupil numbers

Table 7.13 presents the number of subjects taught by the elementary school teachers and Table 7.14 the number of pupils under their teaching.

Table 7.13
School teachers' subject numbers

	Subject Numbers							
	1	2	3	4	5	6	No answer	Total
Frequency	79	42	24	29	25	28	5	232
Percent	34.1	18.1	10.3	12.5	10.8	12.1	2.2	100

As can be seen from Table 7.13, 34% of the school teachers taught one subject, 52.2% taught from two to three subjects. 62.5% taught from one to three subjects. Twenty-eight teachers (12.1%) taught six subjects. 22.9% taught from five to six subjects and 35.4% taught from four to six subjects. Some teachers who claimed to teach four, five or six subjects may have taught subjects like Islamic Studies, which consists of more than two elements, or Arabic which consists of several elements: grammar, composition, reading and handwriting, each of which is regarded as a separate “subject”.

Table 7.14
School teachers: Number of pupils under teaching

	Pupil Numbers				Total
	Under 300	300-600	Over 600	No answer	
Frequency	158	61	11	2	232
Percent	68.1	26.3	4.7	0.9	100

It can be seen from Table 7.14, that most of the elementary school teachers taught fewer than 300 students. Sixty-one teachers, about a quarter of the total, had between 300 and 600 students. Two teachers had more than 600 students and these were physical education teachers who taught each class in the school for just one hour per week.

7.3 The School Mentoring Roles: the interview data

The main objective of this research is to identify the elementary mentoring roles during the teaching practice programme for the college student teachers, and, as mentioned in the previous chapter, two procedures were used to collect the data required. Interviews were held with college advisors, because they are the most experienced and educationally qualified of all the groups, and because they are now doing this mentoring without partnership with the school, so it is important to collect in depth their opinions about the roles which they think that they could transfer to the school group (the school head and the school teacher). The second instrument, the questionnaire, sought the opinions of all four groups (school head, school teacher, college advisor, and college student teacher). The groups were asked their opinions about various roles chosen by the researcher, based on the literature. This section presents the data collected about the school mentoring roles by means of the interview, while the questionnaire data are presented in the next section.

7.3.1 The interview data concerning the school mentoring roles

To collect the data required from the college advisors, semi-structured interviews were prepared as explained in the previous chapter. The first two of the five key questions concerned the school mentoring roles, either for the school head teacher or for the school teacher. In this section the responses to these two questions will be presented.

7.3.1.1 The college advisors’ view on the school head’s mentoring roles

In response to the question: ‘What roles do you think the school head-teacher could perform in relation to the S.T?’, college advisors mentioned twenty different activities, as shown in Table 7.15. The activities are ranked in order, from the one mentioned by the largest number of interviewees (ten college advisors), to the last activity which was mentioned by one person only.

Table 7.15
The College advisors' views of the school head teacher's roles

No.	Item	Frequency (21)	Percentage (100)	Rank
1	Guiding and advising him through his educational experience	10	50	1
2	Providing the necessary aids and equipment for the student teacher in order to help him in his TPP	7	35	2=
3	Fostering a cooperative relationship between him and school teaching staff to observe some of their periods and gain some experience.	7	35	2=
4	Making reports of the s.t's attendance/cooperation with school administration and school activities.	7	35	2=
5	He should be a model for the s.t and make teaching interesting for him.	5	25	3=
6	Arranging his school schedule with the assistance of the school subject teacher to cover all the materials taught on all the days of the week.	5	25	3=
7	Attending some of the s.t's lessons because the supervisors follow-up comes at different times.	4	20	4=
8	Solving all his problems during his teaching practice programme.	4	20	4=
9	Treating the s.t as an essential teacher and not as someone whose purpose is to assist other regular teachers and take the load from them.	4	20	4=
10	Showing the s.t the school as a whole and introduce him to teaching staff.	3	15	5=
11	Clarifying the necessary work of the s.t, his responsibilities and his rights.	3	15	5=
12	Giving him the chance to evaluate the pupils and set tests for them.	3	15	5=
13	Working with the supervisor and school subject teacher for better performance of follow up.	2	10	6=
14	Allowing him to participate in administrative work and showing him how to make the school schedule and supervise the financial documents.	2	10	6=
15	Showing him the role of the school subject teacher	1	5	7=
16	Choosing a qualified subject teacher to cooperate with him.	1	5	7=
17	Following his method of preparation	1	5	7=
18	Showing him how to improve social relationships.	1	5	7=
19	Showing him the surrounding environment of the society and explaining traditions and habits.	1	5	7=
20	Encouraging him and rewarding him when he does well in his teaching.	1	5	7=

From the table, the following observations can be made:

- 1) The college advisors mentioned twenty different mentoring roles for the elementary school head-teacher to perform and indicated that they appreciated the elementary school head teacher's contribution in performing the roles mentioned.
- 2) Between five to seven advisors mentioned five items, from guiding and advising the student teacher through his educational experience, to arranging a school schedule for the student teacher with the assistance of the school subject teacher to cover all the materials taught on all the days of the week. These seem to be the most important activities, in the views of the college advisors.
- 3) Between three to four college advisors mentioned six roles to be carried out by the school head-teacher, including observation of the student teacher's lessons and giving him the chance to evaluate the student teacher's pupils. This group of items can be considered the next most important activities in the viewpoints of the college advisors.
- 4) Two college advisors mentioned each of two items about performance and administrative experience as the third most important.
- 5) Six items were each mentioned by just one advisor. They included explaining the role of the school subject teacher and encouraging and rewarding the student teacher. These can be considered the activities regarded by advisors as least appropriate or necessary to be performed by head teachers.
- 6) In general, most of the items mentioned were expressed in broad terms, which raises the need for defining these activities, even in the thinking of the college advisors. One of the college advisors mentioned "to cover the student teacher with all

the available possibility’. Another said the head should “help the student teacher as much as he possibly can”.

7) Most of the roles mentioned in the interviews corresponded with those from the literature review, and mentioned in the questionnaire.

8) Some of the interviewees suggested interesting points, for example, Dr. Al-Khatabi from Jeddah teacher college said:

The main role of the head teacher is to inform the student teacher of the importance and the position of the teaching career by emeritus and make him proud to belong to the educational society.

Lecturer M. Khan from Al-Madinah teacher college said that:

The acceptance of the student teacher as a teacher has to be confirmed by the head teacher of the practice school by recommending him in the Ministry of Education as a teacher of the future which the school needs.

7.3.1.2 The college advisors’ view on the school teachers’ mentoring roles

In response to the question: ‘What roles do you think the subject teacher could perform in relation to the Student Teacher?’ twenty-five different activities were mentioned. The activities are ranked in Table 7.16 from the one mentioned by the greatest number of the sample (fourteen college advisors) to the last activity which was mentioned by one respondent only.

Table 7.16
The College advisors' views of the school subject teacher's roles

No.	Item	Frequency (21)	Percentage (100)	Rank
1	Giving the S.T necessary experience of syllabus, the school works, the school activities and preparation and helping him to be confident as a primary assistant in his T.P.P	14	66	1
2	Help him to get the necessary educational aids in the school and encourage him to use them.	9	42.8	2
3	Let him participate in marking tests and examinations.	8	38	3
4	At the start of the T.P.P, noting observations and in discussion with supervisor, pointing out the s.t's teaching strengths and weaknesses.	7	33.3	4
5	Assisting him in any deficiency and problems facing him during his T.P.P	5	23.8	5
6	Not to make the s.t feel dependent on the regular subject teacher, but to build up his confidence.	4	19	6
7	Showing him the way to be a good teacher and caring about teaching.	3	14.2	7=
8	Showing him the school syllabus as it comes from the responsible people, with its aims, content and its activities.	3	14.2	7=
9	Evaluating him regularly	3	14.2	7=
10	Giving him the chance to observe periods in all different grades, to evaluate them.	3	14.2	7=
11	Making friendly relations with the school staff.	3	14.2	7=
12	Drawing his attention to how he should treat pupils	3	14.2	7=
13	Helping him create a suitable atmosphere and showing respect for him in front of the pupils.	3	9.5	13=
14	Preparing him to be a part of the school society.	2	9.5	13=
15	Recognising the new skills he has learned at the college, and showing him how to apply them.	2	9.5	13=
16	Showing him that he is his colleague in teaching and he has responsibilities and rights in relation to teaching.	2	9.5	13=
17	Providing enough information on the academic problems which face some of the s.t's during their teaching	2	9.5	13=
18	Following up his implementation of lesson plans	2	9.5	13=
19	Holding meetings with the school head teacher to discuss his performance.	2	9.5	13=
20	Letting him participate in any works related to his major	2	9.5	13=
21	Notice his ability as a teacher	2	9.5	13=

Table 7.16
The College advisor's views of the school subject teacher's roles (continued)

	Item	Frequency (21)	Percentage (100)	Rank
22	Asking him to vary his methods of teaching and listing the steps of the lesson.	2	9.5	13=
23	Asking him to allocate his time appropriately according to the plans.	2	9.5	13=
24	Showing him how to act towards sick and disabled pupils.	1	4.8	24=
25	Providing him with the necessary books and scientific references for the taught materials.	1	4.8	24=

From the table, the following observations may be made:

- 1) The college advisors mentioned twenty five different mentoring roles for the elementary school subject-teacher to perform and indicated that they appreciated the elementary school subject teacher's contribution in performing the roles mentioned.
- 2) Fourteen advisors mentioned the role of the school teacher in giving the student teacher necessary experience of syllabus, the school work, the school activities and preparation and to helping him to be confident as a primary assistant in his teaching practice. These can be considered the main ones which advisors were prepared to see performed by the school subject teacher. Dr.Hajan from Al-Madinah teacher college said:

The school subject teacher has to be the role model for the student teacher in his teaching, dealing with the pupils, and a specialist. All of that has to come with polite behaviour, without any self-promotion or arrogance.

- 3) Between seven and nine college advisors mentioned each of three roles to be fulfilled by the school teacher: helping the student teacher to get the necessary educational aids in the school and encouraging him to use them, and pointing out the

student teacher's strengths and weaknesses. These roles can be viewed as the second most important for the school teacher to perform.

Co-operating with the student teacher in using the educational-aids available in the school is a very important point which helps him to do his practice successfully. We face a problem in schools that they do not allow him to use the available educational-aids in the school, from the feeling that he does not have the required experience.

College advisor

4) Between three and five college advisors mentioned nine items, including helping the student teacher in any deficiency or problem, and helping him to create a suitable atmosphere. These roles could be called the third most important activities.

Solving the student teacher's problems by encouraging him to be independent and self-related and not making him feel that he is dependent on the school subject teacher in each matter.

college advisor

5) Twelve items were each mentioned by just one or two advisors. These included preparing the student teacher to be part of the school society and providing him with the necessary books and scientific references for the taught material. These roles appear to be considered the least important for the school teacher to perform, in the view of college advisors.

6) Most of the activities mentioned were similar to those mentioned in relation to the school head teacher, which indicates that advisors saw little difference between the two roles.

In general, most of the activities mentioned were similar to those that had been identified in the literature review and included by the researcher in his questionnaire, except that a few points were clarified.

7.4 The School Mentoring Roles: The questionnaire data

As explained in chapter 5, fifty activities were chosen as possible school mentoring roles based on the literature review, and were presented in a questionnaire to elementary school head teachers, elementary school subject teachers, college advisors, and college student teachers. Participants were asked their views, first as to the *importance* of each activity and second, *who* should perform it. For the items' importance, respondents were asked to rate activities, using the scale most important (1), next most important (2), third important (3), and fourth (least) important (4) (For the purpose of analysis, categories (1) and (2) were combined into a single category, "important", categories (3) and (4) were combined into a single category "not important"). For the items' performance, they were asked to indicate who they thought can best perform that role, the school head-teacher (1), the school teacher (2) or the college advisor (3).

The discussion is divided into two sections. The first concerns those activities on the importance of which the four groups of respondents were agreed (shown in Tables 7.17A and 7.17B). The second concerns activities for which there was disagreement among the groups, as to their importance (shown in Tables 7.18A and 7.18 B).

For each activity, four null hypotheses were tested, two relating to their perceived importance and two relating to performance. These hypotheses can be illustrated with reference to the first item in Tables 7.17A and 7.17B. Table 7.17A shows the outcome of the use of chi-square tests to test the null hypothesis of no significant differences among the four groups in their views as to the importance of each role, and in their views as to who should perform each role. The chi-square test was concerned with the null hypothesis that “there is no statistically significant difference in the response frequencies of the four groups, regarding their views of the importance of holding a meeting with the student teacher’s advisor to know the kind of method he is planning to follow during the teaching practice programme” (Item 1).

For the first item, the chi square test showed no significant difference at the level of $p = .05$ between the four groups (College Advisors, School Head Teachers, School Teachers, College Student Teachers) of respondents ($X^2 = 15.50$, $df = 9$, $p = .078$).

Similar chi-square tests were carried out with regard to role performance, to test the null hypothesis that “there is no statistically significant difference in the response frequencies of the four groups regarding their views as to who should perform the role of holding a meeting with the student teacher’s advisor to know the kind of method he is planning to follow during the teaching practice programme” (Item 1, Table 7.17A). The test showed significant differences at the level of $P = 0.05$ between the four groups of respondents ($X^2 = 13.54$, $df = 3$, $P = .003$).

To extract further information from these data, tests were also carried out to see if significant differences of perception of role importance and role performance existed between pairs of groups: head-teachers v. college advisors; head-teachers v. teachers; and teachers v. student teachers (Table 7.17B). The rationale for comparing head-teachers and college advisors was that these two groups are the main authorities responsible for overseeing the teaching practice, representing the school and college sides respectively. Head-teachers and teachers were compared to see whether, as representatives of the school side, they share similar perceptions of roles in the teaching practice programme. Teachers and student teachers were compared because student teachers themselves would be qualified teachers by the end of the semester. It was thus of interest to see if they had similar perceptions of role importance and performance, to the professional group they were about to join.

The first group of tests were concerned with the null hypothesis that “there is no statistically significant difference in the response frequencies of the two groups (HT vCA; HTvT; or TvST) regarding their views of the importance of holding a meeting with the student teacher’s advisor to know the kind of method he is planning to follow during the teaching practice programme.”

To test this hypothesis, the Kolmogorov-Smirnov 2 sample (K-S) test was used. The K-S test, like the chi-square two-sample test, is used to test for independence of the variables, when at least one of the variables is measured on an ordinal scale, as here. The K-S two-sample test is a test of whether two independent

samples have been drawn from the same population (or from a population with the same distribution). It determines whether the distribution of the criterion variable is the same in the two populations. This test is more powerful in all cases than either the chi-square test or the median test (Siegel, 1988).

The two sample test is concerned with the agreement between two cumulative distributions. It is concerned with the agreement between two sets of sample value. Siegel (1965) stated that:

If the two samples have in fact been drawn from the same population distribution, then the cumulative distributions of both samples may be expected to be fairly close to each other, inasmuch as they both should show only random deviations from the population distribution. If the two sample cumulative distributions are "too far apart" at any point, this suggests that the samples come from different populations. Thus, a large enough deviation between the two sample cumulative distributions is evidence for rejecting H_0 . (P 127-128)

The results of the K-S tests revealed no significant differences between any pair of groups, as to the importance of item 1 (for HTvCA, $p = .132$, for HTvT, $p = 1.00$ and for TvST, $p = .998$).

In the case of perceptions as to who should perform the activities, the chi-square test, rather than the K-S test had to be used, since all the data were nominal. For item 1, the null hypothesis was that "there is no statistically significant difference in the response frequencies of the two groups (HTvCA, HTvT, TvST) with regard to who should perform the activity of holding a meeting with the student teacher's advisor to know the kind of method he is planning to follow during the teaching

practice programme. The result of the X^2 test revealed no significant differences between head-teachers and college advisors ($p = .353$) or between teachers and student teachers ($p = .743$). There was, however, a statistically significant difference in responses between head teachers and teachers ($p = .000$).

The following tables (Tables 7.17A, B, and 7.18A, B) present the results for similar null hypotheses for all fifty roles. The same methods of testing were used in each case.

Table 7.17A
Response frequencies and X2 (4 Grs) results for activities for which the groups
agreed on importance

No	Group	Importance			The Activities	Performance			
		Imp	N.I.	4 Grs X ^{2*}		H	T	CA	4 Grs X ^{2*}
1	H	47	23	.078	Hold a meeting with the ST advisor to know the kind of method he is planning to follow during the TPP	59	11	00	.003
	T	44	86			145	83	00	
	ST	59	44			63	40	00	
	CA	10	15			19	6	00	
3	H	34	36	.156	Co-operating with the college advisor to set consistent policy toward the student teacher's teaching plan	41	29	00	.013
	T	109	121			97	132	00	
	ST	60	43			49	53	00	
	CA	16	9			6	19	00	
35	H	67	1	.128	Liaise with the student teacher with regard to the classroom performance	11	21	37	.000
	T	205	18			39	98	92	
	ST	90	11			12	27	63	
	CA	22	3			5	19	1	
5	H	39	31	.120	Arrange a meeting with the school teaching staff to discuss the importance of working with the ST	50	9	11	.148
	T	126	104			143	36	51	
	ST	46	57			69	14	20	
	CA	9	16			22	3	00	
8	H	22	48	.179	Allocate a special place for the ST among the teaching staff so that he can gain from their experience	64	5	1	.060
	T	91	139			182	35	13	
	ST	47	56			87	13	3	
	CA	7	18			25	00	00	
9	H	49	21	.894	Give the ST the opportunity to use the audio-visual aids available in the school	29	41	00	.119
	T	171	59			117	105	8	
	ST	76	27			58	40	5	
	CA	19	6			15	10	00	
12	H	34	36	.477	Provide the ST with the text-books that he might need during the teaching practice	58	10	2	.012.
	T	102	128			152	54	22	
	ST	46	57			62	25	16	
	CA	15	10			17	8	00	
42	H	61	8	.196	Consider the student teacher as a qualified teacher in practice	56	09	05	.000
	T	196	30			131	53	44	
	ST	92	9			60	24	18	
	CA	25	00			20	05	00	

Imp = Important N.I = Not Important X^{2*} = Chi Square test, Ho based on four groups, H = Head teachers T = School teachers CA= College advisors ST = Student teachers

Table 7.17A
Response frequencies and X² (4 Grs) results for activities for which the groups
agreed on importance (continued)

No	Group	Importance			The Activities	Performance			
		Imp	N.I.	4 Grs X ^{2*}		H	T	CA	4 Grs X ^{2*}
45	H	65	5	.415	Show confidence in the student teacher's ability to evaluate the pupils	41	16	12	.026
	T	197	27			105	75	45	
	ST	93	9			45	31	25	
	CA	24	1			19	06	00	
6	H	30	40	.214	Introduce the student teacher to the school teaching staff	62	5	3	.031
	T	103	127			163	45	21	
	ST	35	68			76	19	8	
	CA	13	12			23	2	00	
13	H	52	18	.285	Encourage the building of a positive relationship between the ST and the subject teacher in the school	33	7	30	.000
	T	160	70			69	96	65	
	ST	64	39			46	10	47	
	CA	19	6			21	4	00	
15	H	28	42	.970	Encourage the building of a positive relationship between the ST and the school pupils	29	20	21	.001
	T	92	138			74	103	50	
	ST	44	59			28	41	34	
	CA	10	15			7	18	00	
19	H	20	50	.413	Explain the school characteristics to the student teacher	49	12	9	.157
	T	81	149			143	65	21	
	ST	39	64			74	19	10	
	CA	6	19			19	6	00	
20	H	41	29	.131	Give the ST the opportunity to participate in the school's staff meeting	69	00	10	.218
	T	118	112			204	14	12	
	ST	66	37			92	04	04	
	CA	16	9			24	01	00	
21	H	52	18	.942	Give the ST the opportunity to participate in classroom activities	30	35	5	.102
	T	165	65			109	107	14	
	ST	76	27			41	61	1	
	CA	19	6			9	16	00	
23	H	18	52	.900	Give the ST the opportunity to participate in the classroom's social and environmental services	33	26	11	.031
	T	50	180			127	62	41	
	ST	23	80			55	25	23	
	CA	5	20			12	13	00	

Imp = Important N.I = Not Important X^{2*} = Chi Square test, Ho based on four groups, H = Head teachers T = School teachers CA= College advisors ST = Student teachers

Table 7.17A
Response frequencies and X² (4 Grs) results for activities for which the groups
agreed on importance (Continued)

No	Group	Importance			The Activities	Performance			
		Imp	N.I.	4 Grs X ^{2*}		H	T	CA	4 Grs X ^{2*}
26	H	37	33	.340	Identify the strong elements in the student teacher's practice and encourage him to carry on with these	21	14	34	.000
	T	143	87			46	88	94	
	ST	62	41			10	19	74	
	CA	12	13			3	22	00	
37	H	66	4	.066	Work with the student teacher to enable him to develop his teaching skills	25	32	13	.043
	T	188	40			69	117	44	
	ST	83	20			23	60	20	
	CA	22	3			13	12	00	
46	H	67	3	.184	Help the student teacher to overcome subject matter problems that face him during the practice	14	43	13	.000
	T	202	26			27	160	41	
	ST	89	13			08	58	37	
	CA	42	1			05	20	00	
39	H	57	13	.079	Give the student teacher the exact number of teaching periods stipulated by the Ministry	67	02	1	.000
	T	169	58			198	12	20	
	ST	78	24			72	07	24	
	CA	24	1			25	00	00	
41	H	63	5	.055	Provide the student teacher with the Ministry of Education circulars about the examination system	62	03	05	.134
	T	184	46			205	11	14	
	ST	83	19			87	12	03	
	CA	23	2			24	01	00	
40	H	64	6	.151	Discuss the school notes about the student teacher with the college advisor	59	04	07	.020
	T	186	43			156	32	42	
	ST	82	21			80	07	15	
	CA	22	3			22	03	00	
50	H	67	3	.107	Make the final evaluation of the student teacher	39	03	28	.000
	T	201	28			110	25	95	
	ST	96	7			14	06	83	
	CA	24	1			23	01	01	

Imp = Important N.I = Not Important X^{2*} = Chi Square test, Ho based on four groups, H = Head teachers T = School teachers CA= College advisors ST = Student teachers

Table 7.17B
Results of K-S and X^2 (2 Groups) tests for activities for
which the groups agreed on importance

No	Importance of activity (K-S)			Activity	Performance of activity (X^2)		
	HvCA	HvT	STvT		HvCA	HvT	STvT
1	.132	1.00	.998	Hold a meeting with the ST advisor to know the kind of method he is planning to follow during the teaching practice.	.353	.000	.743
3	.773	1.00	.371	Co-operating with the college advisor to set consistent policy toward the ST's teaching plan	.003	.017	.336
35	.987	.977	1.00	Liaise with the ST with regard to the classroom performance	.000	.117	.001
5	.471	1.00	.460	Arrange a meeting with the school teaching staff to discuss the importance of working with the student teacher.	.099	.353	.699
8	1.00	.869	.956	Allocate a special place for the student teacher among the teaching staff so that he can gain from their experience.	.318	.058	.428
9	1.00	1.00	1.00	Give the student teacher the opportunity to use the audio-visual aids available in the school.	.106	.072	.471
12	.970	1.00	1.00	Provide the student teacher with the text-books that he might need during the teaching practice.	.117	.026	.271
42	.966	1.00	.999	Consider the ST as a qualified teacher in practice	.297	.002	.938
45	1.00	1.00	1.00	Show confidence in the student teacher's ability to evaluate the pupils	.076	.159	.621
6	.998	1.00	.378	Introduce the student teacher to the school teaching staff.	.572	.012	.869
13	1.00	1.00	.827	Encourage the building of a positive relationship between the student teacher and the school subject teacher the school.	.000	.000	.000
15	1.00	1.00	1.00	Encourage the building of a positive relationship between the student teacher and the school pupils	.000	.043	.103

H = Head teachers T = School teachers CA= College advisors. Grs = groups ST = Student teachers
 X^2 = Chi Square test, Ho based on two groups K-S⁺ Test, Ho based on two groups

Table 7.17B
Results of K-S and X^2 (2 Groups) tests for activities for
which the groups agreed on importance (Continued)

No	Importance of activity (K-S)			Activity	Performance of activity (X^2)		
	HvCA	HvT	STvT		HvCA	HvT	STvT
19	1.00	.972	1.00	Explain the school characteristics to the student teacher.	.152	.147	.152
20	1.00	.939	.196	Give the student teacher the opportunity to participate in the school's staff meeting	.204	.036	.606
21	1.00	1.00	1.00	Give the student teacher the opportunity to participate in classroom activities.	.263	.390	.052
23	1.00	1.00	1.00	Give the student teacher the opportunity to participate in the classroom's social and environmental service	.085	.260	.609
26	1.00	.740	1.00	Identify the strong elements in the student teacher's practice and encourage him to carry on with these	.000	.014	.000
37	1.00	.442	1.00	Work with the ST to enable him to develop his teaching skills	.052	.652	.325
46	1.00	.949	1.00	Help the ST to overcome subject matter problems that face him during the teaching practice	.060	.201	.001
39	.829	.957	1.00	Give the student teacher the exact number of teaching periods stipulated by the Ministry	.575	.072	.000
41	1.00	.371	1.00	Provide the student teacher with the Ministry of Education circulars about the examination system	.386	.939	.039
40	1.00	.632	1.00	Discuss the school notes about the ST with the college advisor	.172	.026	.098
50	1.00	.88	.985	Make the final evaluation of the student teacher	.003	.203	.000

H = Head teachers T = School teachers CA= College advisors. Grs = groups ST = Student teachers
 X^2 = Chi Square test, Ho based on two groups K-S = Test, Ho based on two groups

7.4.1 Activities on the importance of which there is consensus among all the groups

Tables 7.17A and B are made up of items for which groups agreed on importance. They show that for twenty three activities out of the fifty, there were no significant differences of view about their importance, between the four groups of respondents.

The first three items in the tables (nos. 1,3,35) refer to liaison activities. The next group (nos. 5, 8, 9, 12, 42, 45) are support activities. Relationship activities are represented in the third group (nos. 6, 13, 15). Item 19 is information-related. This is followed by three roles related to non-teaching activities (nos. 20, 21, 23). Items 26, 37, and 46 reflect teaching skills. Two administrative activities (nos.39 and 41) constitute the next category. The final category is evaluation, represented by items 40 and 50. The results for each category will be presented in turn.

7.4.1.1 Liaison Activities

The first item in this group, “hold a meeting with the ST’s advisor to know the kind of method he is planning to follow during the teaching practice programme,” has already been discussed, at the beginning of this section.

Table 7.17A shows that for item 3 regarding co-operation on policy toward the student teacher’s teaching plan, there was no significant difference in perception among the four groups ($p = .156$). The total frequencies in the important and not important columns are very close (219 and 209 respectively), indicating a small inclination towards perceiving the role as important. Regarding who should perform this activity, Table 7.17A shows significant differences of perception among the four groups. The sources of the differences are clarified in Table 7.17B, which shows significant differences between the head-teachers and college advisors ($p = .003$) and between the head-teachers and the teachers ($p = .017$).

Liaison with regard to classroom performance (item 35) was perceived by the great majority of respondents as important. There was, however, disagreement among them in opinions as to who should perform it, the differences in groups' responses being significant at $p = .000$ (Table 7.17A). From Table 7.17B, it can be seen that these differences lay between head-teachers and college advisors ($p = .000$) and between student teachers and teachers ($p = .001$).

Thus, the theme of liaison as a whole, was one on which the four groups were in agreement as to importance. There was substantial disagreement, however, on performance, with five out of the nine paired Chi-square tests revealing significant differences.

7.4.1.2 Support Activities

The opinions of respondents regarding the importance of arranging a meeting with the teaching staff to discuss working with the student teacher, were almost equally divided between "important" and "not important", with a small majority in favour of the former. There was no significant difference between respondents groups as regards who should perform the activity, the majority view among each group being that it should be performed by the head-teacher.

Little importance was attached by any of the groups to allocating a special place for the student teacher among the teaching staff; a substantial majority designated this activity as "not important" (Table 7.17A). The majority view was that the most appropriate performer of this role was the head-teacher (Table 7.17A). The

two tables (7.17A and B) show no differences among the 4 groups, or between any pair of groups, in their perceptions on this point.

Item 9, regarding audio-visual aids, was regarded by almost three-quarters of respondents overall, as important (Table 7.17A). Respondents were almost evenly divided on whether this was a role for the head-teacher or the teacher, with a small majority in favour of the latter. There were no significant differences between the groups in their patterns of response (Table 7.17B).

Providing the student teacher with text-books was, on the whole, regarded as not important, though the majority in favour of this view was not large. As Table 7.17A shows, although the majority of respondents suggested this role for the head-teacher, there were significant differences among the groups in their opinion as to who should perform this role ($p = .012$). Table 7.17B clarifies these differences; it shows a statistically significant difference in the responses, between head-teachers and school teachers.

The next Support item, “consider the student teacher as a qualified teacher in practice” (item 42) was viewed as important by the great majority of respondents in all groups. Although the frequencies in Table 7.17A show a clear majority in favour of assigning this role to the head-teacher, the table also shows significant differences in the perceptions of the group on this point ($p = .000$). Turning to Table 7.17B, it can be seen that, as for the previous item, the differences was between head teachers and school teachers ($p = .002$).

The last activity in this category, showing confidence in the student teacher's ability to evaluate the pupils, was accorded high importance; only 42 respondents (i.e. 10% of the whole sample) rated it "not important". The dominant perception was that this should be done by the head teacher, though there were differences in perception among the four groups in this respect. Table 7.17B, however, does not reveal significant differences of perception between any pair of groups.

The support activities detailed above met with consensus among the groups as to their importance. Moreover, there was little disagreement in opinions as to who should perform these roles. Only in two instances out of eighteen were there disagreements in any pair of groups - in both cases, between head teachers and teachers.

7.4.1.3 Relationship-related Activities

The issue of relationships within the school appeared to be regarded with some ambivalence by the respondents; only one of the three activities in this category was considered important. A majority of respondents overall viewed introducing the student teacher to school staff as unimportant. The greater proportion of respondents in every group viewed the head teacher as the most appropriate performer of this role, although the chi-square result ($p = .031$) shows significant differences in the patterns of responses among the groups (Table 7.17A). Clarification of the source of disagreement can be found in Table 7.17B, which shows that there was significant

difference in responses between head-teachers and teachers, though not between either of the other pairs of groups tested.

Although introducing the student teacher to the school staff was not regarded as important, the respondents attached considerable importance to encouraging a positive relationship between the student teacher and the subject teacher, approximately two thirds of the sample overall rating this as important. Opinions were divided as to who should perform this activity, with a substantial share of responses going to each of the head teacher, teacher and college advisor. There were significant differences in opinions ($p = .000$) as to performance of this activity, among the four groups (Table 7.17A). Turning to Table 7.17B for insights into the sources of disagreement, it can be seen that there were significant differences in responses between head-teachers and college advisors, between head teachers and teachers, and between teachers and student teachers.

The final Relationship activity concerned encouraging a positive relationship between the student teacher and the school pupils which, surprisingly, was ranked not important by the majority of respondents in each group. This was another activity the performance of which was a source of disagreement. The largest number of responses favoured the teacher as the most appropriate performer, though head teachers and college advisors also received substantial shares of the responses. Table 7.17A shows that there were significant differences ($p = .001$) among the four groups in perceptions of the performance of this activity, and Table 7.17B indicates that there were

significant differences in response, between head teachers and college advisors, and between head-teachers and teachers.

Although there was general agreement among respondents as to the level of importance they gave to these relationship activities, performance of these roles was a highly contentious issue, with differences among the four groups for all three activities and between pairs of groups in six out of nine instances.

7.4.1.4 Information

Only one of the roles on which there was consensus as to importance concerned information provision (item 19). The majority view (shared by around two-thirds of the sample overall) was that it was not important to explain the school characteristics to the student teacher. Regarding performance, the prevailing view was that this would be the responsibility of the head teacher. There were no significant differences in the responses of the four groups (Table 7.17A) or between any two groups (Table 7.17B).

In the case of this single information-related activity, both its importance and its performance were the subject of general agreement. This was not the case, however, for the information-providing role in general, as will be seen later, in section 7.4.2.

7.4.1.5 Non-teaching Activities

A number of activities included in the questionnaire concerned involvement of the student teacher in aspects of school life other than teaching. Three such activities (items 20, 21 and 23) feature in the list of those on which the four sample groups had similar perceptions as to importance. It was considered important to give the student teacher the opportunity to participate in staff meetings (item 20), although not by a large majority: 241 responses in favour, 187 against. As for performance, this role was seen by a large majority of respondents as appropriately performed by the head teacher, with no significant differences among the four groups in their patterns of response (Table 7.17A). When the responses of pairs of groups were tested, however, a significant difference was revealed between the responses of head teachers and teachers ($p = .036$), though no such differences were found for the other pairs of groups.

It was widely believed by respondents that it is important for the student teacher to have the opportunity to participate in classroom (management) activities, although around a quarter of respondents disagreed. Respondents were relatively evenly divided between those who saw providing such opportunities as a task for the head teacher, and those who thought it was more appropriately performed by the teacher, with a small majority in favour of the teacher (Table 7.17A). No significant differences in perception as to performance were found, either among the four groups (Table 7.17A) or between any two groups (Table 7.17B).

The last item in this category, giving the student teacher the opportunity to participate in the class's social and environmental services, was regarded by the majority of respondents in each group as not important. Overall, the majority view was that this activity could best be performed by the head teacher, although a total of 126 respondents, more than a quarter of the sample, suggested giving it to the teacher. Chi-square tests indicated that there were significant differences of perception on this matter, among the four groups (Table 7.17A), though no significant differences were found between any of the three pairs of groups tested (Table 7.17B).

With regard to these three aspects of the role of involving the student teacher in non-teaching activities, there were no significant differences of opinion among the groups, as to their importance. The performance of the role also evoked little disagreement, with one instance of significant differences among the four groups, and one out of the nine paired Chi-square results proving significant.

7.4.1.6 Teaching Skills

Three activities in Tables 7.17A and B (nos. 26, 37, 46) reflect ways in which the teaching practice may contribute in helping the student teacher's development of teaching skills. Identifying and encouraging strong elements in the student teacher's practice was regarded as important by rather more than half the respondents overall. Regarding performance, almost half the sample saw this as a role for the college advisor, though interestingly, none of the advisors themselves said this. The Chi-square result in Table 7.17A reveals no statistically significant difference in responses,

among the four groups. Table 7.17B, however, reveals that when pairs of groups were tested separately, the differences of response were significant in each case; head-teachers' views differed from those of both college advisors and teachers, while teachers' views differed from those of student teachers.

Working with the student teacher to develop teaching skills was regarded by the great majority of respondents in all groups as important. Around half the respondents saw this task as best being performed by the teacher, though about a third suggested it was the responsibility of the head teacher. Chi-square tests revealed significant differences of perception as to performance, among the four groups (Table 7.17A) though not between any of the three pairs of groups for which tests were carried out (Table 7.17B).

The importance of helping the student teacher to overcome problems in relation to subject matter was attested by a very large majority of the respondents. This was seen predominantly as a role for the teacher, though a large proportion of student teachers saw it as the college advisor's role. There were significant differences ($p = .000$) in the groups' responses in this regard (Table 7.17A). The source of disagreement is indicated in Table 7.17B, which shows that there were significant differences between the responses of teachers and those of student teachers ($p = .001$).

The activities listed here, related to development of the student teacher's teaching skills, met with agreement among the four groups, and between pairs of groups, as to their importance. They appeared less certain, however, as to who should

perform these roles, with four of the nine tests between pairs of groups revealing significant differences in responses.

7.4.1.7 Administrative Activities

Giving the student teacher the exact number of teaching periods stipulated by the Ministry (item 39) was regarded as important by a substantial majority of respondents in all four groups. The prevailing view was that responsibility for their activity lay with the head teacher; only 45 respondents suggested it was a task for the college advisor, and still fewer were inclined to assign it to the school teacher. Chi-square tests revealed significant differences (at $p = .000$) among the four groups in their views as to performance of this role, however (Table 7.17A). Looking at Table 7.17B, the source of these differences can be seen; the responses of student teachers were significantly different from those of teachers ($p = .000$).

Providing the student teacher with ministerial circulars about the examination system was also regarded as important by the great majority of respondents. Respondents in all four groups predominantly assigned this role to the head teacher. There were no significant differences among the groups in the opinions as to performance of this role, (Table 7.17A) though the 2-sample X^2 tests revealed a significant difference between the responses of student teachers and teachers (Table 7.17B).

Although there was no significant disagreement among the groups as regards the importance of these administrative activities, their performance was a matter of

disagreement. It is notable that in each case, the difference of opinion was between teachers and student teachers.

7.4.1.8 Evaluation Activities

Item 40, concerning discussion of the school's notes about the student teacher with the college advisor was regarded as very important, with respondents who considered it so, outnumbering those who did not, in a ratio of 5:1. This role was thought by around three-quarters of respondents overall to be best performed by the head teacher. The responses of the four groups showed significant differences at $p = .020$ (Table 7.17A). According to Table 7.17B, the source of disagreement was between head teachers and teachers.

The last item in Table 7.17A concerns the final evaluation of the student teacher, the importance of which was asserted by all except 39 respondents overall (fewer than 10% of the 427 responses to this item). Nearly half the respondents (including most student teachers) saw this as a task for the college advisor, though almost as many wished to see this activity performed by the head teacher; those who expressed this view included all except two college advisors. The differences in responses among the four groups were significant ($p = .000$), as shown in Table 7.17A. When the responses are compared for pairs of groups (Table 7.17B) it is found that head teachers differed significantly from college advisors ($p = .003$) and student teachers differed significantly from teachers ($p = .000$), though no significant difference was found between the responses of head-teachers and teachers.

The importance of these evaluation activities was not a source of disagreement, either among the four groups, or between pairs of groups, but as regards performance, in three out of six tests, significant differences emerged between pairs of groups

For all the 23 activities on which there was agreement among the four groups as to their importance, there was also agreement between each pair of groups (HvCa, GvT, TvST) on the activities' importance.

Who should perform the activities was, however, rather more contentious. There was agreement for only 7 items, and disagreement on 16 items, among the four groups, regarding the performance of the activities.

Table 7.18A
Response frequencies for the activities on which the four groups
disagreed on importance

No	Group	Importance			The Activities	Performance			
		Imp	N.I.	4 Grs X^{2*}		H	T	CA	4 Grs X^{2*}
29	H	54	16	.000	Observe whether the student teacher's behaviour is suitable to the educational process	56	03	11	.000
	T	141	89			143	23	64	
	ST	39	64			44	10	49	
	CA	19	6			22	03	00	
47	H	64	6	.000	Monitor the student teacher's regular attendance of the school morning assembly	64	00	06	.317
	T	181	46			209	05	13	
	ST	58	45			96	04	03	
	CA	22	3			24	01	00	
48	H	46	24	.000	Monitor the student teacher's willingness to co-operate in the school spare periods	65	02	03	.194
	T	98	131			206	06	17	
	ST	24	78			99	01	03	
	CA	18	7			23	02	00	
11	H	21	49	.000	Give the student teacher some of the available materials with which to create more teaching aids	44	06	20	.003
	T	79	151			123	48	58	
	ST	60	43			73	20	10	
	CA	10	15			19	06	00	
33	H	65	5	.000	Arrange a meeting with the student teacher to introduce himself as a source of professional support	19	42	09	.000
	T	186	37			55	147	22	
	ST	80	22			26	63	13	
	CA	14	11			17	08	00	
14	H	37	33	.001	Encourage the building of a positive relationship between the student teacher and the school teaching staff	36	06	28	.000
	T	119	111			118	53	59	
	ST	45	58			62	12	29	
	CA	3	22			23	02	00	
16	H	23	47	.000	Encourage the building of a positive relationship between the head teacher and the student teacher	24	06	40	.000
	T	89	141			37	44	148	
	ST	53	50			15	08	80	
	CA	18	7			04	21	00	
34	H	65	5	.034	Introduce the student teacher to the subject teacher in the school	62	07	01	.562
	T	185	43			190	33	04	
	ST	84	19			92	09	02	
	CA	24	1			24	01	00	

Imp = Important N.I = Not Important X^{2*} = Chi Square test, Ho based on four groups, H = Head teachers T = School teachers CA= College advisors ST = Student teachers

Table 7.18A
Response frequencies for the activities on which the four groups
disagreed on importance (continued)

No	Group	Importance			The Activities	Performance			
		Imp	N.I.	4 Grs X^{2*}		H	T	CA	4 Grs X^{2*}
17	H	62	8	.000	Explain to the student teacher his responsibility towards the school during the teaching practice	36	01	33	.000
	T	194	36			96	23	111	
	ST	72	31			55	05	43	
	CA	14	11			23	02	00	
22	H	35	35	.000	Give the student teacher the opportunity to gain knowledge about the classroom pupils' problems	29	41	00	.002
	T	138	92			74	145	10	
	ST	78	25			48	49	06	
	CA	10	15			03	22	00	
25	H	56	14	.000	Talk to the student teacher about the importance of the teaching process	17	12	40	.000
	T	162	68			56	43	130	
	ST	52	51			17	17	69	
	CA	21	4			09	16	00	
30	H	33	37	.035	Ensure the student teacher is aware of his responsibility towards his pupils	39	19	12	.226
	T	129	101			118	75	37	
	ST	49	54			49	31	23	
	CA	7	18			16	09	00	
36	H	65	4	.003	Give the student teacher a clear idea of the characteristics of the classroom	11	17	42	.000
	T	169	53			32	55	139	
	ST	79	24			17	06	80	
	CA	23	2			04	20	01	
18	H	17	53	.024	Give the student teacher the opportunity to attend the pupils' parents' meeting	67	01	02	.263
	T	67	163			203	14	13	
	ST	29	74			91	08	04	
	CA	14	11			25	00	00	
24	H	35	35	.001	Give the student teacher the opportunity to participate in the classroom management activities	39	30	01	.000
	T	107	123			129	82	19	
	ST	29	74			75	18	10	
	CA	16	9			10	14	00	
7	H	49	21	.011	Give the student teacher the opportunity to attend some of the subject teacher's regular lessons	34	33	03	.034
	T	140	90			96	126	08	
	ST	78	25			28	68	07	
	CA	21	4			14	11	00	

Imp = Important N.I = Not Important X^{2*} = Chi Square test, Ho based on four groups, H = Head teachers T = School teachers CA= College advisors ST = Student teachers

Table 7.18A
Response frequencies for the activities on which the four groups
disagreed on importance (continued)

No	Group	Importance			The Activities	Performance			
		Imp	N.I.	4 Grs X ^{2*}		H	T	CA	4 Grs X ^{2*}
10	H	36	34	.000	Encourage the student teacher to create suitable subject teaching aids	20	08	42	.000
	T	108	122			53	43	133	
	ST	24	79			17	31	55	
	CA	6	19			14	11	00	
27	H	18	52	.000	Identify any weak elements in the student teacher's practice and help him to improve these	20	15	34	.000
	T	96	134			35	90	105	
	ST	65	38			09	19	75	
	CA	5	20			02	23	00	
28	H	29	41	.011	Ensure that the student teacher fulfils the requirements of the curriculum	41	17	9	.000
	T	59	171			121	74	35	
	ST	27	76			40	37	26	
	CA	12	13			07	18	00	
38	H	64	5	.013	Help the student teacher to overcome discipline problems that face him during the practice	52	07	11	.000
	T	176	50			143	55	30	
	ST	79	24			38	23	41	
	CA	23	2			19	06	00	
44	H	58	12	.008	Give the student teacher the chance to practice teaching different classes in order to gain varied experience	58	04	08	.232
	T	177	50			170	28	29	
	ST	69	33			80	10	12	
	CA	24	1			24	01	00	
49	H	65	4	.001	Help the student teacher put into practice the theory he has learned in the college	13	06	51	.000
	T	168	60			32	37	160	
	ST	73	30			11	09	83	
	CA	21	4			03	21	01	
2	H	37	33	.020	Co-operating with the college advisor to provide a suitable timetable for the student teacher	60	10	00	.031
	T	141	89			185	45	00	
	ST	65	38			75	28	00	
	CA	8	17			24	01	00	
43	H	69	1	.000	Examine the student teacher's lesson plan and confirm it is suitable	35	11	24	.000
	T	192	33			74	62	93	
	ST	81	21			10	22	71	
	CA	15	10			03	21	01	
4	H	22	48	.000	Provide a full report for the college advisor about the student teacher in his teaching practice	59	11	00	.031
	T	66	164			153	77	00	
	ST	22	81			69	33	00	
	CA	16	9			19	06	00	
31	H	23	47	.000	Identify the student teacher's weaknesses and ensure that they are reported	20	20	30	.000
	T	108	122			39	109	82	
	ST	69	34			11	29	63	
	CA	7	18			15	10	00	
32	H	30	40	.007	Explain to the student teacher how his practical work will be evaluated	23	02	45	.000
	T	82	148			74	30	125	
	ST	49	54			18	05	80	
	CA	17	8			17	08	00	

Imp = Important N.I = Not Important X^{2*} = Chi Square test, Ho based on four groups, H = Head teachers T = School teachers CA= College advisors ST = Student teachers

Table 7.18B

Summary of responses (performance and importance) for activities on which there was disagreement on importance among the four groups

No	Importance of activity			Activity	Performance of activity		
	HvCA	HvT	STvT		HvCA	HvT	STvT
29	1.00	.135	.001	Observe whether the ST's behaviour is suitable to the educational process.	.054	.020	.001
47	1.00	.457	.001	Monitor the ST's regular attendance of the school morning assembly	.082	.329	.386
48	1.00	.007	.011	Monitor the ST's willingness to co-operate in the school spare periods	.327	.653	.164
11	.993	1.00	.001	Give the ST some of the available materials with which to create more teaching aids.	.003	.061	.002
33	.013	.728	.995	Arrange a meeting with the student teacher to introduce himself as a source of professional support	.000	.647	.689
14	.004	1.00	.746	Encourage the building of a positive relationship between the student teacher and the school teaching staff.	.000	.008	.051
16	.007	.993	.197	Encourage the building of a positive relationship between the student teacher and the school head teacher.	.000	.001	.020
34	1.00	.454	1.00	Introduce the ST to the subject teacher in the school.	.533	.605	.341
17	.040	1.00	.103	Explain to the student teacher his responsibility towards the school during the teaching practice	.000	.047	.081
22	.993	.657	.059	Give the ST the opportunity to gain knowledge about the classroom pupils' problems.	.007	.103	.026
25	1.00	.710	.007	Talk to the ST about the importance of the teaching process.	.000	.965	.175
30	.509	.784	.681	Ensure the ST is aware of his responsibility toward his pupils.	.082	.688	.391
36	1.00	.064	1.00	Give the ST a clear idea of the characteristics of the classroom	.000	.947	.000
18	.049	1.00	1.00	Give the ST the opportunity to attend the pupils' parent 'meeting	.575	.173	.690
24	.863	1.00	.016	Give the student teacher the opportunity to participate in the classroom management.	.303	.105	.003
7	.863	.762	.086	Give the ST the opportunity to attend some of the subject teacher's regular lessons.	.518	.531	.025

H = Head teachers T = School teachers CA= College advisors. Grs = groups ST = Student teacher, X² = Chi Square test, Ho based on two groups K-S⁺ Test, Ho based on two groups

Table 7.18B

Summary of responses (performance and importance) for activities on which there was disagreement on importance among the four groups (Continued)

No	Importance of activity			Activity	Performance of activity		
	HvCA	HvT	STvT		HvCA	HvT	STvT
10	.125	1.00	.001	Encourage the student teacher to create suitable subject teaching aids	.000	.304	.053
27	1.00	.127	.003	Identify any weak elements in the ST's practice and help him to improve these.	.000	.006	.000
28	1.00	.138	1.00	Ensure that the ST fulfils the requirements of the curriculum.	.000	.173	.030
38	1.00	.192	1.00	Help the ST to overcome discipline problems that face him during TP	.037	.039	.000
44	.908	1.00	.441	Give the ST the chance to practice teaching different classes in order to gain varied experience	.189	.259	.754
49	.991	.023	1.00	Help the student teacher put into practice the theory he has learned in the college.	.000	.226	.103
2	.399	.838	1.00	Co-operating with the college advisor to provide a suitable timetable for the student teacher.	.162	.317	.120
43	.008	.307	.966	Explain the student teacher's lesson plan and confirm it is suitable.	.000	.018	.000
4	.040	1.00	.838	Provide a full report for the college advisor about the student teacher in his teaching practice	.353	.004	.840
31	1.00	.236	.007	Identify the ST's weaknesses and ensure that they are reported.	.000	.011	.000
32	.195	.943	.264	Explain to the student teacher how his practical work will be evaluated	.000	.046	.000

H = Head teachers T = School teachers CA= College advisors. Grs = groups ST = Student teacher, X^2 = Chi Square test, Ho based on two groups K-S = Test, Ho based on two groups

7.4.2 Activities on the importance of which there is disagreement among the four groups

Table 7.18A and B contain 27 activities (54% of those contained in the whole questionnaire) for which there were significant differences among the groups, in their perceptions as to the activities' importance.

As was done in the previous section, the findings will be presented in groups, according to the nature of the activities. Seven of the eight topic categories correspond with those in the previous section. There are, however, no liaison activities in Tables 7.18A and B. On the other hand, there is a new category of activities, monitoring (items 24, 47 and 48). The remaining categories are support (items 11, 35); relationship (items 14, 16, 34); information (items 17,22, 25, 30, 36); non-teaching activities (items 18, 24); teaching skills (items 7, 10, 27, 28, 38, 44, 49); administration (items 2, 43) and evaluation (items 4, 31, 32).

7.4.2.1 Monitoring Activities

A majority of respondents as shown in Table 7.18A, perceived observing the suitability of the student teacher's behaviour (item 29) to be important, though almost two thirds of student teachers themselves rated it unimportant. The responses of the four groups were significantly different ($p = .000$). K-S tests revealed that the responses of student teachers differed significantly from those of teachers, whereas there was no significant difference between teachers and head teachers or between head teachers and college advisors (Table 7.18B). As regards who should perform this activity, the majority view overall was that the head teacher was the most appropriate person, though almost half the student teachers expressed a preference for such observation to be done by the college advisor. The differences of perception among the four groups were statistically significant (Table 7.18A). Chi-square tests of the responses of pairs of groups revealed significant differences between head-teachers and teachers, and between teachers and student teachers.

Monitoring the student teacher's attendance of morning assembly (item 42) was also considered important by the sample overall, although almost half the student teachers rated it unimportant. The pattern of responses on this point differed significantly among the four groups (Table 7.18A) and between student teachers and teachers (Table 7.18B). There was no significant difference among the four groups, or between pairs of groups in perceptions as to who should perform this activity; the great majority of respondents in all categories saw it as the responsibility of the head teacher.

Less importance was attached to monitoring the student teacher's co-operation in spare periods (item 48) than to the other monitoring activities. A substantial majority of teachers and student teachers, and a majority of the sample overall, rated this activity "not important" (Table 7.18A). Table 7.18B shows that K-S tests revealed significant differences in responses between head teachers and teachers, and between teachers and student teachers on this point. Regarding performance, there was general agreement that this was a task for the head teacher.

The monitoring activities, overall, were the subject of disagreement as to importance. In particular, teachers and student teachers disagreed on the importance of all the activities in this area. Performance of monitoring activities, however, was the subject of relatively little disagreement, with significant differences revealed by only two out of the nine tests.

7.4.2.2 Support Activities

Providing the student teacher with materials for the creation of teaching aids (item 11) was, overall, rated not important, a view held by around two thirds of respondents in the head teacher and teacher groups, though a majority of student teachers regarded the activity as important (Table 7.18A). The difference between the teachers and student teachers in this respect was statistically significant (Table 7.18B). Around a quarter of teachers and more than a quarter of head-teachers thought the college advisor should perform this role. The predominant view, however, was that it should be performed by the head teacher (Table 7.18A). Statistically significant differences were found between the responses of head teachers and college advisors, and between teachers and student teachers, in this regard (Table 7.18A).

Respondents generally regarded it as important that someone introduce himself to the student teacher as a source of professional support. This activity (item 33) was ranked important by all except five head teachers. Almost half the college advisors, however, took the contrary view (Table 7.18A). The difference in responses between head teachers and college advisors was shown by a K-test to be statistically significant (Table 7.18B). The majority of respondents overall, and in all groups except for the college advisors, considered this to be a role for the teacher; college advisors suggested it was the head teacher's responsibility (Table 7.18A). Table 7.18B shows a significant difference between head teachers and college advisors on this point.

The two support activities here were the subject of a relatively high level of disagreement. Not only was there, in each case, disagreement as to importance, but also, half the paired Chi-square tests revealed disagreement on performance, notably between head teachers and college advisors.

7.4.2.3 Relationship Activities

Encouraging the building of a positive relationship between the student teacher and school teaching staff (item 14) was an activity on the importance of which, respondents overall were almost evenly divided, with a small majority making it unimportant. Almost all college advisors, in fact, regarded this activity as unimportant (Table 7.18A). K-S tests revealed statistically significant differences in the response of head teachers and college advisors on this point. Regarding performance, the majority view in each group was that this was a task for the head teacher, though there were significant differences of perception among the four groups (Table 7.18A). Table 7.18B reveals the sources of disagreement; there were significant differences in response patterns between head teachers and college advisors, and between head teachers and school teachers.

Item 16, encouraging a positive relationship between the student teacher and the head teacher was also regarded, overall, as not important. Only college advisors had a majority of responses supporting this item (Table 7.18A). K-S tests revealed that the differences between head teachers and college advisors in perceptions of this activity were statistically significant (Table 7.18B). The majority view among the

school groups and student teachers was that this was an activity for the college advisor to perform, though interestingly, none of the advisors themselves thought that (Table 7.18A). There were significant differences of perception on this point between head teachers and college advisors, and between head teachers and teachers.

A substantial majority of respondents overall, and in each group individually, regarded introducing the school teacher to the subject teacher as important. Although the 4-group X^2 revealed significant differences among the sample in their perceptions on this matter (Table 7.18A), K-S tests did not indicate significant differences of response between any of the three pairs of groups tested (Table 7.18B). The prevailing view was that this was an activity for the head teacher and there were no significant differences in this respect, among the four groups (Table 7.18A), or between any pair of groups (Table 7.18B).

These three activities produced disagreement among the four groups as to their importance, while for two activities, the groups also differed on performance. Moreover, the comparison of pairs of groups revealed that in five cases out of nine, the groups disagreed on who should perform the activity. Head teachers disagreed with college advisors, and with teachers, on the performance of two of the three aspects of this role.

7.4.2.4 Information-related Activities

Explaining the student teacher's responsibility to the school (item 17) was regarded by a majority of respondents overall, as important, though almost a third of

student teachers and nearly half the college advisors disagreed (Table 7.18A). The differences of perception among the groups were statistically significant only in the case of head teachers versus college advisors (Table 7.18B). All college advisors except two saw this as the head teacher's responsibility, but around half the head teachers and teachers suggested it was a matter for the college advisor. A small number of teachers suggested that they themselves perform this role (Table 7.18A). The differences in response between head teachers and college advisors, and between head teachers and teachers were statistically significant (Table 7.18B).

A majority of respondents overall considered it important that the student teacher be given an opportunity to gain knowledge about the pupils' problems (item 22), but head teachers were equally divided on this issue, and three fifths of college advisors rated it unimportant (Table 7.18A). Although there were significant differences in response among the four groups on this point, K-S tests did not reveal significant differences between any of the three pairs of groups tested (Table 7.18B). The best person to perform this role, overall, was thought to be the teacher, though more than a third of head teachers and half the student teachers saw it as the responsibility of the head teacher (Table 7.18A). Table 7.18B shows that there were significant differences in responses between head teachers and college advisors, and between teachers and student teachers.

Item 25, talking to the student teacher about the importance of the teaching process, was regarded, overall, as important. The only group in which there was not a substantial majority on this point was student teachers, who were evenly divided on the

issue (Table 7.18A). K-S tests revealed that the source of disagreement on this issue lay between teachers and student teachers (Table 7.18B). College advisors were thought by all groups except the advisors themselves, to be the most suitable performers of this role (Table 7.18A). The differences in response between them and the head teachers was statistically significant (Table 7.18B).

Respondents were split almost equally between those who thought it important to ensure that the student teacher is aware of his responsibility towards his pupils, and those who did not; college advisors appeared to be inclined to the latter view, while teachers favoured the former (Table 7.18A). No significant differences in response patterns were found, however, between head-teachers and college advisors; between head teachers and teachers; or between teachers and student teachers (Table 7.18B). The majority of respondents overall thought the head teacher was the most appropriate person to perform this task, and there were no significant differences in response on this point, among the four groups (Table 7.18A) or between any pair of groups (Table 7.18B).

Giving the student teacher a clear idea of the characteristics of the classroom (item 36) was regarded by around four-fifths of the respondents as important, though around a third of teachers and student teachers took the contrary view (Table 7.18A). K-S tests, however, did not reveal significant differences between any of the pairs of groups tested (Table 7.18B). Regarding performance, the majority view, was that this activity should be performed by college advisors, though the advisors themselves disagreed (Table 7.18A). Differences in responses were found to be statistically

significant in the case of head teachers versus college advisors, and student teachers versus teachers.

Information provision appears to have been a contentious issue for respondents, with the majority of activities in their area, i.e. five out of the eight activities listed in the questionnaire overall, showing disagreement on importance. Moreover in seven out of fifteen instances there were significant differences in opinions as to who should perform the role. Particularly striking is the high level of disagreement between head teachers and college advisors, who disagreed on all activities except one.

7.4.2.5 Non-teaching Activities

Giving the student teacher the opportunity to attend parents' meetings (item 18), was regarded as not important by a majority of the respondents, overall, and college advisors were the only group where a majority (albeit small) rated this activity important (Table 7.18A). K-S tests revealed a significant difference between the responses of head teachers and those of college advisors on this point. Regarding who should perform the activity, the great majority of respondents suggested the head teacher (Table 7.18A) and there were no statistically significant differences of perception among the four groups, or between any pair of groups.

The general view regarding giving the opportunity for the student teacher to participate in classroom management activities was not important. This was the view of more than two thirds of student teachers, though head teachers and teachers

appeared more divided on the issue (Table 7.18A). Table 7.18B shows that the difference in responses between teachers and student teachers was statistically significant. The head teacher was thought to be the most appropriate person to perform this role, although a substantial number of teachers suggested that they themselves could perform it (Table 7.18A). The chi-square results revealed that student teachers differed significantly from teachers in their responses.

As regards the role of involving the student teacher in non-teaching activities, there was disagreement between pairs of groups in two cases, with regard to importance, and in one case, with regard to performance. The one instance of disagreement on performance was between teacher and student teacher. It is interesting, therefore, to note that they had disagreed on the importance of the same activity.

7.4.2.6 Teaching-skills

The largest group of activities on which groups of respondents differed in their opinions as to importance, related to development of the student teacher's teaching skills. One such, was giving the student teacher an opportunity to attend some of the subject teacher's regular lessons (item 7). The majority view was that this is important. Although X^2 showed significant differences of response among the four groups on this point (Table 7.18A), there were no significant differences between any of the three pairs of groups for which K-S tests were conducted (Table 7.18B). The most suitable performer of this activity was thought to be the teacher. This was the

preference of around two thirds of student teachers. The other three groups, however, were divided more or less evenly between those who favoured the head teacher and those who favoured the teacher. Significant differences in response among the four groups were indicated by X^2 (Table 7.18A), while looking at the responses of pairs of groups revealed significant differences between teachers and student teachers (Table 7.18B).

Encouraging the student teacher to create teaching aids was regarded as unimportant by around three fifths of respondents overall. This was the view of a substantial majority of student teachers and of all except three college advisors; the school groups appeared to regard this activity more favourably (Table 7.18A). K-S tests revealed the differences of response between teachers and student teachers to be statistically significant (Table 7.18B). This role was considered to be best performed by the college advisor, by all groups except advisors themselves. Statistical tests revealed significant differences in response patterns among the four groups (Table 7.18A) and between head teachers and college advisors (Table 7.18B).

Identifying weak elements in the student's practice and helping him to overcome them (item 27) was not important, in the view of the majority of respondents; student teachers were the only group who clearly supported the importance of this activity (Table 7.18A). The difference between them and teachers in this respect was statistically significant (Table 7.18B). The performance of this role was a matter of considerable disagreement. The greatest support was for college advisors, though advisors themselves favoured the teacher as the most appropriate

person to perform this role. Not only were there significant differences in response patterns among the four groups (Table 7.18A) but also, there were significant differences between each of the pairs of groups tested, i.e. between head teachers and college advisors, between head teachers and teachers, and between student teachers and teachers.

Ensuring that the student teacher fulfils curriculum requirements (item no. 28) was regarded as not important by an overall majority of respondents - college advisors, however, were equally divided between those who considered it important and those who did not. Although X^2 tests revealed significant differences among the four groups (Table 7.18A), K-S tests revealed no significant differences between any of the three pairs of groups tested. Almost half the respondents suggested that the head-teacher should be responsible for this activity, though college advisors suggested assigning it to the teacher, and about a quarter of student teachers suggested the college advisor. There were significant differences, among the four groups, in their responses (Table 7.18A). Table 7.18B sheds light on the sources of disagreement, showing significant differences between head teachers and college advisors, and between teachers and student teachers.

Item 38, helping the student teacher to overcome discipline problems, was regarded as important by the majority of respondents (around four-fifths of them expressed this view (Table 7.18A). None on the K-S tests revealed significant differences between pairs of groups in this respect (Table 7.18B). The predominant view was that this was a role for the head teacher. More than a third of student

teachers, however, preferred it to be performed by the college advisor, who was also the choice of a number of head teachers and teachers, though college advisors did not want this role for themselves (Table 7.18A). This activity was an area of high disagreement, with significant differences emerging between each of the three pairs of groups tested (Table 7.18B).

It was thought by all college advisors except one, and by a clear majority in each of the other groups, that it is important for the student teacher to be given the chance to practise teaching difference classes (item 44). Around a third of student teachers and a quarter of teachers, however, disagreed (Table 7.18A). Nevertheless, K-S tests did not reveal significant differences of response between the groups in each pair tested (Table 7.18B). The prevailing view was that this activity should be performed by the head teacher; no significant differences in response patterns were found, either among the four groups (Table 7.18A) or between pairs of groups (Table 7.18B).

Helping the student teacher to put into practice the theory he has learned in college (item 49) was, overall, regarded as important. More than a third of teachers, and more than a quarter of student teachers, however, rated it not important (Table 7.18A). The K-S tests reported in Table 7.18B reveal that the difference of response between head teachers and teachers is statistically significant. Regarding performance of this role, college advisors suggested that the most appropriate candidate was the teacher, though respondents in the other three groups predominantly favoured the

college advisor (Table 7.18A). The difference in response between head teachers and college advisors was statistically significant (Table 7.18B).

Thus, overall, there was disagreement among the four groups of respondents on the importance of all these activities, and in the performance of all but one of them. As regards the comparison between pairs of groups, in eleven cases out of twenty-one, there were differences of opinion as to who should perform the activities. Five of those were disagreements between head teachers and college advisors, while a further four were between teachers and student teachers.

7.4.2.7 Administrative activities

Co-operating with the college advisor to provide a suitable timetable for the student teacher (item 2) was, generally, perceived as important, though around half the head teachers and the majority of college advisors disagreed (Table 7.18A). No significant differences between groups were revealed by the K-S tests (Table 7.18B). The majority view was that this would be the head teacher's role, and although significant differences in perceptions of performance were found among the four groups (Table 7.18A), no differences were found for the three pairs of groups tested (Table 7.18B).

Examining the student teacher's lesson plan to confirm its suitability (item 43) was perceived by the majority of respondents as important. This was particularly the case for head teachers, only one of whom rated this activity unimportant. The highest proportion of 'not important' responses came from college advisors, two fifths of

whom expressed such a view (Table 7.18A). Table 7.18B shows that the difference in response between head teachers and college advisors was statistically significant (Table 7.18B). Regarding performance, head teachers mostly thought they or college advisors should perform this role; student teachers thought it should be done by college advisors; and college advisors thought it should be done by teachers. Teachers' responses were divided, with each of the potential performers being favoured by a substantial proportion of them (Table 7.18A). Chi square tests revealed significant differences, not only among the four groups (Table 7.18A) but also between each pair of groups tested (Table 7.18B).

The importance of both these administrative activities met with disagreement among the four groups, for performance as well as for importance. As regards the comparison between pairs of groups, only in one out of six tests did significant differences in perception of importance appear, but three out of six tests proved significant for performance - all three for the same activity.

7.4.2.8 Evaluation activities

A majority of approximately two-thirds of respondents overall did not think it important that the college advisor be provided with a full report about the student teacher (item 4), although college advisors' own responses reflect a contrary view (Table 7.18A). K-S tests revealed statistically significant differences between head teachers and college advisors in this respect. The predominant view was that this activity could best be performed by the head teacher. Around a third of teachers and

student teachers, however, suggested it could be the teacher's role (Table 7.18A). As Table 7.18B indicates, head teachers differed significantly from teachers in their responses.

Identifying and reporting the student teacher's weaknesses (item 31) was an activity on which respondents were almost equally split in their views as to its importance. Teachers, by a small majority, regarded it as important, but student teachers, by a two-thirds majority, held the contrary view (Table 7.18A). K-S tests revealed the difference between teachers and student teachers to be statistically significant (Table 7.18B). The majority view overall, was that the advisor should perform this role, though this was not the view of advisors themselves, who assigned it to the head teacher, or of teachers, who suggested they themselves perform this role (Table 7.18A). Statistically significant differences were found in the response patterns of all three pairs of groups (Table 7.18B).

It was not considered important, by the greater proportion of respondents, that it be explained to the student teacher how his work will be evaluated (item 32); the college advisors were the only group in which a majority rated this role as important (Table 7.18A). No significant differences were found, however, in the responses of any of the three pairs of groups tested (Table 7.18B). Regarding performance, head teachers suggested this was a role for the advisor; conversely, college advisors suggested it be performed by the head. For both teachers and student teachers, the majority view was that this activity should be performed by the college advisor; about a third of teachers, however, wished to assign it to the head teacher, and about a sixth

suggested performing it themselves (Table 7.18A). Chi square tests revealed statistically significant differences in response patterns, not only among the four groups (Table 7.18A) but also, head teachers and college advisors, between head teachers and teachers, and between teachers and student teachers (Table 7.18B).

Evaluation appears to have been a highly contentious issue for respondents. There was disagreement among the four groups of respondents, as to both importance and performance, for all activities in this group. Moreover, seven of the nine tests for pairs of groups revealed significant differences in responses as to performance.

The foregoing analysis has presented the responses of head teachers, teachers, student teachers and college advisors, regarding the importance and performance of 50 activities. Nine “themes” were identified, relating to the purpose of the teaching practice and potential mentoring roles within it: liaison, monitoring, support, relationship, information, non-teaching activities, teaching skills, administration and evaluation.

Liaison and administration were the only themes in which all the related activities were perceived as important. For all themes except liaison and monitoring, there was a significant disagreement among the groups as to the importance of some of the activities involved. Particularly contentious were the areas of information and teaching skills, where there was disagreement among respondents on five out of six activities, and seven of ten activities, respectively. The highest level of disagreement

was between teachers and student teachers, who were at variance on the importance of nine activities including the monitoring activities.

In general, the question of who should perform each role elicited more disagreement than that of the roles' importance. In several of the themes, there was a high level of disagreement among the four groups as to who should perform the various related activities. In the case of teaching skills, this was the case for all activities except one, and in the case of evaluation, it was the case for each of the activities considered.

The highest level of disagreement with regard to performance was between head teachers and college advisors, who disagreed on almost half the activities, including almost all those in the areas of relationship, information and teaching skills, and half those in the area of evaluation. There was, however, almost as much disagreement between head teachers and teachers and between teachers and student teachers. Head teachers and teachers were particularly at variance on responsibility for relationship and evaluation activities, while teachers and student teachers disagreed on administration, evaluation and teaching skills. Thus, overall, the areas in which performance evoked most disagreement between pairs of groups were evaluation, relationship, monitoring and teaching skills, in that order.

7.5 The college advisors' view on the experience, information, and difficulties of the student teacher.

The following paragraphs will present the data collected from the college advisors answering the third, fourth, and fifth questions of the interviews, which were:

- 1) What experience should the student teacher gain whilst on teaching practice in the school?
- 2) What information about the school or the pupils does the student teacher need?
- 3) What difficulties do student teachers face when they go into the school?

7.5.1 The college advisors' view on the experience, the student teacher should gain.

In the second part of the interviews, the third question was “What experience should the student teacher gain whilst on teaching practice in the school”?

Table 7.19 presents the data collected.

Table 7.19
Student teacher's experience to be gained in the TPP

No.	Item	Frequency (21)	Percentage (100)	Rank
1	Taking responsibility and upholding the ethics of the profession, cooperation, teacher self-control, honesty, keeping up regular school attendance etc., and working actively.	12	57.1	1
2	Knowing how to write the monthly reports certificates, records and writing the marks.	10	47.6	2
3	Getting in touch with school staff and gaining from their experience.	9	42.8	3
4	Developing a positive attitude towards teaching as a profession.	7	33.3	4
5	Controlling the class without disturbing the good relationship with the pupils, with much attention to the low achieving pupils.	6	28.5	5=
6	The proper choice and availability of aids and how they should be displayed to the children.	6	28.5	5=
7	Training to be able to plan correctly and effectively for the lesson.	6	28.5	5=
8	Understanding the elementary stage aims, the general aims of education, the aims of the subject and the way of achieving them.	6	28.5	5=
9	Knowing the subject curriculum	6	28.5	5=
10	Showing a strong personality and self-confidence during the presentation of the lesson.	5	23.8	10=
11	Knowing the activities which the school participates' inside and outside.	5	23.8	10=
12	Understanding the administrative regulations and what happens inside the school environment.	4	19	12=
13	Showing good clean and tidy appearance.	4	19	12=
14	Knowing the school timing, periods, breaks and school dismissal.	4	19	14
15	Modern teaching styles and methods.	3	14.3	15=
16	Being patient and behaving appropriately towards pupils and understanding the characteristic development of this age.	3	14.3	15=
17	The method of interaction between the school and the pupil.	3	14.3	15=
18	Getting hints about the positives and negatives of the teaching profession.	3	14.3	15=
19	The s.t gains the professional life in an integrated way which includes all the situations he will face in behavioural, academic and personal terms.	2	9.5	19=
20	Learning from his mistakes.	2	9.5	19=
21	Avoiding speaking in local dialect.	2	9.5	19=
22	Recognising the special needs of handicapped pupils	1	4.8	22

From the table the following observations can be made:

- 1) Respondents mentioned the school seven times; the school attendance in no 1, school staff no 3, school activities item no 11, school administration item no 12 and also the school environment in item 12, school timing, periods, breaks and dismissal in item no 14, and the school's interaction with pupils, item 17.
- 2) The college advisors mentioned the teaching profession five times: its responsibility, item no 1; its ethics, also item no 1; positive attitude to the profession; negative aspect of the profession, no 18, and professional life, item no 19.
- 3) Classroom management was referred to in terms of controlling the classroom, item no 5; the classroom lesson plan, item no 7; self confidence in the presentation of the classroom lesson plan item, no 10.
- 4) Relationship with the pupils was the subject of item no 5 and no 16, and that between the school and the pupils in item no 17.
- 5) Understanding the subject aims was item no 8, and knowing the subject curriculum was item no 9.
- 6) Other miscellaneous activities covered teaching aids, no 6; student teacher appearance, item no 13; learning from mistakes, item no 20; language, item no 21; and the special needs of handicapped pupils, item no 22.

7.5.2 The college advisors' view on the student teachers' information need.

In the second part of the interviews, the fourth question was:

What information about the school or the pupils, does the student teacher need?

Table 7.20 presents the data collected.

Table 7.20
The information the student teacher needs

No.	Item	Frequency (21)	Percentage (100)	Rank
1	An understanding of pupils' development, psychological status, simply knowledge level, social, economic background, health and their abilities.	18	85.7	1
2	Understanding the way to treat elementary school pupils and how to overcome their problems.	11	52.3	2
3	Recognising the elementary school educational aims, the schools relations with society, the school environment, the location of the school, its size and its number of pupils.	10	47.6	3
4	Understanding the method of preparation and planning the information and skills which are given to the pupils.	8	38	4=
5	Knowing about educational aids, how to produce them, their aims and uses.	8	38	4=
6	Knowing the nature of work in the elementary school.	7	33.3	6
7	Paying attention to all school activities which he needs in his future work and not to teaching only.	5	23.8	7=
8	Information about his direct major, the general teaching methodology, dealing with others, psychology physical health and sociology.	5	23.8	7=
9	Knowing some lesson models at the elementary stage from teaching staff in school.	5	23.8	7=
10	A detailed plan for the TPP covering its aims, its stages and what needs to be done in it.	4	19	10
11	The importance of the educational profession and qualities of regular teachers.	4	14	11
12	Recognizing the pupils as the hope for the future and preparing them accordingly.	3	14.2	12=
13	Considering education at the elementary school as the foundation of all other educational stages.	3	14.2	12=

From the table, the following observations can be made:

- 1) The student teacher needs information about the nature of elementary school education such as: how to deal with school children (2), elementary school aims (3),

the nature of the school's work (6), school activities (7), school lesson models (9), and the key role of elementary education (13).

2) The student teacher needs information about the pupils, such as pupils' development (1), pupils' problems (2), number of the pupils (3), pupils' skills (4), and the pupils as the hope for the future (12).

3) Other miscellaneous information mentioned by the college advisors was : information about educational aids (5), information about the direct subject major (8), information about the teaching practice programme (10), and information about the teaching profession (11).

7.5.3 The college advisors' view on the student teachers' difficulties.

In the second part of the interviews, the fifth question was:

What difficulties do student teachers face when they go into the school?

Table 7.21 presents the data collected.

Table 7.21
Student Teachers' Difficulties

No.	Item	Frequency (21)	Percentage (100)	Rank
1	There was no suitable place for doing the activities and the educational and material aids were not available.	10	47.6	1=
2	The school subject teacher is not cooperative and not well qualified, does not pay attention to the s.t and does not give him guidance or respect.	10	47.6	1=
3	Difficulties in presentation of information and how to treat small children.	8	38	3=
4	There were some difficulties facing the s.t. related to the school schedule, the teaching course, school pupils, giving him periods away from his major and not letting him participate in the work of the exams and not giving him confidence.	8	38	3=
5	There was not enough time for the college supervisor to follow up, guide and evaluate him, some were not well qualified and were not following their schedule of supervision because they were ignorant of the rules.	8	38	3=
6	Some headteachers did not understand the nature of the TPP and did not cooperate with the st. Moreover, they gave him too much work in the school and did not include him in school meetings.	7	33.3	6
7	Not letting him see important public reports.	6	28.5	7=
8	There were not enough credit hours for the course of teaching methods and a lack of training practice before going to the school.	6	28.5	7=
9	Unsuitable number of children every class, small classrooms and lack of light and air.	5	23.8	9=
10	Conflict between the opinions of the supervisors and the teaching staff regarding special and general methods and curriculum.	5	23.8	9=
11	Nervousness about the teaching situation.	5	23.8	9=
12	Increasing the number of the hours of follow-up and supervising the s.t.	5	23.8	12
13	Pupils see him as a trainee and not as a regular teacher.	5	23.2	9=
14	Not letting the student teacher choose the school he wishes to practise in.	4	19	14
15	Asking the student teacher financially to participate in some activities.	3	14.2	15=
16	The student teacher thinks that it is not allowed to present some information outside the syllabus because this is forbidden in the rules of the ministry and rules of the school. This idea takes away any kind of creativity of the teacher.	3	14.2	15=
17	Difficulty in dealing with unruly disruptive pupils.	2	9.5	17

From the table, we can group the difficulties which student teachers face during the teaching practice into practical difficulties in the school, difficulty with the school head-teacher, difficulty with the school subject teacher, college difficulties, and inadequacies of the student teacher himself.

1) Difficulties with the school include: lack of resources and facilities (1), lack of educational aids (1), difficulty with school pupils (4), large classes (9), small classrooms (9), and lack of light and air (9).

2) Difficulties with the school head teacher included head's lack of understanding of the nature of the teaching practice programme (6), difficulty with the school schedule (4), being asked to teach subjects other than his major (4), not being allowed to participate in the work of the exams (4), not giving him confidence (4), lack of co-operation (6), too much work (6), not inviting the student teacher to the school meetings (6), not letting him see important public reports (7), lack of communication between the school and the college (10), and asking the student teacher to contribute financially to some activities (15).

3) Difficulties with the school subject teacher included lack of co-operation (2), lack of qualifications (2), lack of attention (2), and lack of guidance (2).

4) A difficulty with the school pupils is that they see him as a trainee and not as a regular teacher. (13).

5) Difficulties of the student teachers themselves include difficulties in presenting information (3), not knowing how to treat small children (3), nervousness (11), misconceptions about the syllabus (15), and difficulty in dealing with unruly or disruptive pupils (17).

- 6) College related problems are of two types, a) inadequacy of the curriculum or preparation in the theory courses, such as not enough credit hours for the teaching methods module (8), and inadequate training of the student teacher before he starts his practice in the school (8).
- b) Supervision problems include: insufficient time for college advisor to follow up the student teacher (5), inadequately qualified college advisor (5), insufficient time for college advisor to evaluate (5), insufficient time for college advisor to guide (5), college advisors not adhering to their supervision schedule (5), conflict between the college advisors and the school teaching staff (10).
- 7) Administrative problems mentioned were not letting the student teacher practise in the school of his choice (14), and lack of clarity in the regulations (15).

7.6 Summary

This chapter has presented the results of the empirical survey, starting with the respondents' personal data, and going on to their views on the school mentoring role. The personal interview data show that four college advisors were qualified only to Bachelor level, even though they were performing a supervisory role in the teaching practice programme. Also, 14% of supervisors supervised more than twenty students in the term of the study, which is an excessive burden and increases the need for the school mentoring roles.

The personal data obtained from the questionnaire revealed that some non-educational qualifications were found among the elementary school heads (12%),

elementary school teachers (12.9%) and the college advisors (20%). It was found that 23% of the school teachers taught from five to six subjects and 35% taught from four to six subjects, suggesting possible overload.

Most of the items mentioned in interview by the advisors as being suitable for the school head or subject teacher to perform were expressed in very general terms, suggesting that they were not clear in the advisors' own minds.

These interview results were followed by the questionnaire data about the same point, the school mentoring roles. The questionnaire findings on role performance and importance were presented in two groups: activities on which there is consensus among all the groups as to their importance; and those on which the groups disagreed as to their performance.

The responses revealed significant areas of disagreement among the four groups of respondents. In only two themes, liaison and monitoring, was there general agreement as to the importance of related activities, while other areas, such as information and teaching skills, produced particularly high levels of disagreement. Even more contentious was the question of who should perform the various roles, particularly in the areas of evaluation, relationship, monitoring and teaching skills. Head teachers were often at variance with college advisors, wanting them to perform roles which the advisors preferred to leave to the school. Substantial disagreement also appeared between head teachers and teachers, and between teachers and student teachers. The areas of disagreement identified in the analysis of this chapter represent areas where there may be misunderstanding of the purpose of teaching practice, and

difficulty in implementing the mentoring roles, issues which will be explored in some detail in the next chapter.

The rest of the chapter presented the answers to the remaining survey questions about the college advisors' views on the experience and information that the student teacher should gain during the teaching practice, and their views on the student teachers' difficulties during the teaching practice programme. The next chapter will discuss the data obtained to answer all the study questions.

Chapter Eight

Discussion of the Study Results

8.1 Introduction

The hypotheses of the study were tested and the data obtained from interviews with lecturers and the questionnaire to the college advisors, elementary school head-teachers, elementary school subject teachers and college student teachers were presented in the preceding chapter. This chapter further analyses and discusses the findings and compares them with those of previous studies relating to the roles of the elementary school head-teacher and the school subject teacher towards college student teachers during the teaching practice. This chapter will discuss the findings of the study, focusing particularly on the purpose of teaching practice (including teaching skills improvement, information, non teaching activities and relationships); the college advisors', head teachers', schoolteachers' and college student teachers' role perceptions, views of mentoring, and school head teachers' experience.

8.2 Discussion

It was the target of this study to find the difficulties which impede the development of teacher training in the educational system in KSA. Exploration of the perceptions of the four participant groups has revealed major difficulties to be misunderstanding of the purpose of teaching practice, and unclear or conflicting role

perceptions and views of mentoring. These problems are discussed in some detail, below.

8.2.1 Purpose of teaching practice

As the teaching practice is the main element in student teacher preparation, Al-Saige (1998) (the general director for the teacher colleges) talking about the teacher preparation in KSA stated that “Teaching practice as a sinew of the vocational educational preparation, has not been given the required recognition in face of the reality of the professional situation”. The study found that there are statistical differences between the four groups in their views of the purpose of teaching practice; these differences are summarised and discussed in the following sub-sections.

8.2.1.1 Lack of teaching skills improvement

The first category to be dealt with in relation to the teaching practice purpose is the improving of the student teacher’s teaching skills.

A) Tables 7.17A and B and 7.18A and B showed that there are significant differences in opinion as to the purpose of the teaching practice in the improvement of the student teacher’s teaching skills, which might be considered the most important aspect of the teaching practice programme, in that if teaching skills are improved, the pupils’ learning will improve and the teaching process will be more productive. In role number 28 assigned to the head teacher, ensuring that the student teacher fulfils the requirements of the curriculum, there were differences in perception as to who should

perform the role between head teachers and college advisors ($p = .000$) and between school teachers and student teachers ($p = .030$). It seems that many college advisors, teachers and student teachers think that this is the school teacher's role, perhaps because he is the closer to the student teacher in the teaching practice, but the school curriculum logically is the responsibility of the school head teacher, and in relation to the Ministry of Education, the heads are more influential than other colleagues, because heads are supposed to promote curriculum policy. The college advisors in the interviews (Table 7.20) mentioned that the student teacher needs information about the subject curriculum, which would make this role more specific to the teacher, who is directly concerned with the day-to-day presentation of the curriculum, albeit under the head-teacher's responsibility. This raises the issue of the difference between responsibility and ability, which is relevant in relation to a number of the mentoring roles; it may be that, although the head has a supervisory responsibility to ensure roles are performed, actual performance is best delegated, in some cases, to the school subject teacher.

B) Tables 7.18A and B showed statistical significant differences in another role for the improvement of the student teachers' teaching skills. Role number 44 is giving the student teacher the chance to practise teaching different classes in order to gain varied experience. There were statistically significant differences in perceptions of the importance of this role among all four groups of respondents ($p = .008$). The fact that a third of student teachers rated this role as not important may be explained by their feeling that this role will give them more work in the school, at a time when they are

already complaining of schools giving them more teaching than the regulations require. The head, as the main authority for school organisation, and as the school facilitator, has the right and opportunity to give this chance to the student teacher, a view held by all but three of the twenty one advisors in the interviews (Table 7.16). These three, however, suggested this was a role for the schoolteacher, rather than the school head to perform, which possibly indicates the lack of understanding of the authority roles by some of the advisors.

The importance of the student teacher having experience of different classes is in line with Doddington's (1994) view that the student teacher has to appreciate what values and purposes lie behind different teaching styles.

An administrative activity which may indirectly affect the development of the student teachers teaching skills is role 39 about the school head teacher supporting the student teacher by giving him the exact number of teaching periods stipulated by the Ministry of Education (Tables 7.17A and B). "A Guide to Practical Education" prepared by the Ministry of Education limited the teaching load for student teachers to eight teaching hours per week. The rationale for this is that beginning teachers should have a lightened load so they can focus on classroom organisation and preparation. The significant differences in perceptions as to who should perform this role were between the head teachers and the student teachers. Despite the affirmation of the importance of this role by head teachers and teachers in their study, it has been the researcher's experience in the past that school head teachers often look on the student teacher as a

supply teacher who can free regular schoolteachers for other activities, either in the school or out of school. Four out of twenty one college advisors interviewed (Table 7.15) suggested that the head teacher should treat the student teacher as a real teacher and not as someone whose purpose is to assist other regular teachers and take the load from them. So although it is important that student teachers practise in at least two different classes in order to gain varied experience, whether within the limited teaching load stipulated by the Ministry of Education or additional to what is stipulated, this should only be to improve the student teacher's teaching skill, not for other purposes.

8.2.1.2 Lack of information

The second purpose of the teaching practice found by the study is providing the student teacher with information which could help him to improve his practice.

Table 7.18A and B revealed a high level of disagreement in perceptions as to the importance of information-giving roles, and also as to who should perform them. The study found that student teachers face difficulties in finding the information they need during the teaching practice. Three activities assigned to the head teacher in this study related to information provision, a role that has frequently been mentioned in the literature. Brock and Grady (1998) found that student teachers would like to meet one-to-one with the principal during the first week of school, to ask questions about the things they need to know., while the importance of the head teacher providing information about the school was highlighted by Al-Shabi and Said (1993). McCulloch and Lock (1992) and Early and Kinder (1994), also described the head

teacher as an information provider. Information- providing roles identified clearly for the head teacher in this study were as follows.

A) Explanation of the student teacher's responsibility

Item no 17 in Table 7.18A and B concerned the school head teacher explaining to the student teacher his responsibility towards the school during the teaching practice. The statistical differences in perceptions of the importance of this role were between the college advisors on one side and school head teachers on the other ($p=.040$). It may be that the school heads think that this is not important for the student teacher during his practice. The questionnaire finding in this respect is supported by the fact that three college advisors commented in Table 7.15 on the need for head teachers to clarify the necessary work of the student teacher, his responsibilities and his rights. The college has to make the student teachers aware of their general responsibilities towards the school practice. Each school should also explain the school's responsibilities to the student teacher, depending on the school's characteristics.

B) Responsibilities towards the school pupils

Table 7.18A and B showed that role number 30 suggested the school head teacher should ensure that the student teacher is aware of his responsibility towards his pupils. There were differences in perceptions of the importance of this role among the four groups, though it can be said that the majority did not recognise its importance.

Performance of this role was generally assigned to the head teacher, though a substantial minority thought it could best be performed by the teacher. School teachers may believe it is their role to explain to the student teacher his responsibilities towards the school pupils as the school teacher is closer to the pupils than all the other groups. In fact, earlier studies have mentioned the importance of this role, but assign it to the school teacher rather than the head teacher (Al- Gahtany, 1992, Copas, 1984 and Castillo, 1970). This is another example of a role where there may be a difference between responsibility and ability; it is the subject teacher who is in direct contact with the pupils and the student teacher, and who therefore is best placed to perform this role.

His responsibility toward the school students seems to be the major responsibility about which the student teacher needs information.

The in-depth interviews (Table 7.20) provided more detail on this point, as the college advisors identified more clearly the information that student teachers need in general. The student teacher needs information about the pupils, such as pupils' development (an understanding of pupils' development, psychological status, knowledge level, social and economic background, health and their abilities), pupils' problems (understanding the way to treat elementary school pupils and how to overcome their problems), the school (recognising the elementary school's educational aims, the school's relations with society, the school environment, the location of the

school, its size and its number of pupils), and pupils' skills (understanding the method of preparation and planning the information and skills which are given to the pupils).

The information mentioned by the college advisors reveals the inaccurate understanding of the college advisors about the teaching practice, in that many of these roles are college responsibilities, to be covered by their theory courses. Student teachers need to understand the pupils' development, psychological status, and knowledge level before they start the teaching practice. Also, student teachers should learn in college about how to treat elementary school pupils and how to overcome their problems. Recognising the aim of elementary school education and understanding the method of preparation and planning the information and skills which are given to the pupils, are also matters that should be addressed before the teaching practice starts. This may explain some of the schools' difficulties with student teachers, in that they lack the knowledge they might be expected to have gained in the college before they start the teaching practice. It is dangerous to leave the school pupils with a student teacher who does not understand the pupils' psychological development.

It is reasonable that the rest of the information that the student teacher needs should be provided through the school, though not necessarily directly from the school head teacher. Information provision is certainly an important role to be played in the school, whether by the school head or the school teacher, as it is important for the student teacher to start his practice with a clear rather than a hazy view which might lead to failure. It seems that the allocation of this role to the school head reflects a

change in the breadth of the role. Most of the information required from the school is, in the centralised Saudi system, under the responsibilities of the school head teacher rather than the school teacher, although it is the school teacher who has the skill and ability to pass on such information to the student teacher.

8.2.1.3 Non teaching activities

The third purpose of the teaching practice found by the study is to involve the student teacher in non-teaching activities, complementary to his teaching activities.

Four roles assigned to the head in this study related to involvement of the student teacher in non -teaching activities, which complement the teaching process. The activities concern participation in parents' meetings, in the school's staff meeting, in the classroom's social and environmental service, and in classroom management activities.

A) Participation in the pupils' parents' meeting

Table 7.18A and B showed that there are statistical differences in views on the importance of role number 18 about giving the student teacher the opportunity to attend the pupils' parents' meeting. The differences were between head teachers on one side and college advisors on the other side ($p = .044$). The pupils' parents' meeting is important to the student teacher, to gain knowledge about the pupils' problems as part of knowing the nature of work in the elementary school. In Table 7.20 seven of twenty one college advisors in the interviews mentioned this role as part

of information that the student teacher needs. In recognising the importance of this activity, the present study is consistent with those of Sabbagh (1997), Castillo (1970) and Farbstein (1964), though the last two assigned this role to the school teacher, rather than the head teacher, to perform. As a facilitator in a centralised system in KSA it is important for the school head teacher to give permission to the student teacher to attend the school parent meeting, even though teachers will be the mentors for this. No doubt the student teachers disagreed with the consensus of all the other groups, because they see attendance at meetings as an additional chore. The participation of the student teacher in the school parents' meeting is important to the student teacher in helping him to obtain a full picture about the school life, as it is a very important part of the school policy.

B) Participation in the school's staff meeting

To improve the student teacher's abilities in non-teaching activities during the teaching practice period, Table 7.18A and B presented role no.20 relating to non-teaching activities. This item referred to giving the student teacher the opportunity to participate in the school's staff meeting. This was an activity on which there was agreement among the four groups as to its importance, and also that it should be performed by the head teacher. McCulloch & Lock (1992) and Mossa (1988) raised the problem of not inviting the student teacher to the staff meeting. Al- Gahtany (1992), and Castillo (1970) stated the role's importance but thought it was to be performed by the school teacher. In KSA, however, the head teacher is the only

person who, as facilitator, can invite the student teacher to the school's staff meeting though, again, the school teacher can be the mentor for this. The participation of the student teacher in the school staff meeting is important to the student teacher in helping him to obtain a full picture of the school life, as it is very important part of the school policy. It could also benefit the school staff to have fresh blood in the teaching staff meeting.

C) Participation in classroom social service

Table 7.18A and B showed the third of the roles of the head teacher in relation to non-teaching activities (no.23) was to give the student teacher the opportunity to participate in the classroom's social and environmental service. There were significant differences in perceptions as to who should perform this activity, among the four groups ($p = .031$). Each school has its own plan to engage in social and environmental service, such as the mosque cleaning day, traffic day, hospitals day, tree day and so on. The school usually gives to each classroom teacher the responsibility for participating in one of the days mentioned, and the school principal evaluates the class's contribution in the activity. Participation in such activities would give the student teacher a broader perspective on the nature of teaching and help to develop his relationship with pupils, and to build his knowledge about the teaching process. Doddington (1994) found that to be socially adept, teachers need to be able to "get on with people, children, parents and colleagues," though social service of the kind mentioned in this study has not been highlighted in previous literature and may be a

specific feature of the Saudi cultural environment. It is beneficial to the student teacher to participate in the classroom social activities under the mentoring of the school teacher and with the permission of the school head teacher.

D) Participation in classroom management activities

Table 7.18A and B presented the fourth non-teaching activity role (no.24) in which the elementary school head teacher could involve the student teacher is participation in classroom management activities. There were differences in perceptions of both the importance and the performance of this role, among the four groups. In both respects, there was significant disagreement between teachers and student teachers. What came across clearly from the data of Wright & Bottery (1997) is that school mentors believe that their most important tasks are related to matters such as classroom management. The school mentor could be a member of staff specifically designated to perform the mentoring role in the school, or could be the school teacher or the school head teacher who has some mentoring responsibilities towards the student teacher during the teaching practice. Duquette (1994) and Grimmett and Ratzlaff (1986) also supported the importance of this role. Previous researchers have, however, assigned it to the school teachers who would seem to be more directly involved in day-to-day classroom management, rather than the head teacher. In a centralised system, however, it is important to get permission from the school facilitator (the Principal) to involve the student teacher in the classroom management activities, for which the school teacher will be the mentor.

8.2.1.4 Weak Relationships

Relationships are all important, as emphasised by Turner (1994), who found a strong connection between the level of success achieved in the probationary year and the strength of the relationship between the new teacher and the head. Ryan, et al. (1980) explained why relationships are important, saying that new teachers join faculties in which friendships and social groups are already formed, and have to fit into this environment. McNally (1994) explained that a healthy relationship is one which is free from anxiety and tension. The study found two relationship roles to be performed by the school head.

A) Building relationship with teaching staff

As one of the purposes of the teaching practice for the student teacher is to give him an opportunity to build good professional relationships with school staff. Table 7.18A and B suggested that the head teacher should encourage the building of a positive relationship between the student teacher and the school teaching staff (no14). Statistical differences in views on the importance and performance of this role were found between head teachers and college advisors. As regards performance, head teachers were also at variance with teachers. This role could be linked with the role mentioned earlier, of encouraging attendance at the school staff meetings, which would both reflect and contribute to building such a relationship. Seven out of twenty one college advisors suggested the head should foster a co-operative relationship between the student teacher and the school teaching staff, enabling him to observe some of their

periods and gain some experience, which lends support to this role. The relationship between student and the staff must be built upon mutual respect for each other. The relationships need to provide sympathetic support to the protégé (McNally, 1994). Castillo (1970) mentioned the importance of the role, but assigned it to the school teacher. This role seems to be an important one for the school head teacher to perform, as co-operative relationships between the student teacher and the school staff will be in the interests of harmony and efficiency within the school as a whole, as well as benefiting the student teacher by giving him access to other sources of advice and support. The college advisors, in their disagreement with head teachers, may fear that the student teacher, as fresh blood, cannot form relationships with the school staff who have spent years in teaching. The school head teacher as the school facilitator could encourage the building of positive relationships in the school, to benefit both the school and the student teacher's practice.

B) Introduce the student teacher to the subject teachers.

Activity 34, concerning the introduction of the student teacher to the subject teacher in the school, was a role on which there was disagreement among the four groups as to its importance. Logically, this activity is related to the previous area, concerning building positive relationships with school staff.

Focusing on the teaching practice purposes in KSA, the study found factors which impede the student teacher from being successful in the teaching practice. Such factors include the lack of teaching skills, lack of information, failure to involve the

student teacher in the school's non-teaching activities and weakness in building positive relationships with the teaching staff in the school's practice.

8.2.2 Role perception.

Every one of the groups has to understand the nature of the role he is planning to perform during the teaching practice. Perceptions of how the role should be performed combine with the abilities of the participants, to lead to success in performing the roles. The study found that there are inconsistencies in role perception among groups. The following paragraphs will focus on each of the group's perceptions of the roles suggested. Tables 7.17A and B and Table 7.18A and B presented the statistical differences in perceptions as to the performance of 37 mentoring roles, of which 17 were allocated to the head teacher, 8 to the school teacher and 12 to the college advisors. Respondents recognised the importance of performing some of the mentoring roles. Out of 50 roles, respondents agreed as to who should perform 13 of them: three in the area of support, three in information, two in non-teaching activities, two in monitoring, and one in each of teaching skills, relationship and administration. The agreement was that all these roles, except one, should be performed by the head teacher. These findings mean that the college advisors showed willingness to share the mentoring responsibilities with the school.

8.2.2.1 College advisors' perception of the mentoring roles.

Tables 7.17A and B and 7.18A and B presented statistical differences in items no.28 and 33, between the college advisors and head teachers. Item 33 concerned the school teacher arranging a meeting with the student teacher to introduce himself as a source of professional support. The college advisors were less inclined to see this as a role of the school teacher, perhaps because they lack confidence in the school teachers and believe school teachers need in-service training before performing the suggested mentoring roles.

As shown in Table 7.19, six college advisors suggested that the student teacher should gain experience in the school about understanding the elementary stage aims, the aims of education, the aims of the subject and the way of achieving them. These suggestions raise the issue of the misunderstanding of supervision on the part of the college advisors, in that the points they mention are responsibilities of the preparation in college, not the school. The college advisors, when asked about the information the student teacher needs to gain from the school practice in (Table 7.20), mentioned several matters which are part of the college's role as a place of student teacher preparation. They mentioned an understanding of pupils' development, psychological status, knowledge level, understanding the way to treat elementary school pupils, understanding the method of preparation and planning the information and skills which are to be given to the pupils, knowing about educational aids, and how to produce them and their aims and uses. If all that information is to be obtained from the school,

the question arises, what should the college preparation role be? The study also found evidence of the insufficient number or inadequate qualification of college advisors. Table 7.2 showed that four of the college advisors had only a bachelor degree, while Table 7.3 showed that five college advisors did not have an Education qualification. This result may explain the lack of role perception on the part of the college advisors.

In Table 7.18A and B, item no. 28, suggested for the school head teacher to perform, related to development of the student teacher's teaching skills. This might be considered the most important aspect of the teaching practice programme, in that, if teaching skills are improved, the pupils' learning will improve and the teaching process will be more productive. In the literature, the head-teacher's role in helping student teachers to develop teaching skills has been highlighted by, for example, Frost (1993), Al-Soofi (1986) and Al-Katheery (1986), while the specific need for the general teaching methods learned in college to be adapted to the specific needs of the school setting was highlighted by Ryan, et al. (1980). Whilst college advisors in this study agreed with head teachers on the importance of ensuring that the student teacher fulfils the requirements of the curriculum, they disagreed as to who should perform it.

It is the school head teacher's responsibility to ensure fulfilment of curriculum requirements. The school curriculum logically is the responsibility of the school head teacher, and in relation to the Ministry of Education, the heads are more influential than other colleagues, because heads are supposed to promote curriculum policy. The

college advisors in the interviews mentioned that the student teacher needs information about the subject curriculum, which would make this role more specific.

It is important for all the participants in the teaching practice programme to understand the mentoring role each participant performs. Everyone has to perform the role which relates to his abilities and not try to perform roles for which someone else has better skills or opportunities. On the other hand, responsibility for a role and ability to perform it need not lie with the same person. The subject teacher can, for example, perform many roles under the authority of the head teacher, as we have seen. This is one of the points which should be considered in relation to the partnership between the teacher college and the schools.

8.2.2.2 School Head Teacher's perception of the mentoring roles

The school head teacher as the facilitator of the school has to understand the importance of the mentoring role in the school. Through the management of the school, all the participants in the teaching practice will be able to work for the success of the student teacher's practice. Therefore, it is important for the head to have a clear perception of mentoring role in general and his role as school head during the practice, especially his role in evaluating the student teacher.

The evaluation of the student teacher is a matter of debate not only in KSA but also in other countries. Brock and Grady (1998) and Al-Wably (1985) believed that the school head teacher should share in the evaluation of the student teacher. Others,

such as Akber and Abdul-Al-Allam (1995), Al-Said and Al-Shabi (1993), Grimmett and Ratzlaff (1986) and Katheery (1986) argued that college advisors were the best people to follow up their work and evaluate the activities and progress of the student teacher. Al-Said and Al-Shabi (1993) stated that advisors do not like the school head teacher or the school teacher to share in the evaluation of student teachers, because they consider that their evaluations are not objective and they usually give student teachers higher grades than they deserve. In this study, respondents acknowledged a limited role for head teachers in evaluation, reflected in two activities:

Table 7.18A and B presented role no. 4 about preparing a full report for the college advisors about the student teacher in his teaching practice. The report has to come from the actual participation of the head teacher in the mentoring role towards the student teacher. There were statistical differences in views on the importance of this role between school head teachers and college advisors, and on its performance between head teachers and teachers. The head teachers' rating of this activity as not important suggests a lack of understanding of their mentoring role on the part of school head teachers, though when asked about performance, the majority chose to perform this role themselves rather than entrust it to the school teacher.

In Table 7.15, interviews with the college advisors elicited more specific comments on this role. Seven out of twenty one of the college advisors suggested that the school head teacher should make reports on the student teacher's attendance and co-operation with the school administration and school activities, though this is not the

main point of student teacher evaluation, which would also include skills related to children, preparation and presentation of teaching material and self- evaluation. This made it clear that the head teachers' role in the evaluation or assessment of the student teacher is viewed from a very narrow angle, in line with the traditional supervision approach in the KSA educational system.

The head, like the class teacher, should be a supporter of the student teacher. Support is important because, without it, beginners often grasp the first strategies that work and cling to them throughout their careers (Brock and Grady, 1998). Turner (1994) described the need for support, saying that new teachers come to their first placement wanting to feel like 'real teacher' and be recognised as such, at the same time as needing much support, in order to achieve classroom success. Cameron-Jones and O'Hara (1995) described the school supporter who is willing to listen and help, extremely encouraging, and available to the student teacher if he gets discouraged and wonders if he is doing the right thing. Of the four roles suggested for the school head teacher to perform as a supporter to the student teacher, it is interesting to consider head teachers' perceptions in relation to teaching aids availability.

In Table 7.18A and B, respondents thought the head can support the student teacher during the practice, by giving him some of the available materials with which to create more teaching aids (no.11). Lack of support in this respect is one of the problems which student teachers face during the practice. Some school heads do not provide the student teacher with the available aids and equipment, because they think

that they do not have enough experience to use it, or they may damage the equipment. A third of the college advisors interviewed suggested that the head teacher should provide the necessary aids and equipment for the student teacher in order to support him in his teaching practice programme. The need for this kind of support has previously been raised by Akber and Abdul-Al-Allem (1995), Mahjoob and Said (1993), Al-Ghwanni (1990) and Mossa (1988) from KSA. There were statistical differences in views on the performance of this role between head teachers and college advisors ($p = .003$). The heads may be unwilling to give the student teacher some of the available materials with which to create more teaching aids, or may think someone else could perform the role better, after the permission of the head as facilitator has been given or the head may reject this role for the school, because they see it as it part of the college's job. This highlights the need for a partnership scheme between college and school, to resolve such conflicts.

Monitoring the student teacher during his practice is an important role for the school head teacher. Turner (1993) found that the monitoring process was more effective where staff were aware that the head was interested and actively involved in planning and establishing professional and collegial relationships. This is a continuing theme in the literature. Early and Kinder (1994) viewed monitoring welfare as an important aspect of mentor activity.

This study found three different monitoring roles for the head teacher: observing behaviour, monitoring attendance, and monitoring the student teacher's co-

operation. Statistical differences were found in views on performance of the first role, but there were no significant differences for the other two roles.

Table 7.18 presented a new role for the school head teacher as a behaviour observer, monitoring whether the student teacher's behaviour is suitable to the educational process (no.29). It must be remembered that among the aims of elementary education in Saudi Arabia are to implant the true Muslim faith in the heart of the child, and to raise him according to Muslim behaviour with a complete manifestation of its rules in his character, body, mind, language, and an identification with the Muslim nation. The teacher is expected to set an example in this respect. Therefore Al-Saige (1998) made the importance of this role clear when he said: such teachers are usually the products of a continuous process of teacher preparation, starting with selection of suitable candidates and provision of a comprehensive programme to develop their knowledge and change their behaviour to make them effective teachers. The teacher is a role model for his pupils. There were, however, differences in perception as to the performance of this activity between school head teachers and teachers ($p = .020$). School heads appear to think that it is their role to observe the student teacher's behaviour. An alternative view, held by many teachers, is that behaviour appropriate to the classroom, and the school generally, should be instilled in the student teacher throughout his course by the college advisor. This may be true, up to a point, but school practice is a new situation and it would be helpful for the school to monitor the student teacher's behaviour during it and help him to adapt his behaviour to the professional setting.

8.2.2.3 School Teachers' perception of the mentoring roles

Table 7.17A and B and 7.18A and B presented significant differences in views of the assigned mentoring roles. Only eight of the roles were assigned to the school teacher to perform, roles 3, 7, 15, 21, 22, 33, 37 and 46. The interesting point is that of all the seven roles assigned to the school teacher to perform, school teachers themselves suggested that they perform the roles. In other words, they recognised and were prepared to accept those mentoring roles. For three of these roles (nos. 7, 33, 37), however, college advisors disagreed that the teacher is the most appropriate person to perform the roles.

The importance of the school teacher's roles come from the fact that he is nearest to the student teacher during the teaching practice. Turner (1993) described the co-operating teacher as a 'friendly ear', or a helpful colleague. The absence of the teacher's role adversely affects the student teacher's training. The roles of the school teacher, according to the literature, cover many functions such as: supervision; opportunities for growth in classroom instruction; demonstration of superior teaching ability; commendable personal traits; and commendable social traits (Farbstein, 1964). Each of these functions encompasses several categories of co-operating teacher behaviour, including helping, information provision, observing and giving feedback, professional development, encouraging, and maintaining a sensitive professional and personal relationship (Copas, 1984).

Several roles were suggested in the present study as roles for the schoolteacher to perform during the teaching practice, enabling us to answer the second study question. Four of these roles are discussed in detail, below. The roles of the school head teacher and school teacher are similar to those identified for the school head teacher in five categories: information, support, relationship, teaching skills and liaison.

A) The school teacher as information provider

The first role suggested for the school teacher to perform in Table 7.17A and B, role no.22 is to give the student teacher the opportunity to gain knowledge about the classroom pupils' problems.. This finding is consistent with Early and Kinder's (1994) view that information provision is one aspect of school mentor activity, though other writers such as Copas (1984) have taken a broader view of the kind of information to be provided, e.g. informing the student teacher of errors in a manner which protects the student teacher from embarrassment.

B) The school teacher as supporter

The second role suggested for the school teacher to perform (Table 7.18A and B, role no. 33) is to arrange a meeting with the student teacher to introduce himself as a source of professional support, though only two of the college advisors in their in-depth interviews confirmed this result, saying that the school teacher should show the student teacher that he is his colleague in teaching and he has responsibilities and rights in relation to teaching. The schoolteacher as mentor can also provide support and

guidance for student teachers to integrate theoretical and research-based ideas from their university courses into their teaching (Borko and Mayfield, 1995). Early and Kinder (1994), in their book, “Initiation Rights, Effective Induction Practices for New Teachers”, explained the role of the mentor as that of classroom supporter. There is general agreement in the literature on the importance of the schoolteacher as a supporter of the student teacher in the teaching practice.

C) School teacher as relationship encourager

The third role suggested for the school teacher to perform (Table 7.17A and B, role no 15) is to encourage the building of a positive relationship between the student teacher and the school pupils, although this role was not regarded, by the majority, as important. The relationship among all participants in the Teaching Practice Programme is important to the success of the programme, as all other aspects depend on it. Two of the college advisors, in their in-depth interviews, confirmed this result, saying that the school teacher has to help the student teacher to create a suitable atmosphere (by building the relationship) and show respect for him in front of the pupils (to help the building of the relationship). In Wright and Bottery’s (1997) study of key mentoring activities, encouraging working relationships with pupils was ranked sixth of the most important roles. Encouraging the building of a positive relationship between the student teacher and the school pupils remains a very active role for the schoolteacher.

D) School teacher as liaison officer

The fourth activity suggested for the school teacher to perform (Table 7.17A and B, role no. 3) is co-operating with the college advisor to set a consistent policy toward the student teacher's teaching plan. This finding will solve the problem, which five of the college advisors in the in-depth interview raised, about the conflict between the opinions of the supervisors and the teaching staff regarding special and general methods and curriculum. This finding raises the importance of the schoolteacher as a knowledgeable liaison officer between the student teacher and the college advisor in the view of his knowledge about the school system and of teaching. Everton and White (1992), in their study of a new model of school-based teacher education for the University of Leicester, noted that the PGCE course was characterised by a close working relationship with local schools. In a guide to partnership tutorial roles, the researchers define the role of the co-operating teacher as being to liaise with the university's first subject tutor. The agreement for the provision of primary phase initial teacher training in accordance with circular 14/93 between the University of Hull and schools, similarly highlights, as one of the schools' responsibilities, liaison between university tutor and school mentor. Thus, the literature provides ample support for the importance of the liaison role for the school teacher found by this study.

The other three roles suggested for the school teacher to perform were: giving the student teacher the opportunity to attend some of his regular lessons; working with the student teacher on developing teaching skills; and helping the student teacher to overcome subject matter problems.

In answering the study's second question, therefore, seven activities were identified as the school teacher's roles towards the college student teacher during the teaching practice. The roles covered the areas of information, support, relationship, teaching skills and liaison. Most of these roles were similar to activities identified for the school head teacher. The schoolteachers' perception of their mentoring role was acceptable. The disagreement of the college advisors may have arisen because they thought that the school teachers need more training to perform the roles effectively. On the other hand, they may have feared that transferring some of their current activities to the school teacher would weaken their authority.

8.2.2.4 Student Teachers' perception of the mentoring roles

Table 7.18A and B showed item no. 44 about giving the student teacher the chance to practise teaching different classes in order to gain varied experience. A two-thirds majority of student teachers recognised the importance of this activity. The importance of the student teacher having experience of different classes is in line with Doddington's (1994) view that the student teacher has to appreciate what values and purposes lie behind different teaching styles. The general agreement was that the head teacher could best perform this role. This finding may explain the role of the school head teacher as facilitator, in that most of the mentoring roles mentioned need not necessarily be performed directly by the school head teacher but could be performed by other staff within the school, since the school head teacher has a lot to do within the

school other than look after the student teacher; however, other staff would perform their role under the management of the school head teacher.

Also Table 7.18A and B showed that the majority of student teachers did not feel role number 18 about giving the student teacher the opportunity to attend the pupils' parents' meeting to be important, though the majority of college advisors held the contrary view.

Role number 20 (Table 7.17A and B) relating to non-teaching activities was giving the student teacher the opportunity to participate in the school's staff meeting. On this point, student teachers agreed with the other groups that the activity is important.

Table 7.17A and B showed that it is important for the head teacher, in relation to non-teaching activities (no.23), to give the student teacher the opportunity to participate in the classroom's social and environmental service. Student teachers agreed with head teachers and teachers as to the head's performance of this role.

Table 7.18A and B presented role no.2 as an administrative activity assigned to the head teacher as the school facilitator, to co-operate with the college advisor to provide a suitable timetable for the student teacher. Effective mentoring includes addressing timetabling and resource allocation (Stephenson and Sampson, 1995). Kedall, Griffiths and Allebone (1997) stated that the role of the school- based tutor is to provide details of the routines and procedures in the school, such as opening hours,

timetabling and discipline procedures The researcher, from his experience, has noticed that the suitability of the timetable is important to the student teacher. Some head-teachers prefer to give periods at the end of the school day to the student teacher, because they might think that they are less important than the early periods, which they keep for their regular teachers. In Table 7.15, five out of twenty one college advisors suggested that to solve this problem, the school head teacher should arrange the student teacher's school schedule with the assistance of the school subject teacher to cover all the materials taught on all the days of the week. In the in-depth interviews also, in Table 7.21, eight out of twenty one college advisors, in discussing the difficulties facing student teachers during the teaching practice, stated that there were some difficulties related to the school schedule, such as being asked to teach subjects other than their major. There were statistical differences between student teachers and all other groups which also explain the unclear view of the suggested role held by the college student teachers.

Official examination circulars

According to Table 7.17A and B, role no.41 assigned by respondents for the head to perform is providing the student teacher with Ministry of Education circulars about the examination system. Kedall, Griffiths and Allebone (1997) stated that one role of the school- based tutor is to provide access to relevant school documentation, such as policy statements and curriculum planning. Three of the college advisors interviewed (Table 7.16) suggested that the schoolteacher should show the student

teacher the school syllabus with its aims, content and its activities. This shows that the training process is not clear enough in the minds of some college advisors; this activity would have to be the responsibility of school head teachers, as they keep all the school documents. Nevertheless, the advisors' comment highlights the importance of this activity. The college advisors explained the importance of examination circulars when they noted that student teachers need experience in how to write the monthly report certificates, and to record pupils' marks. Another four college advisors suggested that the student teacher needs to understand the administrative regulations and what happens inside the school environment. In the depth interviews (Table 7.21), six stated the problem that school head teachers do not let student teachers see important public reports, which affect the teaching process and which are normally made available to school teachers. Also in Table 7.21, eight college advisors stated that one of the difficulties facing the student teacher during the teaching practice is related to the examinations, i.e. not letting the student teacher participate in the work of the exams and not giving him confidence. Such comments highlight the importance of this role. Being shown official documents would give the student teacher a chance to participate in the school examinations, unlike what happens now, where student teachers are not involved in any school examination work, so they do not gain examination experience during their practice. There were differences of perception as to the performance of this activity, between student teachers and teachers ($p = .039$), with some 12% of student teachers thinking this is the teacher's role.

No doubt the reason why significant numbers of student teachers disagreed with the importance of the roles mentioned, is because they see them as additional chores. This raises the matter of the student teacher's perception of the practice as a whole, as a chore to be completed, rather than as a chance to gain knowledge to help in the development of his skills as a teacher. The student teacher has to understand that the roles mentioned are designed to improve his training and not just extra jobs to do. Student teachers need to understand that teaching practice provides their only opportunity to experience what it is to be a teacher, while still having the support and guidance of their college supervisors. It must be made clear to them that teaching involves a wide variety of responsibilities and activities, not all of them in the classroom, and they need to experience all of these, in order to be fully prepared for their future careers.

8.2.2.5 Views of mentoring

Table 7.17A and B presented activities for which the four groups of participants (head teachers, schoolteachers, college advisors, and college student teacher) agreed on the importance of the activities. The number of these activities was 23 (46%) out of 50 suggested activities. That means there were statistical differences in views on 27 (54%) of the mentoring activities suggested. It was noted in Chapter Three that the teaching practice document does not include any mentoring role for the school. The role of the school is just to provide a place for the student teacher to practise. Other general responsibilities of the college advisors and the student teacher are mentioned.

That means, officially, there is no mentoring role for the school, which perhaps helps to explain the high percentage (54%) of differences between the groups. Also, Al-Saigh (1998), the general director of the Teacher Colleges, discussing the improvement of teacher training in KSA, suggested that school teachers should take part in the teaching practice of the student teacher, which opens the door for the school mentoring roles suggested in this study.

That the school mentoring model currently plays an important role in the professional development of trainees (student teachers) is attested in the literature, for example by Martin (1994) and McNally (1994). Mentoring is an important model of professional development in many countries, such as Australia, Singapore, Great Britain and the USA (Bush and Coleman, 1995). Booth (1993) highlighted the importance of the school, saying that the importance and role of the school and the practising teacher in the initial training of teachers is one of the current concerns in teacher training. Schools, therefore, are playing an increasingly important part in initial teacher training. As this is a new concept in the KSA, however, it is necessary to examine carefully the difficulties likely to be encountered. The literature also indicates two main points. The first point is time, time for the mentor to do his job. The roles to be performed by the school teacher have to be fitted in with his own teaching and other school activities, so time must be made available for this purpose. In the case of school teachers, it may be necessary to reduce the teaching load for those designated as mentors. Time for the school head teacher to perform the school mentoring role should not be a great problem if the mentoring role is identified carefully. After the

establishment of the school mentoring role, a designated mentor could be appointed in every practice school to perform most of the responsibilities of this role.

The second point concerns who can perform the school teacher's mentoring role? Is it the best qualified teacher, or anyone who would like to do the job? It should be recognised that not every successful, qualified teacher is capable of performing the training role. Also, some school head teachers view teaching as the main function of the school, not training student teachers, so they prefer to keep their best teachers for their own students, rather than deploy them in training student teachers. In Bennett, Jones and Maude's (1994) study, one of the head teachers stated that "a teacher's job is to teach the children and I wouldn't want to take my best teachers away from this". The school has to play a professional role in student teachers' preparation, however, because by so doing, they will share in the preparation of future teachers and that will avoid further teaching difficulties caused by inadequately prepared teachers. In this regard, an interested subject teacher could be selected to perform the role, and an in-service training programme provided to raise his capability to perform the role successfully. For teachers to provide effective and consistent support for student teachers in school, the mentoring role is crucial and the teacher should be properly trained for this role (Maloney and Powell 1998). The findings also reflected the beliefs of the participants about the weaknesses in the teacher training programme, which currently lacks this kind of model. Identification of this role may lead to a solution of the programme's weaknesses. The findings of the study give an indication that the identification and implementation of the mentoring

roles of both the elementary school head teacher and the school teacher in initial teacher training in KSA and their link to training, may contribute to the improvement of teacher training in the country, which was the aim of this study.

8.3 Summary

This chapter has discussed problems facing the teaching practice in the elementary teacher preparation in the KSA. In relation to the purpose of teaching practice, it identified problems of lack of teaching skills improvement, lack of information, failure to involve student teachers in non-teaching activities and weak relationships. The chapter discussed the perceptions of the mentoring role held by all the participants in the teaching practice: the college advisors, school head teachers, school teachers and the college student teachers. The concept of mentoring was discussed. In general, the study found an insufficient number or inadequate quality of college advisors, and that school head teachers and school teachers need more experience in participating in the new mentoring roles in the teaching practice. There is a gap between the college and the school, and a new kind of partnership is needed to improve the quality of teacher training. A co-operative, communicative relationship needs to be established between the two sides. The absence of the mentoring roles in the school causes a lot of difficulties for the student teacher preparation in the teaching practice. Student teachers face difficulties such as weakness in the preparation period, weakness in the college courses and lack of linkage between theoretical training and the school's needs. They suffer from a lack of information and inadequate support in

the use of teaching aids. Student teachers' difficulties and problems faced by the school and the college could, to a great extent, be solved by the establishment of the school mentoring roles through a partnership programme, which would lead to the improvement of teacher preparation in KSA.

Chapter Nine

Summary, Conclusions and Recommendations

9.1. Summary

In this section, the study's five questions are restated, and the main findings in relation to each are summarised.

1. What mentoring roles could the elementary school head teacher perform in relation to the student teacher during the teaching practice?

The four groups of respondents recognised the potential mentoring role of the head teacher and identified 19 activities, which they thought the head teacher could appropriately perform in this respect. The head teacher could contribute to development of the student teacher's teaching skills by ensuring fulfilment of curriculum requirements and providing an opportunity for the student teacher to teach different classes. The need for the head teacher to provide information, both about the school and about the student teacher's responsibilities was also indicated. It was thought that the head-teacher was in a position to broaden and enrich the student teacher's practice, by allowing him to take part in non-teaching activities which complement the teaching process, namely, parents' meetings, staff meetings, social and environmental service and classroom management activities. The experience of developing harmonious and co-operative professional relationships with colleagues is an important part of the teaching practice, and part of the school head teacher's role as

mentor was thought to be to encourage the development of a positive relationship between the student teacher and the school teaching staff. Respondents thought the head teacher could support the student teacher in a number of practical ways, which would generally take the form of giving permission or authorisation for some activity, namely, allowing the student teacher to use the school's material to create teaching aids, and to use the school's equipment, co-operating with the college in the provision of a suitable time-table; giving the student teacher the appropriate number of teaching periods in accordance with ministerial regulations, and allowing the student teacher to see official circulars about the examination system. Three of the activities suggested for the head as mentor were to monitor the student teacher's behaviour, attendance at school assembly and co-operation. A limited role was acknowledged for the head-teacher in evaluation of the schoolteacher, reflected in two activities: reporting the teaching practice and reporting weaknesses.

2. What mentoring roles can the school subject teacher perform towards the student teacher during the teaching practice?

Compared with the head teacher, a much smaller role in mentoring was suggested for the school teacher, confined to eight activities: providing information about pupils' problems; arranging a meeting with the student teacher to introduce himself as a source of professional support; encouraging the building of a positive relationship between the student teacher and the pupils; liaising with the college advisor to set a consistent policy towards the student teacher's teaching plan; giving the

student teacher the opportunity to attend some of his regular lessons; working with the student teacher on developing teaching skills; and helping the student teacher to overcome subject matter problems.

3. What experience should student teachers gain from the teaching practice?

College advisors expected teaching practice to provide student teachers with experience of the day-to day school environment, the teaching profession, classroom management, forming relationships with pupils, and the aims and curriculum of their specialist subject.

4. What information do student teachers need during the teaching practice?

Student teachers were said to need information about the nature of the elementary school curriculum, such as the aims of elementary education and how to deal with children of this age. Pupil-related information needs cited ranged from an understanding of child development to basic information about the number of pupils in the school. Miscellaneous information needs including information about teaching aids and about the teaching practice programme itself were also mentioned.

5. What difficulties do student teacher face in the teaching practice?

Numerous difficulties were cited. Some related to inadequate facilities in the schools; several related to the head-teacher's failure to perform the roles and give the

permissions referred to in the answer to Q1. There were complaints of lack of support and guidance from the school teacher, difficulties with the pupils arising from the student teacher's trainee status, and difficulties arising from the student teacher's own lack of knowledge, skills or confidence.

9.2 Conclusions

Questions have frequently been raised about how to improve teacher preparation in KSA. This matter has been discussed in the newspapers, journals, conferences, seminars and other information media. It is a matter of deep concern to the researcher, who has been a college advisor in a teacher college in KSA for fifteen years. There is evidently a problem, but where is it? An indication was given in a speech of the General Director for Education in Jordan, when he was interviewed by the MBC channel, when he said that "the main reason behind the failure of higher education in the Arab world is dependency on the theoretical side and ignoring the practical side". Teaching practice, the practical side of teacher preparation, needed more attention. How does training in the KSA compare with that in developed countries such as Great Britain? An obvious difference is that the latter has a role for the school in teacher training which is absent in KSA. This study, therefore, has examined the school roles in training with a view to specifying the roles of the two main actors in the school practice, the principal and the teacher, as partners with the training college.

The researcher began to collect the roles identified in past literature. Each study reviewed mentioned one, two, or more roles for the head or the teacher or both. Drawing on this literature, a questionnaire was designed and semi structured interviews conducted with college advisors. Interestingly, when the researcher presented the questionnaire to the general directorate to check its translation from English in Arabic and vice-versa, he was asked for permission to circulate the roles mentioned in it to the schools, but the researcher asked to wait until the results appeared. The survey found twenty-three roles for the school head teacher and the schoolteacher by analysing the views of four groups of participants in the study: heads, schoolteachers, college advisors, and college student teachers.

The roles assigned to the school head teacher related to involving student teachers in non teaching activities, administration, monitoring activities, evaluation, information, teaching skills, support, and encouraging good relationships among numbers of the teaching practice team.

In answering the study's second question, about the school subject teacher's roles, respondents assigned to teachers, roles related to information, support, relationship, teaching skills and liaison. The researcher hopes that these findings will contribute to the development of teacher training in his country.

The findings of this study raise several key issues which have implications for the future planning and resourcing, not only of the teaching practice programme itself, but also of the initial teacher training programme as a whole.

First and foremost, the study revealed that there exists, at present, a problem of lack of clarity of the purpose of teaching practice, and of the roles of the participants within it. College advisors, for example, displayed a lack of understanding of the school roles, reflected in their expectation that the school provide certain information to student teachers which might normally be expected to be covered by the college curriculum, and a number of responses which suggested that they did not know enough about the inner workings of the school, to distinguish clearly between the responsibilities and capabilities of the head teacher and school teacher. Lack of clear perception about the teaching practice roles was also suggested by the disparity of opinions among advisors, reflected in their interview comments, and by the frequency with which advisors were found to be in disagreement with the other groups, on the importance or performance of other roles.

Similarly, the study revealed a lack of understanding of the nature of the teaching practice programme by the school head teachers, reflected in their unwillingness to perform certain mentoring roles, the tendency to treat student teachers as supply teachers, and problems of withholding information or resources such as teaching aids, from student teachers. This problem might to some extent be a result of ambiguity in the guidelines and regulations circulated to schools by the Ministry of Education, regarding the conduct of the teaching practice programme.

Student teachers, for their part, appear to regard teaching practice as a necessary chore, rather than a valuable learning experience. Generally, they showed a

lack of interest in having a wide range of class contacts, and in being involved more fully in the life of the school, through the provision of information and the opportunity to attend staff meetings or parent-teacher consultation meetings.

Thus, the first priority in any attempt to establish the mentoring roles within the school and create a fruitful partnership between the practice school and the teacher college, must be clarification of participants' perceptions of teaching practice itself. College advisors and school staff, particularly head teachers, need to know and understand the school's roles in the teaching practice programme, while student teachers need to recognise that teaching practice offers their only chance to perform the teacher's role under the supervision of the college advisor. If the practice is incomplete, due to a confused or unnecessarily restrictive interpretation of the purpose of teaching practice and the roles of participants, they will be denied necessary information and experience, the lack of which could cause problems when they first enter schools as newly licensed teachers.

Arising out of the issue of lack of clarity in perceptions of the teaching practice and the participants' roles, is a second issue, relating to the training implications for head teachers and school teachers, if the school mentoring roles are to be established as part of the teaching practice programme in Saudi Arabia.

The study findings suggested the need for school head teachers to have in-service training in school management in general and special training about the school head teacher's role as a mentor for the student teacher in the teaching practice in

particular. Training to clarify the role of the school head as a facilitator and develop mentoring skills could greatly improve the teaching preparation of the student teacher. The study findings also suggested the need for schoolteachers to have in-service training in the school mentoring role in general and special training about the schoolteacher's mentoring role in the classroom teaching and management. The training could focus on the role of the schoolteacher as an expert in teaching to improve the teaching preparation of the student teacher.

The views expressed by participants in this study also raise issues relating to the selection of an appropriate school - or schools - for the teaching practice. On the one hand, a view was expressed that student teachers should be allowed to practise in schools of their own choice. On the other hand, concerns were also expressed regarding the inadequate facilities of some schools, and advisors mentioned that student teachers faced problems of lack of resources and facilities, lack of educational aids, excessively large classes, overcrowding, and poorly lit or poorly ventilated classrooms. These two concerns are to some extent conflicting. The school that a student wishes to practise in, perhaps because it is close to his home, may not be one that is well-provided with facilities. Thus, the question arises, which is more important: for the student teacher to practise in the school of his choice, or for him to practise in a well-equipped school with spacious, comfortable classrooms?

It can also be argued, of course, that poorly equipped or overcrowded schools are not just a problem of the teaching practice programme, but of the education system

as a whole. As indicated in Chapter 2, Saudi education has undergone extremely rapid quantitative expansion in recent years. This has meant, for example, that some schools have been established in leased, rather than purpose-built buildings. Some rural schools also may be lacking in facilities. Programmes are underway to address these problems, but, in the meantime, it must be accepted that some schools are rather less well equipped than others. If student teachers practise in less well-equipped schools, the teaching practice may be more difficult than would otherwise be the case; on the other hand, if they practise only in the best-equipped schools, it could be argued that they will not gain a realistic picture of the school situation and will be unprepared for the conditions they may face when they start their teaching career. This raises the question whether experience in only one practice school is adequate.

Some teachers expressed concern about the dangers of parochialism and the need for students to have experience of more than one school. A study conducted in Newcastle found that three quarters of the school heads thought that trainee teachers should spend sustained periods of time in at least three schools (Milse, Everton and Bonnett 1994).

It may be suggested, therefore, that there is a case for providing student teachers with opportunities to practise, or at least observe, in more than one school, and that, while some account should be taken of students' preferences, the governing criterion in selection of practice schools should be to give students a balanced and realistic experience of conditions in varying types of school.

So far, the discussion has focused on matters directly related to the teaching practice programme. It should be recognised, however, that the findings from this study may also have implications for the teacher training programme more generally, and specifically for the teacher college curriculum. That this is so, is evident when we consider the views expressed by college advisors, regarding some of the difficulties student teachers face in their practice schools, and some of the experience and information advisors expect the teaching practice to provide. College advisors referred, for example, to student teachers' difficulties in presenting information, not knowing how to treat small children, nervousness, misconceptions about the syllabus, and difficulty in dealing with unruly or disruptive pupils.

As indicated in Chapter 8, much of the information that advisors expected the school to provide should actually be provided by the college itself. The question inevitably comes to mind, therefore, whether some of the difficulties faced by student teachers in their practice schools are actually caused, at least in part, by inadequate theoretical preparation in college, before they start their practice in the school. It may be that some review and revision of the college curriculum is needed with, for example, more time devoted to the teaching methods module, in order to ensure that student teachers are well prepared for their school practice.

In order to address the issues raised here, innovation and change will be needed at all levels of the education system, from the Ministry down to the individual school. Recommendations in this respect will, therefore, be made in the following section.

9.3 Recommendations

Because there are three agencies involved in teacher preparation, general recommendations will be given for all the agencies first, then more specific recommendations will be offered for every agent individually.

9.3.1 General Recommendations

1) As a first priority, perceptions of the teaching practice itself must be clarified. In the centralised education system of Saudi Arabia, the initiative in this respect must be taken by the Ministry of Education, although college advisors, head-teachers and school teachers could usefully contribute in discussions at the local level, as to the implications of new ministerial directives in this respect.

2) A partnership scheme should be established between the teacher colleges and the schools, with the approval of the Ministry of Education, as a matter of urgency. Such a scheme would resolve some of the current conflicts between the college advisors and the school teaching staff and the lack of communication between the school and the college. It will keep the school participants up to date with theoretical developments in education, while ensuring colleges are aware of the practical situation in the schools. The partnership scheme could include seminars, conferences, and discussions for the development of increased clarity and consensus regarding the new roles, and training for school mentors, e.g. in writing classroom observation reports, and evaluation of the student teacher.

3) Through the partnership scheme and with the support of the Ministry of Education the establishment of the school mentoring role in the school is important. The school mentoring role could mitigate the college difficulties such as the college advisors' lack of time to do all that is currently expected of them and could benefit the school head and the school teacher also, as has been the case with successful mentoring schemes other countries.

9.3.2 Recommendations for the Ministry of Education

1) The study found that some of the Ministry of Education regulations sent to schools are not clear and their aims are not clear which lead to confusion in the ideas of the school participants. It is important that the Ministry of Education review the guidelines and regulations circulated to the schools in respect of teaching practice, to ensure that the aims of the programme and the responsibilities of participants are clear.

2) The new roles for the elementary school principals and the school teacher in the initial teacher training, should be recognised and supported by the Ministry of Education, The General Directorate of Education in each district and also by the training colleges.

3) After the establishment of the partnership between the training college and the school and also after the identification of the school mentoring role, the Ministry of Education could initiate provisions whereby an assessment from the practice school is taken into account in the award of a licence to teach, so avoiding the need for the

theoretical examinations which are currently set by the General Educational Directorate for the student teacher to take before starting as a fully licensed teacher.

4) In selecting school head teachers, the Ministry of Education should consider not only the time spent in the school, but also in-service training such as school management, and training in the school mentoring role.

5) It is recommended that the Ministry of Education and the General Educational Directorate should give student teachers a chance to express preferences as regards practice schools, subject to the requirement that each student gain a balanced school experience, including the opportunity to practise in schools with a range of resources and facilities.

9.3.3 Recommendations for the teacher colleges

1) The colleges, to train the school heads and schoolteachers in their new roles in the teaching practice, should establish an in-service training programme, to clarify the nature of the teaching practice programme and develop mentoring skills.

2) It is recommended that teaching practice be extended to at least one year, and each student should practise in at least two different schools.

3) A programme of lectures, conferences and workshops for schools should be prepared in order to raise schools' ability to participate in the training of student

teachers during their school practice, and in general to discuss what difficulties face the school in order to improve the educational process.

4) It is clear from the study findings that student teachers need to know how to treat special needs students and how to deal with unruly, disruptive pupils. Student teachers also need to be prepared effectively in the use of educational aids. Therefore, it is important that the college curriculum should be modified to meet such needs. It may also be necessary to increase the time devoted to theoretical studies, to ensure these topics are adequately covered before the student teachers begin their practice.

5) Colleges should choose schools, which are co-operative and have professional experience in the student teacher preparation. To provide the basic experience for effective training, students should have a school experience in which they observe and participate in all the central professional activities for which they are being prepared, both in the classroom and more widely in and out of school.

6) A Handbook for the teaching practice should be prepared by the teacher college in conjunction with General Education Directorate in the district, containing specific statements of the teaching practice regulations and the roles of the school head teacher, school teacher and college advisors, and setting out what is expected of the student teacher during the practice.

9.3.4 Recommendations for the schools

1) School head teachers and school teachers, should participate in the in service training programmes provided by the Ministry of Education or the Teacher Colleges in order to improve the school's abilities to participate in the preparation of the student teacher and to develop the position of the school as a place for learning and professionalism.

2) It was found in this study that student teachers need information, such as explanation of the student teacher's responsibilities towards the school and pupils during the teaching practice, and about the characteristics of the school itself. Such information could be prepared by the school in a booklet containing all the information the student teacher needs to make his view of the school more clear, so he knows what to do. The school could provide the student teacher with the school information booklet before the teaching practice starts, allowing enough time for the student teacher to read it and plan accordingly.

3) It seems from the literature that the main problem for the school mentoring role is lack of time, and given the teaching load of schoolteachers, it is important to reduce it in order to give them more time to observe, evaluate, and confer with student teachers.

- 4) The school should choose experienced and well-qualified teachers who are interested in participating in the new mentoring role of the school in the teaching practice.
- 5) Each school should have a member of staff nominated as a professional tutor. That tutor should act as the co-ordinator for the teaching practice in the school. He would be the link between the school and all other agencies engaged in practice of the student teacher training.
- 6) Each school should not have more than two student teachers on teaching practice at any one time, to ensure enough time and attention can be given to each student.

9.4 Suggestions for Further Research

The following topics are suggested for further study:

- 1) There is sufficient evidence from countries where the school mentoring roles have been successfully implemented, to justify their immediate introduction in Saudi Arabia. Once these roles have been implemented, however, studies should be undertaken to investigate the effects of the new approach. College advisors, school head teachers and school subject teachers who have experienced the current system will be in a position to indicate whether they feel the teaching practice programme has been improved as a result of clarification and implementation of the mentor roles, and the nature of the benefits obtained, as well as to identify any remaining problems.

- 2) Each role identified by the study such as: relationship, evaluation, liaison ..etc.. could be studied individually to focus on its contribution to the effectiveness of the teaching practice programme.
- 3) General studies could be made about the pupils' view of the student teacher as trainee, student teachers' nervousness about the teaching situation and the lack of clarity in the teaching practice regulations.
- 4) There is a need for further research regarding the role of the college advisors through the new partnership scheme suggested by the study.
- 5) It should be recognised that investigating the viewpoint of respondents by questionnaire in a society that is not familiar with such instruments or does not take them seriously will affect the study's validity. It may be better to interview the respondents or ask them to set in order the importance of the activities, rather than to indicate their importance.
- 6) An action research could be undertaken by identifying some general problems about the school role in the teaching practice and clarifying the focus of interest to see what is happening already. What is the rationale for this? What should be changed? What are the possibilities? Who will be affected? In addition, with whom should the researcher negotiate? Then some time could be spent investigating and describing the fact of the current situation. In addition, preliminary explanations of the situation,

could be put forward, either by hypotheses or by asking participants to take action and evaluating the effects.

7) Study could be undertaken of the correlation between the number of pupils in the school, teaching experience and administrative experience with head teachers' and teachers' willingness and ability to perform the mentoring roles identified. Similarly, correlational study of variables affecting the role and opinions of college advisors is needed, as this was outside the scope of the present study. In addition, similar study could be made for college advisors, because this was outside the scope of the present study.

This study has already generated considerable interest among educationists in Saudi Arabia. Its findings fulfil a long-felt need for clarification of aims and roles in the teaching practice programme, and increased mutual understanding among the programme's participants. It opens the door to a new era of co-operation between the Teacher Colleges and the schools, which can only be to the benefit of student teachers and, ultimately, to Saudi education as a whole.

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Appendix A

Official Documents

1. Letter from King Abdulaziz University, Medina, regarding translation of questionnaire.
2. Letter from the Islamin University, Medina, regarding translation of questionnaire
3. Letter from College of Teachers, Medina, regarding translation of questionnaire.
4. Letter from Teachers College, Jeddah regarding translation of questionnaire.
5. Letter from General Directorate of Education, Medina regarding translation of questionnaire.
6. Letter from the Islamic University, Medina (Arabic Version).
7. Letter from college of Teachers, Medina (Arabic Version).
8. Letter from Teachers College, Jeddah (Arabic Version).
9. Letter from General Directorate of Education, Medina 1 (Arabic Version).
10. Letter from General Directorate of Education, Medina 2 (Arabic Version).



April 30, 1997

To whom It may concern

This is to certify that the translation into Arabic of the following questionnaires has been verified:

- 1- A questionnaire to be filled in by the headmaster of the elementary school with regard to his opinion of the teacher trainee from the teacher training colleges during teaching practice.
- 2- A questionnaire to be filled in by the main subject teacher regarding his role towards the teacher trainee during teaching practice.
- 3- A questionnaire to be filled in by the college supervisor regarding his opinion of the suggested role of the headmaster and the main subject teacher towards the teacher trainee during teaching practice.
- 4- A questionnaire to be filled in by teacher trainee concerning his opinion about the suggested role of the headmaster and the main subject teacher of the elementary school.

The above questionnaires have been prepared by Mr. Abdulaziz Muhammad Badruddin Kabli of the Madinah Munawwarah Teacher-Training College. They constitute part of his Ph.D. dissertation in the field of education and teaching methods. We testify the validity of the contents of the proposed research. The translation of the questionnaires from English in Arabic and vice versa has been attested. This certificate is issued upon the researcher's request.

Dr. Mohammad Ali Jarrah
Chairman,
Department of Foreign Languages



Dr. Mahrous Ahmed Ghabban
Vice-Dean for Higher Studies
and Academic Research

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرقم
التاريخ
التوايح



المملكة العربية السعودية
الجامعة الإسلامية
بالمدينة المنورة
عمادة القبول والتسجيل

To whom it may concern

I have checked the enclosed questionnaire in both English and Arabic, addressed to the following four categories:

- 1- The elementary school head teacher to get acquainted with his role towards the student teacher trainee of the teachers' training colleges during the teaching practice program.
2. The subject teacher to know about his role towards the student teacher trainee during the teaching practice program.
3. The college advisor to express his viewpoint about the role to be played by both the elementary school head teacher and the subject teacher towards the student teacher trainee.
4. The student teacher trainee himself to know how he sees the proposed role to be played by both the elementary school head teacher and the subject teacher towards him.

The questionnaire has been prepared by researcher: ABDUL AZIZ MD. BADRUDDIN KABLI graduate of the teachers' Training college of Madinah Munawwarah in partial fulfilment of a Ph.d. dissertation in the field of education and teaching methods concerning the proposed role of each of the elementary school head teacher and the subject teacher towards the student teacher trainee of the teachers' training colleges during the teaching practice throughout Saudi Arabian elementary schools.

The Arabic translation of the questionnaire has been found to be accurate and faithful to the English version.

Accordingly, this statement has been issued to the bearer to submit it to whom it may concern.

The translator of English
at the Islamic University
of Madinah Munawwarah:

أحمد محمد
مترجم

Dated: 29/01/1418 H
24/06/1997 AD



ت : (٨٤٧١٨٨٤) ص . ب : (١٧٠) تكس : (٤٧٠٠٢٢) فاكس : (٨٤٧٣٢٨١)

Kingdom of Sudi Arabia.

Ministry of Education.

College of teachers /MADINA MUNWWARH.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



المملكة العربية السعودية

وزارة المعارف

كلية المعلمين

بالمدينة المنورة

الرقم

التاريخ

المخفوعات

To Whom It May Concern

This is to certify that the English translation has been checked against the Arabic text of the following four questionnaires which were designed and developed by our staff member Mr. Abdulaziz Mohammed Badr Elddin Kabli . The questionnaires are to be used by Mr. Kabli during his PhD research in Education and Teaching Methods.

The questionnaires were designed to test the proposed roles that should be played by the Elementary School Head Teacher and the Subject teacher towards the Student Teacher Trainee from the Teachers' College during the Teaching Practice Programme in Saudi Arabia .

The were as follows :

1. Questionnaire aimed towards the Elementary School Head Teacher.
2. Questionnaire aimed towards the Subject Teacher .
3. Questionnaire aimed towards the Student Teacher Trainee's Supervisor from within the Teachers' College .
4. Questionnaire aimed towards the Student Teacher Trainee from Teachers' College .

They were found to be very professionally prepared and accurately translated and appropriate to the subject researched by Mr. Kabli .

We have signed this certificate according to the facts stated above .

Mohammed Jamal Khan

Head of the English Dept.



Dr . Ali Haggan

Head of Curriculum and
Teaching Methods Dept.

Dr. Mohammed Al Dakheel

Dean of the College

أبار علي - أمام محطة التلفزيون ص.ب ١٣٤٣ ت : ٨٢٢٠٦٢٦



الرقم:

التاريخ:

TO WHOM IT MAY CONCERN

Mr. Abdulaziz M. B. Kabli has sought our consultants and our judgment at Jeddah Teachers College English section on his package of research on the procedures (Questionnaire on The Role Of Elementary School Head Teacher and The School Subject Teacher toward The Student Teacher from The Teachers' colleges, during the Teaching Practice Programme in Saudi Arabia) from the viewpoint of :-

- 1- The Elementary School head Teacher.
- 2-The Elementary School Subject Teacher.
- 3- TheTeacher' Colleges Advisors.
- 4 -The Teachers' colleges Student Teacher.

The judgment of supervision of English (confirmed of English and Arabic) confirmed the validity of the procedures and their translation from English into Arabic and vice versa.

Dr. Rabea Jan

The Section of English at
Jeddah Teachers College
Ph.D in Applied linguistics
University of Exter.

Dr. Yahya El-Bahethi

Dean, Jeddah Teachers college



Kingdom of Saudi Arabia
Ministry of Education
Madina General Directorate of Education
Educational Supervision
English Language Department

Date 28 / 12 / 1417 H.

Certificate
To Whom It May Concern

With reference to the letter of the Dean of Al-Madinah Teachers' College, dated April 8th 1997, concerning Mr. Abdulaziz Mohammad Badr Eldin Kabli's field study, which is about the suggested role to be played by the Primary Schools Head Teachers and the Subject Teachers towards the Teachers' Colleges Student Teacher Trainees.

The four questionnaires which have been checked were as follows :

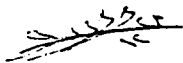
- 1) A questionnaire aimed toward the Primary Schools Head Teachers.
- 2) A questionnaire aimed toward the Subject Teachers.
- 3) A questionnaire aimed toward the Teachers' College's Supervisors.
- 4) A questionnaire aimed toward the Teachers' College's Students Teachers Trainees.

These questionnaires were submitted by Mr. Kabli, A scholar of Al-Madinah Teachers' College, to be used in his Ph.D. research field work in Education and Teaching Methods.

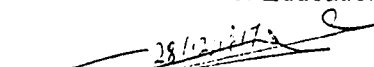
They were found to be technically accurate and honest in both contents, language and translation and accordingly this certificate was signed and issued from us.

Thank you.

English Language Dept.



General Director of Education


Bahjat M. Junaid

بسم الله الرحمن الرحيم



المملكة العربية السعودية
الجامعة الإسلامية
بالمدينة المنورة
عمادة القبول والتسجيل

الرقم _____
التاريخ _____
التوقيع _____

لن يهمله الأمر

لقد تم الإطلاع على النصوص الإنجليزية وترجمتها إلى اللغة العربية في كل من الإستبانات التالية

-:

- ١- استبانة موجهة لمدير المدرسة الابتدائية عن دوره نحو الطالب المتدرب من كليات المعلمين أثناء تطبيق برنامج التزييه الميدانية .
- ٢- استبانة موجهة لمعلم المادة الأساسي عن دوره نحو الطالب المتدرب من كليات المعلمين أثناء تطبيق برنامج التزييه الميدانية .
- ٣- استبانة موجهة لمشرف الكلية عن رأيه في الدور المقترح لكل من مدير المدرسة ومعلم المادة الأساسي (بالمدرسة الابتدائية) نحو الطالب المتدرب من كليات المعلمين
- ٤- استبانة موجهة للطالب المتدرب من كليات المعلمين عن رأيه في الدور المقترح لكل من مدير المدرسة ومعلم المادة الأساسي (بالمدارس الابتدائية) نحو الطالب المتدرب من كليات المعلمين .

تلك الاستبانات التي تقدم بها الباحث / عبدالعزيز محمد بدر الدين كابلبي من كلية المعلمين بالمدينة المنورة والمستخدمه في بحثه للحصول على درجة الدكتوراه في مجال التزييه وطرق التدريس عن الدور المقترح لكل من مدير المدرسة الابتدائية ومعلم المادة الأساسي نحو الطالب المتدرب من كليات المعلمين أثناء تطبيق برنامج التزييه الميدانية بالمملكة العربية السعودية .
فقد رأينا صحة ترجمتها من اللغة الإنجليزية إلى اللغة العربية وبالعكس وعلى ذلك جرى إعطاء هذه الشهادة .

مترجم اللغة الانجليزية بالجامعة الاسلامية بالمدينة المنورة

محمد بن
١٤١٨/١٢/٢٩
١٩٩٧/٦/٢



ت : (٨٤٧١٨٨٤) ص . ب : (١٧٠) ت لكس : (٤٧٠٠٢٢) فاكس : (٨٤٧٣٢٨١)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

المملكة العربية السعودية

وزارة المعارف

كلية المعلمين

بالمدينة المنورة



لنمن يهمة الأمر

الرقم ١٤٣
التاريخ ١٤١٧/١٢/١٩
المشروعات

نشهد نحن كلية المعلمين بالمدينة المنورة بأن الباحث الأستاذ عبدالعزيز محمد بدر الدين كابلي يقوم بدراسه ميدانية عن دور مدير المدرسة الابتدائية ومعلم المادة الأساسي نحو الطالب المتدرب من كليات المعلمين بالمملكة العربية السعودية وذلك خلال الفترة من ١٤١٧/١١/٢٠ هـ إلى ١٤١٧/٢/١٩ هـ. نأمل التكرم بتقديم كافة التسهيلات الممكنة لتمكينه من اداء مهمته. شاكرين ومقدرين حسن التعاون،،

عميد كلية المعلمين بالمدينة المنورة



د. محمد بن عبدالرحمن فهد الدخيل

١٤١٧/١٢/١٩



الرقم :

التاريخ / /

لمن يهمه الأمر

- لقد تم الإطلاع علي النصوص الإنجليزية وترجمتها إلى اللغة العربية في كل من الاستبانة التالية :-
- ١ - استبانة موجهة لمدير المدرسة الابتدائية عن دوره نحو الطالب المتدرب من كليات المعلمين أثناء تطبيق برنامج التربية الميدانية .
 - ٢ - استبانة موجهة لمعلم المادة الأساسي عن دوره نحو الطالب المتدرب من كليات المعلمين أثناء تطبيق برنامج التربية الميدانية .
 - ٣ - استبانة موجهة لمشرف الكلية عن رأيه في الدور المقترح لكل من مدير المدرسة ومعلم المادة الأساسي (بالمدرسة الابتدائية) نحو الطالب المتدرب من كليات المعلمين .
 - ٤ - استبانة موجهة للطالب المتدرب من كليات المعلمين عن رأيه في الدور المقترح لكل من مدير المدرسة ومعلم المادة الأساسي (بالمدرسة الابتدائية) نحو الطالب المتدرب من كليات المعلمين .
- تلك الاستبانة التي تقدم بها الباحث الأستاذ / عبدالعزيز محمد بدر الدين كابلي من كلية المعلمين بالمدينة المنورة والمستخدمة في بحثه للحصول على درجة الدكتوراه في مجال التربية وطرق التدريس عن الدور المقترح لكل من مدير المدرسة الابتدائية ومعلم المادة الأساسي نحو الطالب المتدرب من كليات المعلمين أثناء تطبيق برنامج التربية الميدانية بالمملكة العربية السعودية . وقد رأينا صدق الأداة للموضوع المراد بحثه وصحة محتواها وترجمتها من اللغة الإنجليزية إلى اللغة العربية ، وعلى ذلك جرى إعطاء هذه الشهادة .

عميد كلية المعلمين بمحافظة جدة
د. محمد بن عبد الله بن عبد الرحمن

شعبة اللغة الإنجليزية
د. محمد بن عبد الله بن عبد الرحمن
الختم



الرقم : _____
التاريخ : ١٤١٧/١٢/٢٢ هـ

المملكة العربية السعودية
وزارة المعارف
منطقة المدينة المنورة التعليمية
الشرقية التعليمية - الإشراف التربوي
شعبة اللغة الإنجليزية

(إفادة)

إشارة إلى خطاب عميد كلية المعلمين بالمدينة المنورة رقم ١/٩٤٣ في ١٤١٧/١٢/١ هـ حول قيام الباحث الأستاذ / عبدالعزيز محمد بدر الدين كابلي بدراسة ميدانية عن دور المدرسة الابتدائية ومعلم المادة الأساسية نحو الطالب المتدرب من كليات المعلمين بالمملكة العربية السعودية وتحتوي هذه الدراسة على استنتاجات باللتقين العربية والإنجليزية وقد تم الإطلاع على النصوص الإنجليزية وترجمتها إلى اللغة العربية في كل من الاستنتاجات التالية :-

١. استبائية موجهة لمدير المدرسة الابتدائية عن دوره نحو الطالب المتدرب من كليات المعلمين أثناء تطبيق برنامج التربية الميدانية .
 ٢. استبائية موجهة لمعلم المادة الأساسية عن دوره نحو الطالب المتدرب من كليات المعلمين أثناء تطبيق برنامج التربية الميدانية .
 ٣. استبائية موجهة لمشرف الكلية عن رأيه في الدور المقترح لكل من مدير المدرسة ومعلم المادة الأساسية (بالمدرسة الابتدائية) نحو الطالب المتدرب من كليات المعلمين .
 ٤. استبائية موجهة للطالب المتدرب من كليات المعلمين عن رأيه في الدور المقترح لكل من مدير المدرسة ومعلم المادة الأساسية (بالمدرسة الابتدائية) نحو الطالب المتدرب من كليات المعلمين .
- تلك الاستبائات التي تقدم بها الباحث الأستاذ / عبدالعزيز محمد بدر الدين كابلي من كلية المعلمين بالمدينة المنورة والمستخدمه في بحثه للحصول على درجة الدكتوراة في مجال التربية وطرق التدريس عن الدور المقترح لكل من مدير المدرسة الابتدائية ومعلم المادة الأساسية نحو الطالب المتدرب من كليات المعلمين أثناء تطبيق برنامج التربية الميدانية بالمملكة العربية السعودية . وقد رأينا صدق الأداة لنموضوع المراد بحثه وصحة محتواها وترجمتها من اللغة الإنجليزية إلى اللغة العربية وعلى ذلك جرى إعطاء هذه الشهادة .

المدير العام للتعليم بمنطقة المدينة المنورة

١٤١٧/١٢/٢٢ هـ
بمكتب محمود خنيد



شعبة اللغة الإنجليزية

عبدالله بن محمد



المملكة العربية السعودية
وزارة المعارف
الإدارة العامة للتعليم بمنطقة المدينة المنورة
الشؤون التعليمية - الإشراف التربوي
وحدة البحوث التربوية

الرقم : ١٢٨ / ١٨
التاريخ : ١٤/١١ / ١٤١٧
المشروعات :

الموضوع : بشأن تطبيق أدوات بحث في مدرسة .

الموقر

المكرم مدير مدرسة /

السلام عليكم ورحمة الله وبركاته ... وبعد :

نأمل السماح للباحث / عيسى العزير محمد بن الدليم كما يلي بتطبيق أدوات بحثه

بموضوع « دور مدير المدرسة الدينية في تنظيم المادة الدراسية نحو الطالب المنحدر من كليات المعلمين أثناء تصميم برنامج التربية العملية »

وذلك لاكتمال الأوراق المطلوبة حسب التعليمات الواردة من الإدارة العامة للبحوث التربوية والتقويم .

وعليه لا مانع من تطبيق أدوات بحثه في مدرستكم على عينة حجمها (٥٠ /)

من الفئة () مدير المدرسة (ما لم يكن هناك ما يمنع من ذلك .

وتجدون برفقه صورة من (أدوات البحث) التي سيطبقها الباحث ، وعند الانتهاء من عملية التطبيق

يسلم الباحث أدوات بحثه .

ولكم تحياتي.

ر المدير العام للتعليم

بمنطقة المدينة المنورة

١٤/١١ / ١٤١٧
بهجت محمود جنيدي

التجدي .

Appendix B

Questionnaires on the role of the elementary school head teacher and the subject teacher towards the student teacher trainee from the teachers' colleges, during the teaching practice programme in Saudi Arabia.

1. Questionnaire for College Advisors, with cover letter (in English).
2. Questionnaire for School Head Teachers, with cover letter (in English).
3. Questionnaire for School Subject Teachers, with cover letter (in English).
4. Questionnaire for Student Teachers, with cover letter (in English).
5. Questionnaire for College Advisors, with cover letter (in Arabic).
6. Questionnaire for School Head Teachers, with cover letter (in Arabic).
7. Questionnaire for School Subject Teachers, with cover letter (in Arabic).
8. Questionnaire for Student Teachers, with cover letter (in Arabic).

Dear College Advisor,

No doubt you are one of the people who recognises the importance of the preparation of teaching practice programmes and their influence on preparing the elementary stage teacher for a successful career as an effective teacher.

This research is studying ways of obtaining maximum benefit from the help that the school head teachers and the subject co-operating teachers give the college student teachers during their teaching practice programmes.

Your information and your opinions will be of great help in fulfilling the objectives of this study. Please answer the questionnaire by indicating with a tick (✓) in the appropriate box, the answer which represents precisely your true and honest opinion. All the information you give will be held in the strictest confidence, and will be used solely for research purposes.

I would be very grateful if you would devote some of your time to answering the questionnaire, and return it at your earliest convenience. Thank you most sincerely for your co-operation.

Yours Faithfully,
The Researcher.

Abdulaziz Kabli

Department of Curriculum and Teaching Methods.
Al-Madenah Al-Munawarah Teachers' College
P.O.Box 1343
Tel: 8220625

**Questionnaire on the Role of the Elementary School Head Teacher and the Subject Teacher
Towards the Student Teacher Trainee from the Teachers' Colleges, During the Teaching Practice
Programme in Saudi Arabia**

1. College:

2. Your Qualification:

Bachelor Degree	MA	Ph.D	Educational	Non Educational

3. Your Major

Quranic Studies	Islamic Studies	Arabic	Social Studies	Mathematics	Science	Art	Physical Education

Education

4. Number of Years of Experience in Teaching (Check One)

1 - 5	
6 - 10	
Over 10	

5. Number of Years Experience as Teaching Practice Supervisor (Check One)

1 - 5	
6-10	
Over 10	

6. Number of Pupils Under Your Supervision (Check One)

1 - 10	
11 - 20	
Over 20	

The objective of this questionnaire is to find out the roles of school heads and subject teachers towards the student teacher during the teaching practice programme. These roles are divided into groups, each of which contains four activities.

First: Will you please set in order these activities by writing one number in the space provided on the left hand side, from 1 to 4, using the following scale.

- 1 Most important
- 2 Next most important
- 3 Third important
- 4 Fourth (least) important

Second: After you have rated each activity's importance, indicate who you think can best perform that role, the school head-teacher or the subject teacher by ticking (v) the appropriate box on the right hand side

College Advisor

1 - 4	Items	School Head	School. Teacher
	Hold a meeting with me as a student teacher advisor to know the kind of method he is planning to follow during the teaching programme		
	Co-operate with me as a college advisor to provide a suitable timetable for the student teacher.		
	Co-operate with me as a college advisor to set a consistent policy toward the student teacher's teaching plan.		
	Prepare a full report for me as a college advisor about the student teacher in his teaching practice.		

School Staff

1 - 4	Items	School Head	School. Teacher
	Arrange a meeting with the school teaching staff to discuss the importance of working with the student teacher		
	Introduce the college student teacher to the school teaching staff		
	Give the college student teacher the opportunity to attend some of the subject teacher's regular lessons		
	Allocate a special place for the student teacher among the teaching staff so that he can gain from their experience		

Audio-Visual Aids

1 - 4	Items	School Head	School Teacher
	Give the opportunity to the student teacher to use the audio-visual aids available in the school		
	Encourage the student teacher to create suitable subject teaching aids		
	Give the student teacher some of the available materials with which to create more teaching aids		
	Provide the student teacher with the textbooks that he might need during the teaching practice		

Relationship

1 - 4	Items
	Encourage the building of a positive relationship between the student teacher and the subject teacher in the school
	Encourage the building of a positive relationship between the student teacher and the school teaching staff
	Encourage the building of a positive relationship between the student teacher and the school pupils
	Encourage the building of a positive relationship between the school head teacher and the student teacher

School Head	School Teacher

School

1 - 4	Items
	Explain to the student teacher his responsibility towards the school during the teaching practice
	Give the student teacher the opportunity to attend the pupils' parents' meeting.
	Explain the school characteristics to the student teacher.
	Give the student teacher the opportunity to participate in the school's staff meeting.

School Head	School Teacher

Classroom

1 - 4	Items
	Give the student teacher the opportunity to participate in classroom activities.
	Give the student teacher the opportunity to gain knowledge about the classroom pupils' problems.
	Give the student teacher the opportunity to participate in the classroom's social and environmental service.
	Give the student teacher the opportunity to participate in classroom management activities.

School Head	School Teacher

Teaching

1 - 4	Items
	Talk to the student teacher about the importance of the teaching process
	Identify the strong elements in the student teacher's practice and encourage him to carry on with these
	Identify any weak elements in the student teacher's practice and help him to improve these.
	Ensure that the student teacher fulfils the requirements of the curriculum

School Head	School Teacher

Evaluation

1 - 4	Items
	Observe whether the student teacher's behaviour is suitable to the educational process
	Ensure that the student teacher is aware of his responsibility towards his pupils
	Identify the student teacher's weaknesses and ensure they are reported.
	Explain to the S.T how his practical work will be evaluated

School Head	School Teacher

Third: Please circle the number which best indicates the importance you attach to the role of the school head teacher, the school subject teacher or the college advisor for each activity, using the following scale:

1. Essential
2. Very Important
3. Slightly Important
4. Not Important

Fourth: After you have circled the number of your choice please indicate who you think can best perform that role, the school head -teacher (H),the school subject teacher (S) or the college advisor (C) by writing the appropriate letter in the box provided.

Items		H,S,C
Arrange a meeting with the student teacher to introduce himself as a source of professional support	1 2 3 4	
Introduce the student teacher to the subject teachers in the school	1 2 3 4	
Liaise with the student teacher with regard to the classroom performance	1 2 3 4	
Give the student teacher a clear idea about the characteristics of the classroom	1 2 3 4	
Work with the student teacher to enable him to develop his teaching skills	1 2 3 4	
Help the student teacher to overcome discipline problems that face him during the practice	1 2 3 4	
Give the student teacher the exact number of teaching periods stipulated by the Ministry	1 2 3 4	
Discuss the school notes about the school teacher with me as a college advisor.	1 2 3 4	
Provide the student teacher with the Ministry of Education circulars about the examination system	1 2 3 4	
Consider the student teacher as a qualified teacher in practice	1 2 3 4	
Examine the student teacher's lesson plan to confirm it is suitable.	1 2 3 4	
Give the student teacher the chance to practise teaching different classes in order to gain varied experience	1 2 3 4	
Show confidence in the student teacher's ability to evaluate the pupils	1 2 3 4	
Help the student teacher to overcome subject matter problems that face him during the practice.	1 2 3 4	
Monitor the student teacher's regular attendance of the school morning assembly	1 2 3 4	
Monitor the student teacher's willingness to co-operate in the school spare periods	1 2 3 4	
Help the student teacher to put into practice the theory he has learned in the college	1 2 3 4	
Make the final evaluation of the student teacher.	1 2 3 4	

Dear Head teacher,

No doubt you are one of the people who recognises the importance of the preparation of teaching practice programmes and their influence on preparing the elementary stage teacher for a successful career as an effective teacher.

This research is studying ways of obtaining maximum benefit from the help that the school head teachers and the subject co-operating teachers give the college student teachers during their teaching practice programmes.

Your information and your opinions will be of great help in fulfilling the objectives of this study. Please answer the questionnaire by indicating with a tick (✓) in the appropriate box, the answer which represents precisely your true and honest opinion. All the information you give will be held in the strictest confidence, and will be used solely for research purposes.

I would be very grateful if you would devote some of your time to answering the questionnaire, and if you would kindly choose at least five of your teaching staff in a wide range of different majors to do likewise. Please return this questionnaire at your earliest convenience, and thank you most sincerely for your co-operation.

Yours Faithfully,
The Researcher.

Abdulaziz Kabli

Department of Curriculum and Teaching Methods.
Al-Madenah Al-Munawarah Teachers' College
P.O.Box 1343
Tel: 8220625

**Questionnaire on the Role of the Elementary School Head Teacher and the Subject Teacher
Towards the Student Teacher Trainee from the Teachers' College, During the Teaching Practice
Programme in Saudi Arabia**

Please place a tick (✓) in the appropriate box, and write the relevant details in the spaces provided.

1. Your Qualification:

Diploma	Bachelor Degree	Other (Please specify)	Educational	Non Educational

2. Your Major

Quranic Studies	Islamic Studies	Arabic	Social Studies	Mathematics	Science	Art	Physical Education

English	Sociology

3. Number of Years of Experience as a Teacher (Check One)

1 - 5	
6 - 10	
Over 10	

4. Number of Years of Experience as a Head Teacher (Check One)

1 - 5	
6 - 10	
Over 10	

5. Number of Pupils (Check One)

Less than 300	
300 - 600	
Over 600	

6. Number of Teachers in Your School (Check One)

1 - 10	
11 - 20	
Over 20	

The objective of this questionnaire is to find out the roles of school heads and subject teachers towards the student teacher during the teaching practice programme. These roles are divided into groups, each of which contains four activities.

First: Will you please set in order these activities by writing one number in the space provided on the left hand side, from 1 to 4, using the following scale.

- 1 Most important
- 2 Next most important
- 3 Third important
- 4 Fourth (least) important

Second: After you have rated each activity's importance, indicate who you think can best perform that role, the school head-teacher the subject teacher or the college advisor, by ticking (v) the appropriate box on the right hand side

College Advisor

1 - 4	Items	School Head	School Teacher	College Advisor
	Hold a meeting with the student teacher advisor to know the kind of method he is planning to follow during the teaching practice.			
	Co-operate with the college advisor to provide a suitable timetable for the student teacher.			
	Co-operate with the college advisor to set a consistent policy toward the student teacher's teaching plan.			
	Prepare a full report for the college advisor about the student teacher in his teaching practice.			

School Staff

1 - 4	Items	School Head	School Teacher	College Advisor
	Arrange a meeting with the school teaching staff to discuss the importance of working with the student teacher			
	Introduce the college student teacher to the school teaching staff.			
	Give the student teacher the opportunity to attend some of the subject teacher's regular lessons			
	Allocate a special place for the student teacher among the teaching staff so that he can gain from their experience			

Audio-Visual Aids

1 - 4	Items	School Head	School Teacher	College Advisor
	Give the opportunity to the student teacher to use the audio-visual aids available in the school			
	Encourage the student teacher to create suitable subject teaching aids			
	Give the student teacher some of the available materials with which to create more teaching aids			
	Provide the student teacher with the textbooks that he might need during the teaching practice			

Relationship

1 - 4	Items
	Encourage the building of a positive relationship between the student teacher and the subject teacher in the school
	Encourage the building of a positive relationship between the student teacher and the school teaching staff
	Encourage the building of a positive relationship between the student teacher and the school pupils
	Encourage the building of a positive relationship between myself as a school head-teacher and the student teacher.

School Head	School Teacher	College Advisor

School

1 - 4	Items
	Explain to the student teacher his responsibility towards the school during the teaching practice
	Give the student teacher the opportunity to attend the pupils' parents' meeting.
	Explain the school characteristics to the student teacher.
	Give the student teacher the opportunity to participate in the school's staff meeting.

School Head	School Teacher	College Advisor

Classroom

1 - 4	Items
	Give the student teacher the opportunity to participate in classroom activities.
	Give the student teacher the opportunity to gain knowledge about the classroom pupils' problems.
	Give the student teacher the opportunity to participate in the classroom's social and environmental service.
	Give the student teacher the opportunity to participate in classroom management activities.

School Head	School Teacher	College Advisor

Teaching

1 - 4	Items
	Talk to the student teacher about the importance of the teaching process
	Identify the strong elements in the student teacher's practice and encourage him to carry on with these
	Identify any weak elements in the student teacher's practice and help him to improve these.
	Ensure that the student teacher fulfils the requirements of the curriculum

School Head	School Teacher	College Advisor

Evaluation

1 - 4	Items
	Observe whether the student teacher's behaviour is suitable to the educational process
	Ensure that the student teacher is aware of his responsibility towards his pupils
	Identify the student teacher's weaknesses and ensure they are reported.
	Explain to the student teacher how his practical work will be evaluated

School Head	School Teacher	College Advisor

Third: Please circle the number which best indicates the importance you attach to the role of the school head teacher, or the school subject teacher for each activity, using the following scale:

1. Essential
2. Very Important
3. Slightly Important
4. Not Important

Fourth: After you have circled the number of your choice please indicate who you think can best perform that role, the school head -teacher (H), the school subject teacher (S) or the college advisor (C) by writing the appropriate letter in the box provided.

Items		H,S,C
Arrange a meeting with the student teacher to introduce himself as a source of professional support	1 2 3 4	
Introduce the student teacher to the subject teachers in the school.	1 2 3 4	
Liaise with the student teacher with regard to the classroom performance	1 2 3 4	
Give the student teacher a clear idea about the characteristics of the classroom	1 2 3 4	
Work with the student teacher to enable him to develop his teaching skills	1 2 3 4	
Help the student teacher to overcome discipline problems that face him during the practice	1 2 3 4	
Give the student teacher the exact number of teaching periods stipulated by the Ministry	1 2 3 4	
Discuss the school notes about the school teacher with the college advisor.	1 2 3 4	
Provide the student teacher with the Ministry of Education circulars about the examination system	1 2 3 4	
Consider the student teacher as a qualified teacher in practice	1 2 3 4	
Examine the student teacher's lesson plan to confirm it is suitable.	1 2 3 4	
Give the student teacher the chance to practise teaching different classes in order to gain varied experience	1 2 3 4	
Show confidence in the student teacher's ability to evaluate the pupils	1 2 3 4	
Help the student teacher to overcome subject matter problems that face him during the practice.	1 2 3 4	
Monitor the student teacher's regular attendance of the school morning assembly	1 2 3 4	
Monitor the student teacher's willingness to co-operate in the school spare periods	1 2 3 4	
Help the student teacher to put into practice the theory he has learned in the college	1 2 3 4	
Make the final evaluation of the student teacher.	1 2 3 4	

Dear Subject Co-operating Teacher,

No doubt you are one of the people who recognises the importance of the preparation of teaching practice programmes and their influence on preparing the elementary stage teacher for a successful career as an effective teacher.

This research is studying ways of obtaining maximum benefit from the help that the school head teachers and the subject co-operating teachers give the college student teachers during their teaching practice programmes.

Your information and your opinions will be of great help in fulfilling the objective of this study. Please answer the questionnaire by indicating with a tick (✓) in the appropriate box, the answer which represents precisely your true and honest opinion. All the information you give will be held in the strictest confidence, and will be used solely for research purposes.

I would be very grateful if you would devote some of your time to answering the questionnaire, and return it at your earliest convenience. Thank you most sincerely for your co-operation.

Yours Faithfully,
The Researcher.

Abdulaziz Kabli

Department of Curriculum and Teaching Methods.
Al-Madenah Al-Munawarah Teachers' College
P.O.Box 1343
Tel: 8220625

Questionnaire on the Role of the Elementary School Subject Teacher Towards the Student Teacher Trainee from the Teachers' College, During the Teaching Practice Programme in Saudi Arabia

Please place a tick (✓) in the appropriate box, and write the relevant details in the spaces provided.

1. Your Qualification:

Diploma	Bachelor Degree	Other (Please specify)	Educational	Non Educational

2. Your Major

Quranic Studies	Islamic Studies	Arabic	Social Studies	Mathematics	Science	Art	Physical Education

Other (Please Specify)

3. Number of Years of Experience in Teaching (Check One)

1 - 5	
6 - 10	
Over 10	

4. Number of Subjects you teach (Check One)

0	1	2	3	4	5	6

5. Number of Pupils You Teach (Check One)

Less than 300	
300 - 600	
Over 600	

The objective of this questionnaire is to find out the roles of school heads and subject teachers towards the student teacher during the teaching practice programme. These roles are divided into groups, each of which contains four activities.

First: Will you please set in order these activities by writing one number in the space provided on the left hand side, from 1 to 4, using the following scale.

- 1 Most important
- 2 Next most important
- 3 Third important
- 4 Fourth (least) important

Second: After you have rated each activity's importance, indicate who you think can best perform that role, the school head-teacher or the subject teacher by ticking (v) the appropriate box on the right hand side

College Advisor

1 - 4	Items	School Head	School Teacher
	Hold a meeting with me as a student teacher advisor to know the kind of method he is planning to follow during the teaching programme		
	Co-operate with me as a college advisor to provide a suitable timetable for the student teacher.		
	Co-operate with me as a college advisor to set a consistent policy toward the student teacher's teaching plan.		
	Prepare a full report for me as a college advisor about the student teacher in his teaching practice.		

School Staff

1 - 4	Items	School Head	School Teacher
	Arrange a meeting with the school teaching staff to discuss the importance of working with the student teacher		
	Introduce the college student teacher to the school teaching staff		
	Give the college student teacher the opportunity to attend some of the subject teacher's regular lessons		
	Allocate a special place for the student teacher among the teaching staff so that he can gain from their experience		

Audio-Visual Aids

1 - 4	Items	School Head	School Teacher
	Give the opportunity to the student teacher to use the audio-visual aids available in the school		
	Encourage the student teacher to create suitable subject teaching aids		
	Give the student teacher some of the available materials with which to create more teaching aids		
	Provide the student teacher with the textbooks that he might need during the teaching practice		

Relationship

1 - 4	Items
	Encourage the building of a positive relationship between the student teacher and myself as subject teacher in the school
	Encourage the building of a positive relationship between the student teacher and the school teaching staff
	Encourage the building of a positive relationship between the student teacher and the school pupils
	Encourage the building of a positive relationship between the school head teacher and the student teacher

School Head	School Teacher	College Advisor

School

1 - 4	Items
	Explain to the student teacher his responsibility towards the school during the teaching practice
	Give the student teacher the opportunity to attend the pupils' parents' meeting.
	Explain the school characteristics to the student teacher.
	Give the student teacher the opportunity to participate in the school's staff meeting.

School Head	School Teacher	College Advisor

Classroom

1 - 4	Items
	Give the student teacher the opportunity to participate in classroom activities.
	Give the student teacher the opportunity to gain knowledge about the classroom pupils' problems.
	Give the student teacher the opportunity to participate in the classroom's social and environmental service.
	Give the student teacher the opportunity to participate in the classroom management activities.

School Head	School Teacher	College Advisor

Teaching

1 - 4	Items
	Talk to the student teacher about the importance of the teaching process
	Identify the strong elements in the student teacher's practice and encourage him to carry on with these
	Identify any weak elements in the student teacher's practice and help him to improve these.
	Ensure that the student teacher fulfils the requirements of the curriculum

School Head	School Teacher	College Advisor

Evaluation

1 - 4	Items
	Observe whether the student teacher's behaviour is suitable to the educational process
	Ensure that the student teacher is aware of his responsibility towards his pupils
	Identify the student teacher's weaknesses and insure they are reported.
	Explain to the S.T how his practical work will be evaluated

School Head	School Teacher	College Advisor

Third: Please circle the number which best indicates the importance you attach, in the role of the school head teacher, the school subject teacher or the college advisor to each activity, using the following scale:

1. Essential
2. Very Important
3. Slightly Important
4. Not Important

Fourth: After you have circled the number of your choice please indicate who you think can best perform that role, the school head -teacher (H), the school subject teacher (S) or the college advisor by © by writing the appropriate letter in the box provided

Items		H,S,C
Arrange a meeting with the student teacher to introduce himself as a source of professional support	1 2 3 4	
Introduce the student teacher to the subject teachers in the school.	1 2 3 4	
Liaise with the student teacher with regard to the classroom performance	1 2 3 4	
Give the student teacher a clear idea about the characteristics of the classroom	1 2 3 4	
Work with the student teacher to enable him to develop his teaching skills	1 2 3 4	
Help the student teacher to overcome discipline problems that face him during the practice	1 2 3 4	
Give the student teacher the exact number of teaching periods stipulated by the Ministry	1 2 3 4	
Discuss the school notes about the school teacher with the college advisor.	1 2 3 4	
Provide the student teacher with the Ministry of Education circulars about the examination system	1 2 3 4	
Consider the student teacher as a qualified teacher in practice	1 2 3 4	
Examine the student teacher's lesson plan to confirm it is suitable.	1 2 3 4	
Give the student teacher the chance to practise teaching different classes in order to gain varied experience	1 2 3 4	
Show confidence in the student teacher's ability to evaluate the pupils	1 2 3 4	
Help the student teacher to overcome subject matter problems that face him during the practice.	1 2 3 4	
Monitor the student teacher's regular attendance of the school morning assembly	1 2 3 4	
Monitor the student teacher's willingness to co-operate in the school spare periods	1 2 3 4	
Help the student teacher to put into practice the theory he has learned in the college	1 2 3 4	
Make the final evaluation of the student teacher.	1 2 3 4	

Dear College Student Teacher,

No doubt you are one of the people who recognises the importance of the preparation of teaching practice programmes and their influence on preparing the elementary stage teacher for a successful career as an effective teacher.

This research is studying ways of obtaining maximum benefit from the help that the school head teachers and the subject co-operating teachers give the college student teachers during their teaching practice programmes.

Your information and your opinions will be of great help in fulfilling the objectives of this study. Please answer the questionnaire by indicating with a tick (✓) in the appropriate box, the answer which represents precisely your true and honest opinion. All the information you give will be held in the strictest confidence, and will be used solely for research purposes.

I would be very grateful if you would devote some of your time to answering the questionnaire, and return it at your earliest convenience. Thank you most sincerely for your co-operation.

Yours Faithfully,
The Researcher.

Abdulaziz Kabli

Department of Curriculum and Teaching Methods.
Al-Madenah Al-Munawarah Teachers' College
P.O.Box 1343
Tel: 8220625

Questionnaire on the Role of the Elementary School Subject Co-operating Teacher Towards the Student Teacher Trainee from the Teachers' College, During the Teaching Practice Programme in Saudi Arabia

Please place a tick (✓) in the appropriate box.

1. Your Major

Quranic Studies	Islamic Studies	Arabic	Social Studies	Mathematics	Science	Art	Physical Education

The objective of this questionnaire is to find out the roles of school heads and subject teachers towards the student teacher during the teaching practice programme. These roles are divided into groups, each of which contains four activities.

First: Will you please set in order these activities by writing one number in the space provided on the left hand side, from 1 to 4, using the following scale.

- 1 Most important
- 2 Next most important
- 3 Third important
- 4 Fourth (least) important

Second: After you have rated each activity's importance, indicate who you think can best perform that role, the school head-teacher or the subject teacher by ticking (v) the appropriate box on the right hand side

College Advisor

1 - 4	Items
	Hold a meeting with me as a student teacher advisor to know the kind of method he is planning to follow during the teaching programme
	Co-operate with me as a college advisor to provide a suitable timetable for the student teacher.
	Co-operate with me as a college advisor to set a consistent policy toward the student teacher's teaching plan.
	Prepare a full report for me as a college advisor about the student teacher in his teaching practice.

School Head	School Teacher

School Staff

1 - 4	Items
	Arrange a meeting with the school teaching staff to discuss the importance of working with the student teacher
	Introduce the college student teacher to the school teaching staff
	Give the college student teacher the opportunity to attend some of the subject teacher's regular lessons
	Allocate a special place for the student teacher among the teaching staff so that he can gain from their experience

School Head	School Teacher

Audio-Visual Aids

1 - 4	Items
	Give the opportunity to the student teacher to use the audio-visual aids available in the school
	Encourage the student teacher to create suitable subject teaching aids
	Give the student teacher some of the available materials with which to create more teaching aids
	Provide the student teacher with the textbooks that he might need during the teaching practice

School Head	School Teacher

Relationship

1 - 4	Items
	Encourage the building of a positive relationship between myself as the student teacher and the subject teacher in the school
	Encourage the building of a positive relationship between myself as the student teacher and the school teaching staff
	Encourage the building of a positive relationship between myself as the student teacher and the school pupils
	Encourage the building of a positive relationship between the school head teacher and myself as the student teacher

School Head	School Teacher	College Advisor

School

1 - 4	Items
	Explain to the student teacher his responsibility towards the school during the teaching practice
	Give the student teacher the opportunity to attend the pupils' parents' meeting.
	Explain the school characteristics to the student teacher.
	Give the student teacher the opportunity to participate in the school's staff meeting.

School Head	School Teacher	College Advisor

Classroom

1 - 4	Items
	Give the student teacher the opportunity to participate in classroom activities.
	Give the student teacher the opportunity to gain knowledge about the classroom pupils' problems.
	Give the student teacher the opportunity to participate in the classroom's social and environmental service.
	Give the student teacher the opportunity to participate in the classroom management activities.

School Head	School Teacher	College Advisor

Teaching

1 - 4	Items
	Talk to the student teacher about the importance of the teaching process
	Identify the strong elements in the student teacher's practice and encourage him to carry on with these
	Identify any weak elements in the student teacher's practice and help him to improve these.
	Ensure that the student teacher fulfils the requirements of the curriculum

School Head	School Teacher	College Advisor

Evaluation

1 - 4	Items
	Observe whether the student teacher's behaviour is suitable to the educational process
	Ensure that the student teacher is aware of his responsibility towards his pupils
	Identify the student teacher's weaknesses and ensure they are reported.
	Explain to the student teacher how his practical work will be evaluated

School Head	School Teacher	College Advisor

Third: Please circle the number which best indicates the importance you attach, in the role of the school head teacher, the school subject teacher or the college advisor to each activity, using the following scale:

1. Essential
2. Very Important
3. Slightly Important
4. Not Important

Fourth: After you have circled the number of your choice please indicate who you think can best perform that role, the school head -teacher (H), the school subject teacher (S) or the college advisor (C) by writing the appropriate letter in the box provided.

Items		H,S,C
Arrange a meeting with the student teacher to introduce himself as a source of professional support	1 2 3 4	
Introduce the student teacher to the subject teachers in the school	1 2 3 4	
Liaise with the student teacher with regard to the classroom performance	1 2 3 4	
Give the student teacher a clear idea about the characteristics of the classroom	1 2 3 4	
Work with the student teacher to enable him to develop his teaching skills	1 2 3 4	
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Show confidence in the student teacher's ability to evaluate the pupils	1 2 3 4	
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Monitor the student teacher's regular attendance of the school morning assembly	1 2 3 4	
Monitor the student teacher's willingness to co-operate in the school spare periods	1 2 3 4	
Help the student teacher to put into practice the theory he has learned in the college	1 2 3 4	
Make the final evaluation of the student teacher.	1 2 3 4	

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

المملكة العربية السعودية

وزارة المعارف

كلية المعلمين بالمدينة المنورة

أخي وزميلي مشرف الرعية البدائية بكلية المعلمين:

السلام علیکم ورحمة الله و بركاته

لا يفتنى عليكم كأحد الزيرين أهمية برامج الريه الميدانيه و تأثير هذه البرامج على الإعداد الناجح لمعلم المرحلة الابتدائية للوصول إلى دور فاعل ومؤثر في العملية التربيه.

هذا البحث يهدف إلى دراسة الطرق التي تزود إلى رفع كفاءة طاق كليات المعلمين المتدرب من خلال الجهود الفاعلة التي بإمكان كل من مدير المدرسة الابتدائية ومعلم المادة الأساسية أن يقدمها خلال تطبيق برنامج التربية البدنية .

إن لوجهة نظرك وأرائك قيمة علمية كبرى في تنفيذ هذه الدراسة كما أن جميع المعلومات التي ستبلي بها صامتل بصرية تامة ولن أستخدم إلا للعرض العلمي . أدرك تماماً حجم المسؤولية المناطة بكم وأدرك أيضاً تقديركم الشخصي لدور البحث العلمي في تطوير العملية التربوية التي نسمى جميعاً لتحقيقها كجزء من الرسالة التربوية التي ترونها لأبنائنا وأمتنا . لذا لسانني أمل أن أحظى بجزء من وقتكم للإجابة عن الاستبانة المرفقة .

شَاكِرًا وَمُقَدِّرًا لَكُمْ حَسَن تَعَاوُنِكُمْ ،،،،،

الباحث

عبد العزيز كابلي

كلية المعلمين بالمدينة المنورة

۱۳۴۲. م. پ.

۸۲۲۰۶۲۵.۷

استبيان عن دور مدير المدرسة و معلم المادة الأساسي بالمدرسة الابتدائية نحو الطالب المتدرب من كليات المعلمين خلال تطبيق برنامج التربية الميدانية في المملكة العربية السعودية

١- المؤهل العلمي :-

تربوي	غير تربوي

بكالوريوس	ماجستير	دكتوراه

٢- التخصص :-

دراسات	دراسات	لغة	دراسات	رياضيات	علوم	تربية	تربية	تربية
قرآنية	إسلامية	عربية	اجتماعيات			فنية	بدنية	

٣- عدد سنوات الخبرة في التدريس :

٥ - ١	
١٠ - ٦	
أكثر من ١٠	

٤- عدد سنوات الخبرة في الاشراف:

٥ - ١	
١٠ - ٦	
أكثر من ١٠	

٥ - عدد الطلاب الذين تقوم بالاشراف عليهم :

٥ - ١	
١٠ - ٦	
أكثر من ١٠	

فضلاً قلب الصفحة

الغرض من هذا الاستبيان بيان أهمية الأدوار التي يقوم بها مدير المدرسة ومعلم المادة الأساسي نحو الطالب للتدريب بحلول تطبيق التربية الميدانية . لذلك تم وضع بعض الأدوار في مجموعات تكررنت كل مجموعة من أربعة أدوار متفرجة .

أولاً : أمل ترتيب تلك المجموعات حسب أهميتها التي تراها وذلك بوضع رقم واحد أمام كل دور من ١ - ٤
 بدون تكرار وذلك في المكان المحدد في الخلية اليمنى من الصفحة مستعيناً بالقياس التالي: -

- ١ - بالغ الأهمية .
- ٢ - ثاني درجة في الأهمية .
- ٣ - ثالث درجة في الأهمية .
- ٤ - رابع درجة وأقلها في الأهمية .

ثانياً : بعد ترتيب تلك الأدوار حسب أهميتها أمل تحديد من تتفرج للقيام بأداء هذا الدور هل هو مدير المدرسة ؟
 أم معلم المادة أم مشرف الكلية ؟ وذلك بوضع علامة (٢) في المكان المحدد من الجانب الأيسر للصفحة .

مشرف الكلية

مشرف الكلية	معلم المادة	مدير المدرسة

الأدوار المتفرجة
مقابلة مشرف الكلية لمعرفة معايير تقييم الطالب للتدريب أثناء التطبيق .
بالضمان مع مشرف الكلية إعداد جدول تدريسي مناسب للطالب للتدريب
الاحتكاك على أسلوب موحّد مع مشرف الكلية نحو خطة تقييم الطالب
التدريب
إعداد تقرير مفصل لمشرف الكلية عن أداء الطالب للتدريب

٤ - ١

مينة التدريس بالمدرسة

مشرف الكلية	معلم المادة	مدير المدرسة

الأدوار المتفرجة
توزيع أهمية العمل مع الطالب للتدريب لمعلمي المدرسة
تقديم الطالب للتدريب لمعلمي المدرسة
إتاحة الفرصة للطالب للتدريب بمساعدة بعض محضري محتوى المادة التي يقوم بتدريسها
تجميع مكان مناسب للطالب للتدريب مع أعضاء هيئة التدريس
للاستفادة من خبراتهم

٤ - ١

الرسائل التعليمية

مشرف الكلية	معلم المادة	مدير المدرسة

الأدوار المتفرجة
إتاحة الفرصة للطالب للتدريب لاستخدام الرسائل التعليمية التفرجة
بالمدرسة
حث الطالب للتدريب على ابتكار الرسائل التعليمية المناسبة
ترغيب الإمكانات المتاحة للطالب للتدريب لايتكرر الزيد من الرسائل
التعليمية
تزويد الطالب للتدريب بالكتب المدرسية التي يحتاجها أثناء التطبيق

٤ - ١

العلاقات

معلم للمادة	مدير للمدرسة

الأدوار المقترحة
حث الطالب المتدرب على بناء علاقة إيجابية مع معلم المادة
حث الطالب المتدرب على بناء علاقة إيجابية مع معلمي المدرسة
حث الطالب المتدرب على بناء علاقة إيجابية مع تلاميذ المدرسة
حث الطالب المتدرب على بناء علاقة إيجابية مع مدير المدرسة

١ - ٤

المدرسة

معلم للمادة	مدير للمدرسة

الأدوار المقترحة
توضيح للمستويات التي ينبغي أن يقوم بها الطالب المتدرب نحو المدرسة أثناء التطبيق
إتاحة الفرصة للطالب المتدرب لحضور مجلس الآباء بالمدرسة
توضيح الميزات الخاصة بالمدرسة للطالب المتدرب
إتاحة الفرصة للطالب المتدرب للمشاركة في اجتماعات هيئة التدريس بالمدرسة

١ - ٤

الفصل

معلم للمادة	مدير للمدرسة

الأدوار المقترحة
إتاحة الفرصة للطالب المتدرب للمشاركة في أنشطة الفصل
إتاحة الفرصة للطالب المتدرب للإطلاع على مشكلات تلاميذ الفصل
إتاحة الفرصة للطالب المتدرب للمشاركة في برامج الفصل لخدمة البيئة والمجتمع
إتاحة الفرصة للطالب المتدرب للمشاركة في أعمال ريادة الفصل

١ - ٤

التدريس

معلم للمادة	مدير للمدرسة

الأدوار المقترحة
شرح أهمية عملية التدريس للطالب المتدرب
تحديد نقاط القوة في أداء الطالب المتدرب وتشجيعه على الاستمرار فيها
تحديد نقاط الضعف في أداء الطالب المتدرب ومساعدته على تجاوزها
التأكد من استكمال الطالب المتدرب للمنهج المقرر

١ - ٤

التقييم

معلم للمادة	مدير للمدرسة

الأدوار المقترحة
ملاحظة ملامحة سلوك الطالب المتدرب للعملية التربوية
- التأكد من إدراك الطالب المتدرب لمستوياته تجاه التلاميذ
- مساعدة الطالب المتدرب في التغلب على نقاط الضعف
إطلاع الطالب المتدرب على الأسلوب الذي سيجب أن يقيم أدائه العملي

١ - ٤

ثالثاً : فضلاً ضع دائرة حول الرقم الذي يعبر عن أهمية دور كل من مدير المدرسة ومعلم المادة الأساسي من وجهة

نظركم مستعيناً بالمقياس التالي : -

١ - أساسي

٢ - مهم جداً

٣ - قليل الأهمية

٤ - غير مهم

رابعاً : بعد أن تضع دائرة حول درجة الأهمية أمل تحديد أفضل من تعتقد للقيام بأداء هذا الدور هل هو مدير المدرسة ؟ أم

مدرس المادة الأساسي ؟ أم مشرف الكلية ؟ وذلك بوضع إشارة واحدة فقط في الجانب الأيسر في المربع المناسب

درجة الأهمية	الأدوار المقترحة	مدير للمدرسة	معلم المادة	مشرف الكلية
١ ٢ ٣ ٤	تقديم نفسه للطالب المتدرب كمصدر مساند للخبرات			
١ ٢ ٣ ٤	تعريف الطالب المتدرب بمعلمي المادة الأساسيين في المدرسة			
١ ٢ ٣ ٤	التنسيق مع الطالب المتدرب لرفع كفاءة الأداء في فصل التطبيق الميداني			
١ ٢ ٣ ٤	إعطاء الطالب المتدرب فكرة واضحة عن خاصية فصل التطبيق الميداني			
١ ٢ ٣ ٤	العمل مع معلم المادة الأساسي لتطوير مهارات التدريس لدى الطالب المتدرب			
١ ٢ ٣ ٤	مساعدة الطالب المتدرب في التغلب على مشاكل العقاب التي تواجهه خلال التطبيق			
١ ٢ ٣ ٤	إعطاء الطالب المتدرب النصيب المقرر من الحصص			
١ ٢ ٣ ٤	مناقشة ملاحظات المدرسة مع مشرف الكلية حول أداء الطالب المتدرب			
١ ٢ ٣ ٤	تزويد الطالب المتدرب بتعليمات الوزارة الخاصة بالامتحانات			
١ ٢ ٣ ٤	التعامل مع الطالب المتدرب كمدرس مؤهل تحت التدريب			
١ ٢ ٣ ٤	فحص خطة تحضير الدرس المعدة من الطالب المتدرب لمعرفة مدى ملاءمتها			
١ ٢ ٣ ٤	إتاحة الفرصة للطالب المتدرب للتدريس في فصول مختلفة لاكتساب مهارات متنوعة			
١ ٢ ٣ ٤	إشعار الطالب المتدرب بالثقة في قدرته على تقييم التلاميذ			
١ ٢ ٣ ٤	مساعدة الطالب المتدرب في التغلب على مشكلات المادة التي تواجهه خلال التطبيق			
١ ٢ ٣ ٤	ملاحظة حضور الطالب المتدرب لطاير المدرسة الصباحي			
١ ٢ ٣ ٤	ملاحظة إسهام الطالب المتدرب في شغل حصص الانتظار			
١ ٢ ٣ ٤	مساعدة الطالب المتدرب في تطبيق النظريات التي اكتسبها من الكلية			
١ ٢ ٣ ٤	إعداد التقييم النهائي للطالب المتدرب			

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

المملكة العربية السعودية
وزارة المعارف
كلية المعلمين بالمدينة المنورة

أخي وزميلي مدير المدرسة الابتدائية: وقتك الله
السلام عليكم ورحمة الله وبركاته
وبعد ،،،،،

لا يهتني عليكم كأخذ الزبوين أهمية برامج الريسة الابتدائية و تأثر هذه البرامج على الإحصاءات الناجع لمعلم المرحلة الابتدائية للوصول إلى دور فاعل ومؤثر في العملية التربوية.

هذا البحث يهدف إلى دراسة الطرق التي تزدي إلى رفع كفاءة طالع كلية المعلمين المتدرب من خلال الجهود الفاعلة التي بإمكان كل من مديسر المدرسة الابتدائية ومعلم المادة الأساسية أن يقدمها خلال تطبيق برنامج الريسة البدائية .

إن لوجهة نظرك وأرائك قيمة علمية كبرى لي تنقبض هذه الدراسة كما أن جميع المعلومات التي مسئلي بها مصاصل بصرية تامة ولن تستخدم إلا للعرض العلمي . أدرك تماماً حجم المسؤولية المناطة بكم وأدرك أيضاً تقديركم الشخصي لدور البحث العلمي في تطوير العملية التربوية التي نسمى جميعاً لتحقيقها كجزء من الرسالة التربوية التي ترونها لأبنائنا وأمتنا . لذا فأني أأمل أن أحظى بجزء من وتحكم للإجابة عن الاستبابة المرفقة .

شاكرًا و مقلداً لكم حسن تعاونكم ،،،،،،

الباحث

عبدالعزيز كابلې

كلية المعلمين بالمدينة المنورة

ص.ب. ۱۲۴۲

ت. ۸۲۲۰۶۲۵

استبيان عن دور مدير المدرسة و معلم المادة الأساسي بالمدرسة الابتدائية نحو الطالب المتدرب من كليات المعلمين خلال تطبيق برنامج التربية الميدانية في المملكة العربية السعودية

١- المؤهل العلمي :-

دبلوم	بكالوريوس	غير ذلك فضلاً حدد

تربوي	غير تربوي

٢- التخصص :-

دراسات قرآنية	دراسات إسلامية	لغة عربية	اجتماعيات	رياضيات	علوم	تربية فنية	تربية بدنية	لغة انجليزية	اجتماع

٣- عدد سنوات الخبرة في التدريس :

١ - ٥	
٦ - ١٠	
أكثر من ١٠	

٤- عدد سنوات الخبرة في الإدارة المدرسية :

١ - ٥	
٦ - ١٠	
أكثر من ١٠	

٥ - عدد الطلاب بالمدرسة :

أقل من ٣٠٠	
٣٠٠ - ٦٠٠	
أكثر من ٦٠٠	

٦ - عدد المدرسين بالمدرسة :

١ - ١٠	
١١ - ٢٠	
أكثر من ٢٠	

فضلاً قلب الصفحة

الفرض من هذا الاستبيان بيان أهمية الأدوار التي يقوم بها مدير المدرسة ومعلم المادة الأساسي نحو الطالب للتدرب خلال تطبيق التزييه الميدانية . لذلك تم وضع بعض الأدوار في مجموعات تكونت كل مجموعة من أربعة أدوار مقترحة .

أولاً : أمل ترتيب تلك المجموعات حسب أهميتها التي تراها وذلك بوضع رقم واحد أمام كل دور من ١ - ٤ بدون تكرار وذلك في المكان المحدد في الجهة اليمنى من الصفحة مستعيناً بالقياس التالي: -

١ - بالغ الأهمية .

٢ - ثاني درجة في الأهمية .

٣ - ثالث درجة في الأهمية .

٤ - رابع درجة وأقلها في الأهمية .

ثانياً : بعد ترتيب تلك الأدوار حسب أهميتها أمل تحديد من تقترح للقيام بأداء هذا الدور هل هو مدير المدرسة ؟ أم معلم المادة أم مشرف الكلية ؟ وذلك بوضع إشارة (✓) في المكان المحدد من الجانب الأيسر للصفحة .

مشرف الكلية

مدير المدرسة	معلم المادة	مشرف الكلية

الأدوار المقترحة
مقابلة مشرف الكلية لمعرفة معايير تقييم الطالب للتدرب أثناء التطبيق .
بالتعاون مع مشرف الكلية إعداد جدول تدريس مناسب للطالب للتدرب
الاتفاق على أسلوب مرحدمع مشرف الكلية نحو خطة تحضير الطالب للتدرب
إعداد تقرير مفصل لمشرف الكلية عن أداء الطالب للتدرب

١ - ٤

هيئة التدريس بالمدرسة

مدير المدرسة	معلم المادة	مشرف الكلية

الأدوار المقترحة
توضيح أهمية العمل مع الطالب للتدرب لمعلمي المدرسة
تقديم الطالب للتدرب لمعلمي المدرسة
إتاحة الفرصة للطالب للتدرب بمشاهدة بعض حصص معلمي المادة التي يقوم بتدريسها
تخصيص مكان مناسب للطالب للتدرب مع أعضاء هيئة التدريس للاستفادة من خبراتهم

١ - ٤

الوسائل التعليمية

مدير المدرسة	معلم المادة	مشرف الكلية

الأدوار المقترحة
إتاحة الفرصة للطالب للتدرب لاستخدام الوسائل التعليمية للترفة بالمدرسة
حث الطالب للتدرب على ابتكار الوسائل التعليمية المناسبة
توفير الإمكانيات المتاحة للطالب للتدرب لابتكار المزيد من الوسائل التعليمية
تزويد الطالب للتدرب بالكب المدرسة التي يحتاجها أثناء التطبيق

١ - ٤

العلاقات

مدير المدرسة	معلم المادة	مترف الكنية

الأدوار المقترحة
حث الطالب المتدرب على بناء علاقة إيجابية مع معلم المادة
حث الطالب المتدرب على بناء علاقة إيجابية مع معلمي المدرسة
حث الطالب المتدرب على بناء علاقة إيجابية مع تلاميذ المدرسة
حث الطالب المتدرب على بناء علاقة إيجابية مع كمدير المدرسة

١ - ٤

المدرسة

مدير المدرسة	معلم المادة	مترف الكنية

الأدوار المقترحة
توضيح للمستويات التي ينبغي أن يقرم بها الطالب المتدرب نحو المدرسة أثناء التطبيق
إتاحة الفرصة للطالب المتدرب لحضور مجلس الآباء بالمدرسة
توضيح الميزات الخاصة بالمدرسة للطالب المتدرب
إتاحة الفرصة للطالب المتدرب للمشاركة في اجتماعات هيئة التدريس بالمدرسة

١ - ٤

الفصل

مدير المدرسة	معلم المادة	مترف الكنية

الأدوار المقترحة
إتاحة الفرصة للطالب المتدرب للمشاركة في أنشطة الفصل
إتاحة الفرصة للطالب المتدرب للإطلاع على مشكلات تلاميذ الفصل
إتاحة الفرصة للطالب المتدرب للمشاركة في برامج الفصل لخدمة البيئة والمجتمع
إتاحة الفرصة للطالب المتدرب للمشاركة في أعمال ريادة الفصل

١ - ٤

التدريس

مدير المدرسة	معلم المادة	مترف الكنية

الأدوار المقترحة
شرح أهمية عملية التدريس للطالب المتدرب
تحديد نقاط القوة في أداء الطالب المتدرب وتشجيعه على الاستمرار فيها
تحديد نقاط الضعف في أداء الطالب المتدرب ومساعدته على تجاوزها
التأكد من استكمال الطالب المتدرب للمنهج المقرر

١ - ٤

التقييم

مدير المدرسة	معلم المادة	مترف الكنية

الأدوار المقترحة
ملاحظة ملاحظة سلوك الطالب المتدرب للعملية التربوية
- التأكد من إدراك الطالب المتدرب لمستوياته تجاه التلاميذ
- مساعدة الطالب المتدرب في التغلب على نقاط الضعف
إطلاع الطالب المتدرب على الأسلوب الذي سببق في تقييم أدائه العملي

١ - ٤

ثالثاً : فضلاً ضع دائرة حول الرقم الذي يعبر عن أهمية دور كل من مدير المدرسة ومعلم المادة الأساسي من وجهة نظركم مستعيناً بالقياس التالي : -

١ - أساسي

٢ - مهم جداً

٣ - قليل الأهمية

٤ - غير مهم

رابعاً : بعد أن تضع دائرة حول درجة الأهمية آمل تحديد أفضل من تعتقد للقيام بأداء هذا الدور هل هو مدير المدرسة ؟ أم مدرس المادة الأساسي ؟ أم مشرف الكلية ؟ وذلك بوضع إشارة واحدة فقط في الجانب الأيسر في المربع المناسب

درجة الأهمية	الأدوار المقترحة	مدير المدرسة	معلم المادة	مشرف الكلية
١ ٢ ٣ ٤	تقديم نفسه للطلاب المتدرب كمعلم مساعد للبحيرات			
١ ٢ ٣ ٤	تعريف الطالب المتدرب بمعلمي المادة الأساسيين في المدرسة			
١ ٢ ٣ ٤	التنسيق مع الطالب المتدرب لرفع كفاءة الأداء في فصل التطبيق الميداني			
١ ٢ ٣ ٤	إعطاء الطالب المتدرب فكرة واضحة عن خاصية فعل التطبيق الميداني			
١ ٢ ٣ ٤	العمل مع معلم المادة الأساسي لتطوير مهارات التدريس لدى الطالب المتدرب			
١ ٢ ٣ ٤	مساعدة الطالب المتدرب في التغلب على مشاكل العقاب التي تواجهه خلال التطبيق			
١ ٢ ٣ ٤	إعطاء الطالب المتدرب النصاب المقرر من المحصص			
١ ٢ ٣ ٤	مناقشة ملاحظات المدرسة مع مشرف الكلية حول أداء الطالب المتدرب			
١ ٢ ٣ ٤	تزويد الطالب المتدرب بتعليمات الوزارة الخاصة بالامتحانات			
١ ٢ ٣ ٤	التعامل مع الطالب المتدرب كمدرس مؤهل تحت التدريب			
١ ٢ ٣ ٤	فحص خطة تحضير الدرس المعدة من الطالب المتدرب لمعرفة مدى ملاءمتها			
١ ٢ ٣ ٤	إتاحة الفرصة للطالب المتدرب للتدريس في فصول مختلفة لاكتساب مهارات متنوعة			
١ ٢ ٣ ٤	إشعار الطالب المتدرب بالنتيجة في قدرته على تقييم التلاميذ			
١ ٢ ٣ ٤	مساعدة الطالب المتدرب في التغلب على مشكلات المادة التي تواجهه خلال التطبيق			
١ ٢ ٣ ٤	ملاحظة حضور الطالب المتدرب لطاير المدرسة الصباحي			
١ ٢ ٣ ٤	ملاحظة إسهام الطالب المتدرب في شغل حصص الانتظار			
١ ٢ ٣ ٤	مساعدة الطالب المتدرب في تطبيق النظريات التي اكتسبها من الكلية			
١ ٢ ٣ ٤	إعداد التقييم النهائي للطالب المتدرب			

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

المملكة العربية السعودية
وزارة المعارف
كلية المعلمين بالمدينة المنورة

أخي وزميلي مقرر المادة الأساسي: وقد الله
السلام عليكم ورحمة الله وبركاته

و بمــــــــــــــــــــــد

لا يخفى عليكم كأحد التربويين أهمية برامج التربية الميدانية و تأثر هذه البرامج على الإعداد الناجع لمعلم المرحلة الابتدائية للوصول إلى دور فاعل ومؤثر في العملية التربوية.

هذا البحث يهدف إلى دراسة الطرق التي تزود إلى رفع كفاءة طلبة كلية المعلمين المتدرب من خلال الجهود الفاعلة التي بإمكان كل من مدير المدرسة الابتدائية ومعلم المادة الأساسي أن يقدمها خلال تطبيق برنامج التربية الميدانية .

إن لوجهة نظرك وأرائك قيمة علمية كبرى في تنفيذ هذه الدراسة كما أن جميع المعلومات التي ستدلي بها ستعامل بسرية تامة ولن تستخدم إلا للفرض العلمي . أدرك تماماً حجم المسؤولية المناطة بكم وأدرك أيضاً تقديركم الشخصي لدور البحث العلمي في تطوير العملية التربوية التي نسمى جميعاً لتحقيقها كجزء من الرسالة التربوية التي ترونها لأبنائنا وأمتنا . لذا فأنني آمل أن أحظى بجزء من وقتكم للإجابة عن الاستشارة المرفقة .

ذاکراً و مقلداً لکم حسن تعاونکم ،،،،،

الباحث

عبدالعزیز کابلی

كلية المعلمين بالمدينة المنورة

ص.ب. ۱۳۴۲

٨٢٢٠٦٢٥.ب

استبيان عن دور مدير المدرسة و معلم المادة الأساسي بالمدرسة الابتدائية نحو الطالب المتدرب من كليات المعلمين خلال تطبيق برنامج التربية الميدانية في المملكة العربية السعودية

١- المؤهل العلمي :-

تربوي	غير تربوي

دبلوم	بكالوريوس	غير ذلك فضلاً حدد

٢- التخصص :-

قرآنية	إسلامية	لغة عربية	اجتماعيات	رياضيات	علوم	تربية فنية	تربية بدنية	غير ذلك حدد

٣- عدد سنوات الخبرة في التدريس :

١ - ٥	
٦ - ١٠	
أكثر من ١٠	

٤- عدد المواد التي تقوم بتدريسها:

١	
٢	
٣	
٤	
٥	
٦	

٥ - مجموع الطلاب الذين تقوم بتدريسهم :

أقل من ٣٠٠	
٣٠٠ - ٦٠٠	
أكثر من ٦٠٠	

فضلاً أطلب الصفحة

الفرض من هذا الاستبيان بيان أهمية الأدوار التي يقوم بها مدير المدرسة ومعلم المادة الأساسي نحو الطالب للتدريب خلال تطبيق الوثيقة الميدانية . لذلك تم وضع بعض الأدوار في مجموعات تكونت كل مجموعة من أربعة أدوار مقترحة .

أولاً : أمل ترتيب تلك المجموعات حسب أهميتها التي تراها وذلك بوضع رقم واحد أمام كل دور من ١ - ٤ بدون تكرار وذلك في المكان المحدد في أخية اليمنى من العنقصة مستتباً بالقبس التالي: -

- ١ - بالغ الأهمية .
- ٢ - ثاني درجة في الأهمية .
- ٣ - ثالث درجة في الأهمية .
- ٤ - رابع درجة وأقلها في الأهمية .

ثانياً : بعد ترتيب تلك الأدوار حسب أهميتها أمل تحديد من تقترح للقيام بأداء هذا الدور هل هو مدير المدرسة ؟
لم معلم المادة أم مشرف الكلية ؟ وذلك بوضع إشارة (ص) في المكان المحدد من الجانب الأيسر للعنقصة .

مشرف الكلية

مدير المدرسة	معلم المادة	مشرف الكلية

الأدوار المقترحة
متابعة مشرف الكلية لدرجة معايرة توزيع الطالب للتدريب أثناء التطبيق .
بالتمارن مع مشرف الكلية إعداد جدول تدريس مناسب للطالب للتدريب
الانفاق على أسلوب موحّد مشرف الكلية نحو خطة تقييم الطالب
للتدريب
إعداد تقرير منفصل لمشرف الكلية من أداء الطالب للتدريب .

١ - ٤

هيئة التدريس بالمدرسة

مدير المدرسة	معلم المادة	مشرف الكلية

الأدوار المقترحة
توضيح أهمية العمل مع الطالب للتدريب لمعلمي المدرسة
تقديم الطالب للتدريب لمعلمي المدرسة
إتاحة الفرصة للطالب للتدريب عنصاهة بعض حصص معلمي المادة التي يقوم بتدريسها
تفقيص مكان مناسب للطالب للتدريب مع أعضاء هيئة التدريس
الاستعانة من معاونتهم

١ - ٤

الرسائل التعليمية

مدير المدرسة	معلم المادة	مشرف الكلية

الأدوار المقترحة
إتاحة الفرصة للطالب للتدريب لاستخدام الرسائل التعليمية للفرزة بالمدرسة
حث الطالب للتدريب على ابتكار الرسائل التعليمية المناسبة
توفير الإمكانيات المناسبة للطالب للتدريب لابتكار المزيد من الرسائل التعليمية
تزويد الطالب للتدريب بالكتب المدرسية التي يحتاجها أثناء التطبيق

١ - ٤

الملاحظات

مدير المدرسة	معلم المادة	مترن الكنية

الأدوار المتفرعة
حث الطالب للتدرب على بناء علاقة إيجابية معي كعلم المادة الأساسي
حث الطالب للتدرب على بناء علاقة إيجابية مع معلمي المدرسة
حث الطالب للتدرب على بناء علاقة إيجابية مع تلاميذ المدرسة
حث الطالب للتدرب على بناء علاقة إيجابية مع مدير المدرسة

٤ - ١

مدير المدرسة	معلم المادة	مترن الكنية

الأدوار المتفرعة
توضيح للمعربات التي ينبغي أن يقوم بها الطالب للتدرب غير المدرسة أثناء التطبيق
إتاحة الفرصة للطالب للتدرب طغفور مجلس الآباء بالمدرسة
توضيح للزيات الخاصة بالمدرسة للطالب للتدرب
إتاحة الفرصة للطالب للتدرب للمشاركة في اجتماعات هيئة التدريس بالمدرسة

٤ - ١

العمل

مدير المدرسة	معلم المادة	مترن الكنية

الأدوار المتفرعة
إتاحة الفرصة للطالب للتدرب للمشاركة في أنشطة الفصل
إتاحة الفرصة للطالب للتدرب للإطلاع على مشكلات تلاميذ الفصل
إتاحة الفرصة للطالب للتدرب للمعارة في برامج الفصل لخدمة البيئة واجتمع
إتاحة الفرصة للطالب للتدرب للمشاركة في أعمال ريادة العمل

٤ - ١

التدريس

مدير المدرسة	معلم المادة	مترن الكنية

الأدوار المتفرعة
شرح أهمية صلية التدريس للطالب للتدرب
تقديم نقاط القوة في أداء الطالب للتدرب وتشجيعه على الاستمرار فيها
تقديم نقاط الضعف في أداء الطالب للتدرب ومساعدته على تجاوزها
التأكد من استكمال الطالب للتدرب للتمهيد للتمر

٤ - ١

القيم

مدير المدرسة	معلم المادة	مترن الكنية

الأدوار المتفرعة
ملاحظة ملاحظة سلوك الطالب للتدرب للمصلحة التربوية
التأكد من إدراك الطالب للتدرب لسلوكياته تجاه الفلاحة
مساعدة الطالب للتدرب في التغلب على نقاط الضعف
إعلاء الطالب للتدرب على الأسلوب الذي ينبغي في تقسيم أداته العمل

٤ - ١

- ثالثاً : فضلاً ضع دائرة حول الرقم الذي يعبر عن أهمية دور كل من مدير المدرسة ومعلم المادة الأساسي من وجهة نظركم مستعيناً بالمقياس التالي :-
- ١ - أساسي
 - ٢ - مهم جداً
 - ٣ - قليل الأهمية
 - ٤ - غير مهم

رابعاً : بعد أن تضع دائرة حول درجة الأهمية آمل تحديد أفضل من تعتقد للقيام بأداء هذا الدور هل هو مدير المدرسة ؟ أم مدرس المادة الأساسي ؟ أم مشرف الكلية ؟ وذلك بوضع إشارة واحدة فقط في الجانب الأيسر في المربع المناسب

درجة الأهمية	الأدوار المقترحة				مدير المدرسة	معلم المادة	مشرف الكلية
١ ٢ ٣ ٤	تقديم نفسه للطالب المتدرب كمصدر مساند للبحر						
١ ٢ ٣ ٤	تعريف الطالب المتدرب بمعلمي المادة الأساسيين في المدرسة						
١ ٢ ٣ ٤	التنسيق مع الطالب المتدرب لرفع كفاءة الأداء في فصل التطبيق الميداني						
١ ٢ ٣ ٤	إعطاء الطالب المتدرب فكرة واضحة عن خاصية فصل التطبيق الميداني						
١ ٢ ٣ ٤	العمل مع معلم المادة الأساسي لتطوير مهارات التدريس لدى الطالب المتدرب						
١ ٢ ٣ ٤	مساعدة الطالب المتدرب في التغلب على مشاكل العقاب التي تواجهه خلال التطبيق						
١ ٢ ٣ ٤	إعطاء الطالب المتدرب النصاب المقرر من الحصة						
١ ٢ ٣ ٤	مناقشة ملاحظات المدرسة مع مشرف الكلية حول أداء الطالب المتدرب						
١ ٢ ٣ ٤	تزويد الطالب المتدرب بتعليمات الوزارة الخاصة بالامتحانات						
١ ٢ ٣ ٤	التعامل مع الطالب المتدرب كمدرس مؤهل تحت التدريب						
١ ٢ ٣ ٤	فحص خطة تحضير الدرس للعدة من الطالب المتدرب لمعرفة مدى ملاءمتها						
١ ٢ ٣ ٤	إتاحة الفرصة للطالب المتدرب للتدريس في فصول مختلفة لاكتساب مهارات متنوعة						
١ ٢ ٣ ٤	إشعار الطالب المتدرب بالنقطة في قدرته على تقييم التلاميذ						
١ ٢ ٣ ٤	مساعدة الطالب المتدرب في التغلب على مشكلات المادة التي تواجهه خلال التطبيق						
١ ٢ ٣ ٤	ملاحظة حضور الطالب المتدرب لطاير المدرسة الصباحي						
١ ٢ ٣ ٤	ملاحظة إسهام الطالب المتدرب في شغل حصص الانتظار						
١ ٢ ٣ ٤	مساعدة الطالب المتدرب في تطبيق النظريات التي اكتسبها من الكلية						
١ ٢ ٣ ٤	إعداد التقييم النهائي للطالب المتدرب						

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

المملكة العربية السعودية

وزارة المعارف

كلية المعلمين بالمدينة المنورة

أخي الطالب المحرب:

السلام علیکم ورحمة الله و بركاته

لا يخفى عليكم كأحد التربويين أهمية برامج الريشة الميدانية و تأثير هذه البرامج على الإعداد الناجح للمعلم المرحلة الابتدائية للوصول إلى دور فاعل ومزور في العملية التربوية.

هذا البحث يهدف إلى دراسة الطرق التي تؤدي إلى رفع كفاءة طاب كلة المعلمين المتدرب من خلال الجهود الفاعلة التي بإمكان كل من مدير المدرسة الابتدائية ومعلم المادة الأساسي أن يقدمها خلال تطبيق برنامج التربية المدنية .

إن لوجهة نظرك وأرائك قيمة علمية كبيرة لي تنفذ هذه الدراسة كما أن جمع المعلومات التي مسئلي بها مساهمة كبيرة تامة ولن تستخدم إلا للفرض العلمي . أدرك تماماً حجم المسؤولية المناطة بكم وأدرك أيضاً تقديركم الشخصي لدور البحث العلمي في تطوير العملية الوبية التي نسمى جيمناً لتحقيقها كجزء من الرسالة الوبية التي ترونها لأبنائنا وأمتنا . لذا فأنتي أأمل أن أحظى بجزء من تفكيركم للإجابة عن الاستشارة المرفقة .

شاکراً و مقرباً لکم حسن تعاونکم ،،،،،

الأبحاث

عبدالعزيز كابلې

كلية المعلمين بالمدينة المنورة

ص.ب. ۱۲۴۲

ت. ۸۲۲۰۶۲۵

استبيان عن دور مدير المدرسة و معلم المادة الأساسي بالمدرسة الابتدائية نحو الطالب المتدرب من كليات المعلمين خلال تطبيق برنامج التربية الميدانية في المملكة العربية السعودية

٢- التخصص :-

دراسات قرآنية	دراسات إسلامية	لغة عربية	دراسات اجتماعية	رياضيات	علوم	تربية فنية	تربية - بدنية

فضلاً أطلب العنحة

الفرض من هذا الاستبيان بيان أهمية الأدوار التي يقوم بها مدير المدرسة ومعلم المادة الأساسي نحو الطالب المتدرب خلال تطبيق التربية الميدانية . لذلك تم وضع بعض الأدوار في مجموعات تكررت كل مجموعة من أربعة أدوار مقترحة .

أولاً : أمل ترتيب تلك المجموعات حسب أهميتها التي تراها وذلك بوضع رقم واحد أمام كل دور من ١ - ٤ بدون تكرار وذلك في المكان المحدد في الجهة اليمنى من الصفحة مستعيناً بالمقياس التالي: -

١ - بالغ الأهمية .

٢ - ثاني درجة في الأهمية .

٣ - ثالث درجة في الأهمية .

٤ - رابع درجة وأقلها في الأهمية .

ثانياً : بعد ترتيب تلك الأدوار حسب أهميتها أمل تحديد من تقترح للقيام بأداء هذا الدور هل هو مدير المدرسة ؟ أم معلم المادة أم مشرف الكلية ؟ وذلك بوضع إشارة (✓) في المكان المحدد من الجانب الأيسر للصفحة .

مشرف الكلية

١ - ٤	الأدوار المقترحة	مدير المدرسة	معلم المادة
	مقابلة مشرف الكلية لمعرفة معايير تقويم الطالب المتدرب أثناء التطبيق .		
	بالتعاون مع مشرف الكلية إعداد جدول تدريس مناسب للطالب المتدرب		
	الاتفاق على أسلوب موحد مع مشرف الكلية نحو خطة تحضير الطالب المتدرب		
	إعداد تقرير منفصل لمشرف الكلية عن أداء الطالب المتدرب		

هيئة التدريس بالمدرسة

١ - ٤	الأدوار المقترحة	مدير المدرسة	معلم المادة
	توضيح أهمية العمل مع الطالب المتدرب لمعلمي المدرسة		
	تقديم الطالب للمتدرب لمعلمي المدرسة		
	إتاحة الفرصة للطالب المتدرب بمشاهدة بعض حصص معلمي المادة التي يقوم بتدريسها		
	تخصيص مكان مناسب للطالب المتدرب مع أعضاء هيئة التدريس للاستفادة من خبراتهم		

الوسائل التعليمية

١ - ٤	الأدوار المقترحة	مدير المدرسة	معلم المادة
	إتاحة الفرصة للطالب المتدرب لاستخدام الوسائل التعليمية المتوفرة بالمدرسة		
	حث الطالب المتدرب على ابتكار الوسائل التعليمية المناسبة		
	توفير الإمكانيات المتاحة للطالب المتدرب لابتكار المزيد من الوسائل التعليمية		
	تزويد الطالب المتدرب بالكب المدرسية التي يحتاجها أثناء التطبيق		

الملاحظات

مدير المدرسة	معلم المادة	مترن الكلية

الأدوار للفترة
حث الطالب المترن على بناء علاقة إيجابية مع معلم المادة الأساسي
حث الطالب المترن على بناء علاقة إيجابية مع معلم المدرسة
حث الطالب المترن على بناء علاقة إيجابية مع تلاميذ المدرسة
حث الطالب المترن على بناء علاقة إيجابية مع مدير المدرسة

٤ - ١

المدرسة

مدير المدرسة	معلم المادة	مترن الكلية

الأدوار للفترة
توضيح للسرديات التي ينبغي أن يقوم بها الطالب المترن نحو المدرسة أثناء التطبيق
إتاحة الفرصة للطالب المترن لمخبر على الآباء بالمدرسة
توضيح الميزات الخاصة بالمدرسة للطالب المترن
إتاحة الفرصة للطالب المترن للمشاركة في اجتماعات لجنة التدريس بالمدرسة

٤ - ١

الفصل

مدير المدرسة	معلم المادة	مترن الكلية

الأدوار للفترة
إتاحة الفرصة للطالب المترن للمشاركة في أنشطة الفصل
إتاحة الفرصة للطالب المترن للإطلاع على مشكلات تلاميذ الفصل
إتاحة الفرصة للطالب المترن للمشاركة في برامج الفصل لخدمة البيئة والمجتمع
إتاحة الفرصة للطالب المترن للمشاركة في أعمال زيادة الفصل

٤ - ١

التدريس

مدير المدرسة	معلم المادة	مترن الكلية

الأدوار للفترة
شرح أهمية عملية التدريس للطالب المترن
تحديد نقاط القوة في أداء الطالب المترن وتشجيعه على الاستمرار فيها
تحديد نقاط الضعف في أداء الطالب المترن ومساعدته على تجاوزها
التأكد من استحصال الطالب المترن للتمهيد المقرر

٤ - ١

القسم

مدير المدرسة	معلم المادة	مترن الكلية

الأدوار للفترة
ملاحظة ملاحظة سلوك الطالب المترن لعملية التدريس
- التأكد من إدراك الطالب المترن لمخبراته تجاه التلاميذ
مساعدة الطالب المترن في التغلب على نقاط الضعف
إطلاع الطالب المترن على الأسلوب الذي سيتبع في تقييم أدائه العملي

٤ - ١

ثالثاً : فضلاً عن دائرة حول الرقم الذي يعبر عن أهمية دور كل من مدير المدرسة ومعلم المادة الأساسي من وجهة نظركم مستعيناً بالمقياس التالي : -

- ١ - أساسي
- ٢ - مهم جداً
- ٣ - قليل الأهمية
- ٤ - غير مهم

رابعاً : بعد أن تضع دائرة حول درجة الأهمية آمل تحديد أفضل من تعتقد للقيام بأداء هذا الدور هل هو مدير المدرسة ؟ أم مدرس المادة الأساسي ؟ أم مشرف الكلية ؟ وذلك بوضع إشارة واحدة فقط في الجانب الأيسر في المربع المناسب

درجة الأهمية	الأدوار المقترحة	مدير المدرسة	معلم المادة
١ ٢ ٣ ٤	تقديم نفسه للطالب المتدرب كمصدر مساند للخبرات		
١ ٢ ٣ ٤	تعريف الطالب المتدرب بمعلمي المادة الأساسيين في المدرسة		
١ ٢ ٣ ٤	التنسيق مع الطالب المتدرب لرفع كفاءة الأداء في فصل التطبيق الميداني		
١ ٢ ٣ ٤	إعطاء الطالب المتدرب فكرة واضحة عن خاصية فصل التطبيق الميداني		
١ ٢ ٣ ٤	العمل مع معلم المادة الأساسي لتطوير مهارات التدريس لدى الطالب المتدرب		
١ ٢ ٣ ٤	مساعدة الطالب المتدرب في التغلب على مشاكل العقاب التي تواجهه خلال التطبيق		
١ ٢ ٣ ٤	إعطاء الطالب المتدرب النصاب المقرر من الحصص		
١ ٢ ٣ ٤	مناقشة ملاحظات المدرسة معي كمشرف الكلية حول أداء الطالب المتدرب		
١ ٢ ٣ ٤	تزويد الطالب المتدرب بتعليمات الوزارة الخاصة بالامتحانات		
١ ٢ ٣ ٤	التعامل مع الطالب المتدرب كمدرس مؤهل تحت التدريب		
١ ٢ ٣ ٤	فحص خطة تحضير الدرس للمعدة من الطالب المتدرب لمعرفة مدى ملاءمتها		
١ ٢ ٣ ٤	إتاحة الفرصة للطالب المتدرب للتدريس في فصول مختلفة لاكتساب مهارات متنوعة		
١ ٢ ٣ ٤	إشعار الطالب المتدرب بالنقطة في قدرته على تقييم التلاميذ		
١ ٢ ٣ ٤	مساعدة الطالب المتدرب في التغلب على مشكلات المادة التي تواجهه خلال التطبيق		
١ ٢ ٣ ٤	ملاحظة حضور الطالب المتدرب لطاير المدرسة الصباحي		
١ ٢ ٣ ٤	ملاحظة إسهام الطالب المتدرب في شغل حصص الانتظار		
١ ٢ ٣ ٤	مساعدة الطالب المتدرب في تطبيق النظريات التي اكتسبها من الكلية		
١ ٢ ٣ ٤	إعداد التقييم النهائي للطالب المتدرب		

Appendix C

Interview Questions

1. The Interview Schedule, English version.
2. The Interview Schedule, Arabic version.

The Interviews Questions with the College advisors

- 1- What roles do you think the school head-teacher could perform in relation to the student teacher?
- 2- What roles do you think the school subject teacher could perform in relation to the student teacher?
- 3- What experience should the student teacher gain whilst on teaching practice in the school?
- 4- What information about the school or the pupils, does the student teacher need?
- 5- What difficulties do student teachers face when they practice in the school?

الأسئلة المراد الإجابة عليها

السؤال الأول : كمشرف على طلاب التربية البدنية بإحدى كليات المعلمين . ماهي الأدوار التي تفرد على مدير المدرسة الابتدائية القيام بها غير الطالب المتدرب لتحقيق أكثر قدر ممكن من النجاح لبرنامج التربية البدنية ؟

السؤال الثاني : وأيضاً ماهي الأدوار التي تفرد على مدرس المادة الأساسي بالمدرسة الابتدائية القيام بها غير الطالب المتدرب من كليات المعلمين لتحقيق أكثر قدر ممكن من النجاح لبرنامج التربية البدنية ؟

السؤال الثالث : من وجهة نظركم ماهي الحيزات الواجب على طالب الكلية المتدرب اكتسابها خلال تطبيق برنامج التربية البدنية بالمدرسة الابتدائية ؟

.....
السؤال الرابع : ماهي المعلومات التي يحتاج إليها الطالب المتدرب من كليات المعلمين عن المدرسة و التلميذ بالرحلة الابتدائية ؟

السؤال الخامس : ماهي الصعوبات التي يواجهها الطالب المتدرب من كليات المعلمين أثناء تطبيق برنامج التربية البدنية بالمدرسة الابتدائية ؟

Appendix D

List of Teaching Competencies

1. English version.
2. Arabic version.

List of Teaching Competencies

The Teacher College:

Name of Trainee.....No.....

Trainee's School.....

Semester.....Academic year 19...../19.....

		Level of Trainee		
		Weak	Average	Good
1	Analysis of the content of the subject			
2	Writing the behavioural aims			
3	Setting up the teaching strategies			
4	Choice and provision of teaching material			
5	Choice and provision of all the material necessary for evaluation			
6	Writing the daily teaching plan			
7	Preparing the long term teaching plan			
8	Introduction for teaching (preliminary step towards teaching)			
9	Using questions which will stimulate thinking			
10	Using the teaching material			
11	Speaking audibly/clearly. Using the classical form of language			
12	Movement inside the class			
13	Being an encouraging influence when dealing with students			
14	Time-table plan			
15	Class administration			
16	Tackling students' problems arising during teaching			
17	Dealing with students' behaviour			
18	Evaluating the teaching plan			
19	Setting homework for the students to do			
20	Marking students' homework			
21	Co-operating			
22	Participating in non-class activities			
23	Organising necessary meetings with students' parents			
24	Planning/executing projects to improve the school environment			
25	Attention to appearance and outlook			
26	Punctuality			
27	Enthusiasm for work			
28	Respecting the administration hierarchy			
29	Dealing with colleagues			
30	Welcoming the advisor's advise and guidance			
31	Effect of his/her own problems and circumstances on the work			
32	Effect (influence) of his/her personal hobbies and interests			

Name of

Advisor.....Signature.....

Source: Ministry of Education 1992: A Guide to Practical Education, Kingdom of Saudi Arabia.

الكلية المتوسطة :

اسم المتدرب : الرقم (.....) مدرسة المتدرب

الفصل الدراسي من العام الدراسي ١٤ / ١٤ هـ

المهارات التدريسية	مستوى المتدرب		
	ضعيف	وسط	جيد
١ تحليل محتوى المادة العلمية.			
٢ كتابة الأهداف السلوكية.			
٣ وضع استراتيجيه التدريس.			
٤ تحديد وتوفير المواد التعليمية للتدريس			
٥ تحديد وتوفير المواد اللازمة للتقويم.			
٦ كتابة الخطة التدريسية اليومية.			
٧ كتابة الخطة التدريسية بعيدة المدى.			
٨ التمهيد للتدريس.			
٩ استخدام الأسئلة المشيرة للتفكير.			
١٠ استخدام المواد التعليمية.			
١١ استخدام لغة مسموعة وجيدة.			
١٢ الحركة داخل الفصل.			
١٣ استخدام التعزيز في التعامل مع التلاميذ.			
١٤ الخطة الزمنية.			
١٥ إدارة الفصل.			
١٦ معالجة مشكلات التعليم لدى التلاميذ.			
١٧ التعامل مع التلاميذ.			
١٨ تنفيذ خطة تقويم التعليم.			
١٩ إعطاء واجبات التلاميذ.			
٢٠ تصحيح واجبات التلاميذ.			
٢١ التعاون مع إدارة المدرسة.			
٢٢ المشاركة في النشاط غير البصري.			
٢٣ تنظيم اللقاءات اللازمة مع أولياء أمور التلاميذ.			
٢٤ تخطيط وتنفيذ مشروعات المدرسة لخدمة البيئة.			
٢٥ الاهتمام بالمظهر العام.			
٢٦ المحافظة على الدوام.			
٢٧ الحماس للعمل.			
٢٨ احترام التسلسل الإداري.			
٢٩ التعامل مع زملائه.			
٣٠ تقبل توجيهات المشرف.			
٣١ أثر مشكلاته وظروفه الشخصية على العمل.			
٣٢ أثر ميوله وأهوائه الشخصية على العمل.			

اسم المشرف : توقيعه

**Questionnaire on the Role of the Elementary School Head Teacher and the Subject Teacher
Towards the Student Teacher Trainee from the Teachers' College, During the Teaching Practice
Programme in Saudi Arabia**

Please place a tick (✓) in the appropriate box, and write the relevant details in the spaces provided.

1. Your Qualification:

Diploma	Bachelor Degree	Other (Please specify)	Educational	Non Educational

2. Your Major

Quranic	Islamic	Arabic	Social Studies	Mathematics	Science	Art	Physical Education

English	Sociology

3. Number of Years Experience as a Teacher (Check One)

1 - 5	
6 - 10	
Over 10	

4. Number of Years Experience as a Head Teacher (Check One)

1 - 5	
6 - 10	
Over 10	

5. Number of Pupils (Check One)

Less than 300	
300 - 600	
Over 600	

6. Number of Teachers in Your School (Check One)

1 - 10	
11 - 20	
Over 20	

The object of this questionnaire is to find out the roles of school heads and subject teachers towards the student teacher during the teaching practice programme. These roles are divided into groups, each of which contains four activities.

First: Will you please set in order these activities by writing one number in the space provided on the left hand side, from 1 to 4, using the following scale.

- 1 Most important
- 2 Next most important
- 3 Third important
- 4 Fourth (least) important

Second: After you have rated each activity's importance, indicate who you think can best perform that role, the school head-teacher the subject teacher or the college advisor, by ticking (✓) the appropriate box on the right hand side

College Advisor

1 - 4	Items
	Hold a meeting with the student teacher advisor to know the kind of method he is planning to follow during the teaching practice.
	Co-operating with the college advisor to provide a suitable timetable for the student teacher.
	Co-operating with the college advisor to set a consistent policy toward the student teacher's teaching plan.
	Prepare a full report for the college advisor about the student teacher in his teaching practice.

School Head	School Teacher	College Advisor

School Staff

1 - 4	Items
	Arrange a meeting with the school teaching staff to discuss the importance of working with the student teacher
	Introduce the college student teacher to the school teaching staff.
	Give the student teacher the opportunity to attend some of the subject teacher's regular lessons
	Allocate a special place for the student teacher among the teaching staff so that he can gain from their experience

School Head	School Teacher	College Advisor

Audio-Visual Aids

1 - 4	Items
	Give the opportunity to the student teacher to use the audio-visual aids available in the school
	Encourage the student teacher to create suitable subject teaching aids
	Give the student teacher some of the available materials with which to create more teaching aids
	Provide the student teacher with the textbooks that he might need during the teaching practice

School Head	School Teacher	College Advisor

Relationship

1 - 4	Items
	Encourage the building of a positive relationship between the student teacher and the subject teacher in the school
	Encourage the building of a positive relationship between the student teacher and the school teaching staff
	Encourage the building of a positive relationship between the student teacher and the school pupils
	Encourage the building of a positive relationship between myself as a school head-teacher and the student teacher.

School Head	School Teacher	College Advisor

School

1 - 4	Items
	Explain to the student teacher his responsibility towards the school during the teaching practice
	Give the student teacher the opportunity to attend the pupils' parents' meeting.
	Explain the school characteristics to the student teacher.
	Give the student teacher the opportunity to participate in the school's staff meeting.

School Head	School Teacher	College Advisor

Classroom

1 - 4	Items
	Give the student teacher the opportunity to participate in classroom activities.
	Give the student teacher the opportunity to gain knowledge about the classroom pupils' problems.
	Give the student teacher the opportunity to participate in the classroom's social and environmental service.
	Give the student teacher the opportunity to participate in classroom management activities.

School Head	School Teacher	College Advisor

Teaching

1 - 4	Items
	Talk to the student teacher about the importance of the teaching process
	Identify the strong elements in the student teacher's practice and encourage him to carry on with these
	Identify any weak elements in the student teacher's practice and help him to improve these.
	Ensure that the student teacher fulfils the requirements of the curriculum

School Head	School Teacher	College Advisor

Evaluation

1 - 4	Items
	Observe whether the student teacher's behaviour is suitable to the educational process
	Ensure that the student teacher is aware of his responsibility towards his pupils
	Identify the student teacher's weaknesses and ensure they are reported.
	Explain to the student teacher how his practical work will be evaluated

School Head	School Teacher	College Advisor

Third: Please circle the number which best indicates the importance you attach, in the role of the school head teacher, or the school subject teacher to each activity, using the following scale:

1. Essential
2. Very Important
3. Slightly Important
4. Not Important

Fourth: After you have circled the number of your choice please indicate who you think can best perform that role, the school head -teacher (H), the school subject teacher (S) or the college advisor (C) by writing the appropriate letter in the box provided.

Items					H,S,C
Arrange a meeting with the student teacher to introduce himself as a source of professional support	1	2	3	4	
Introduce the student teacher to the subject teachers in the school.	1	2	3	4	
Liaise with the student teacher with regard to the classroom performance	1	2	3	4	
Give the student teacher a clear idea about the characteristics of the classroom	1	2	3	4	
Work with the student teacher to enable him to develop his teaching skills	1	2	3	4	
Help the student teacher to overcome discipline problems that face him during the practice	1	2	3	4	
Give the student teacher the exact number of teaching periods stipulated by the Ministry	1	2	3	4	
Discuss the school notes about the school teacher with the college advisor.	1	2	3	4	
Provide the student teacher with the Ministry of Education circulars about the examination system	1	2	3	4	
Consider the student teacher as a qualified teacher in practice	1	2	3	4	
Examine the student teacher's lesson plan to confirm it is suitable.	1	2	3	4	
Give the student teacher the chance to practise teaching different classes in order to gain varied experience	1	2	3	4	
Show confidence in the student teacher's ability to evaluate the pupils	1	2	3	4	
Help the student teacher to overcome subject matter problems that face him during the practice.	1	2	3	4	
Monitor the student teacher's regular attendance of the school morning assembly	1	2	3	4	
Monitor the student teacher's willingness to co-operate in the school spare periods	1	2	3	4	
Help the student teacher to put into practice the theory he has learned in the college	1	2	3	4	
Make the final evaluation of the student teacher.	1	2	3	4	

**Questionnaire on the Role of the Elementary School Head Teacher and the Subject Teacher
Towards the Student Teacher Trainee from the Teachers' Colleges, During the Teaching Practice
Programme in Saudi Arabia**

1. College:

2. Your Qualification:

Bachelor Degree	MA	Ph.D

Educational	Non Educational

3. Your Major

Quranic	Islamic	Arabic	Social Studies	Mathematics	Science	Art	Physical Education

Education

4. Number of Years Experience in Teaching (Check One)

1 - 5	
6 - 10	
Over 10	

5. Number of Years Experience as Teaching Practice Supervisor (Check One)

1 - 5	
6-10	
Over 10	

6. Number of Pupils Under Your Supervision (Check One)

1 - 10	
11 - 20	
Over 20	

the student teacher during the teaching practice programme. These roles are divided into groups, each of which contains four activities.

First: Will you please set in order these activities by writing one number in the space provided on the left hand side, from 1 to 4, using the following scale.

- 1 Most important
- 2 Next most important
- 3 Third important
- 4 Fourth (least) important

Second: After you have rated each activity's importance, indicate who you think can best perform that role, the school head-teacher or the subject teacher by ticking (✓) the appropriate box on the right hand side

College Advisor

1 - 4	Items
	Hold a meeting with me as a student teacher advisor to know the kind of method he is planning to follow during the teaching programme
	Co-operating with me as a college advisor to provide a suitable timetable for the student teacher.
	Co-operating with me as a college advisor to set a consistent policy toward the student teacher's teaching plan.
	Prepare a full report for me as a college advisor about the student teacher in his teaching practice.

School Head	School Teacher

School Staff

1 - 4	Items
	Arrange a meeting with the school teaching staff to discuss the importance of working with the student teacher
	Introduce the college student teacher to the school teaching staff
	Give the college student teacher the opportunity to attend some of the subject teacher's regular lessons
	Allocate a special place for the student teacher among the teaching staff so that he can gain from their experience

School Head	School Teacher

Audio-Visual Aids

1 - 4	Items
	Give the opportunity to the student teacher to use the audio-visual aids available in the school
	Encourage the student teacher to create suitable subject teaching aids
	Give the student teacher some of the available materials with which to create more teaching aids
	Provide the student teacher with the textbooks that he might need during the teaching practice

School Head	School Teacher

Relationship

1 - 4	Items
	Encourage the building of a positive relationship between the student teacher and the subject teacher in the school
	Encourage the building of a positive relationship between the student teacher and the school teaching staff
	Encourage the building of a positive relationship between the student teacher and the school pupils
	Encourage the building of a positive relationship between the school head teacher and the student teacher

School Head	School Teacher

School

1 - 4	Items
	Explain to the student teacher his responsibility towards the school during the teaching practice
	Give the student teacher the opportunity to attend the pupils' parents' meeting.
	Explain the school characteristics to the student teacher.
	Give the student teacher the opportunity to participate in the school's staff meeting.

School Head	School Teacher

Classroom

1 - 4	Items
	Give the student teacher the opportunity to participate in classroom activities.
	Give the student teacher the opportunity to gain knowledge about the classroom pupils' problems.
	Give the student teacher the opportunity to participate in the classroom's social and environmental service.
	Give the student teacher the opportunity to participate in classroom management activities.

School Head	School Teacher

Teaching

1 - 4	Items
	Talk to the student teacher about the importance of the teaching process
	Identify the strong elements in the student teacher's practice and encourage him to carry on with these
	Identify any weak elements in the student teacher's practice and help him to improve these.
	Ensure that the student teacher fulfils the requirements of the curriculum

School Head	School Teacher

Evaluation

1 - 4	Items
	Observe whether the student teacher's behaviour is suitable to the educational process
	Ensure that the student teacher is aware of his responsibility towards his pupils
	Identify the student teacher's weaknesses and ensure they are reported.
	Explain to the student teacher how his practical work will be evaluated

School Head	School Teacher

Third: Please circle the number which best indicates the importance you attach, in the role of the school head teacher, the school subject teacher or the college advisor to each activity, using the following scale:

1. Essential
2. Very Important
3. Slightly Important
4. Not Important

Fourth: After you have circled the number of your choice please indicate who you think can best perform that role, the school head -teacher (H), the school subject teacher (S) or the college advisor (C) by writing the appropriate letter in the box provided.

Items		H,S,C
Arrange a meeting with the student teacher to introduce himself as a source of professional support	1 2 3 4	
Introduce the student teacher to the subject teachers in the school	1 2 3 4	
Liaise with the student teacher with regard to the classroom performance	1 2 3 4	
Give the student teacher a clear idea about the characteristics of the classroom	1 2 3 4	
Work with the student teacher to enable him to develop his teaching skills	1 2 3 4	
Help the student teacher to overcome discipline problems that face him during the practice	1 2 3 4	
Give the student teacher the exact number of teaching periods stipulated by the Ministry	1 2 3 4	
Discuss the school notes about the school teacher with me as a college advisor.	1 2 3 4	
Provide the student teacher with the Ministry of Education circulars about the examination system	1 2 3 4	
Consider the student teacher as a qualified teacher in practice	1 2 3 4	
Examine the student teacher's lesson plan to confirm it is suitable.	1 2 3 4	
Give the student teacher the chance to practise teaching different classes in order to gain varied experience	1 2 3 4	
Show confidence in the student teacher's ability to evaluate the pupils	1 2 3 4	
Help the student teacher to overcome subject matter problems that face him during the practice.	1 2 3 4	
Monitor the student teacher's regular attendance of the school morning assembly	1 2 3 4	
Monitor the student teacher's willingness to co-operate in the school spare periods	1 2 3 4	
Help the student teacher to put into practice the theory he has learned in the college	1 2 3 4	
Make the final evaluation of the student teacher.	1 2 3 4	

Questionnaire on the Role of the Elementary School Head-teacher and the Subject Teacher Towards the Student Teacher Trainee from the Teachers' Colleges During the Teaching Practice Programme in Saudi Arabia

Please place a tick (✓) in the appropriate box.

1. Your Major

Quranic	Islamic	Arabic	Social Studies	Mathematics	Science	Art	Physical Education

The object of this questionnaire is to find out the roles of school heads and subject teachers towards the student teacher during the teaching practice programme. These roles are divided into groups, each of which contains four activities.

First: Will you please set in order these activities by writing one number in the space provided on the left hand side, from 1 to 4, using the following scale.

- 1 Most important
- 2 Next most important
- 3 Third important
- 4 Fourth (least) important

Second: After you have rated each activity's importance, indicate who you think can best perform that role, the school head-teacher the subject teacher or the college advisor, by ticking (✓) the appropriate box on the right hand side

College Advisor

1 - 4	Items
	Hold a meeting with the student teacher advisor to know the kind of method he is planning to follow during the teaching programme
	Co-operating with the college advisor to provide a suitable timetable for the student teacher.
	Co-operating with the college advisor to set a consistent policy toward the student teacher's teaching plan.
	Prepare a full report for me as a college advisor about the student teacher in his teaching practice.

School Head	School. Teacher	College Advisor

School Staff

1 - 4	Items
	Arrange a meeting with the school teaching staff to discuss the importance of working with the student teacher
	Introduce the college student teacher to the school teaching staff
	Give the college student teacher the opportunity to attend some of the subject teacher's regular lessons
	Allocate a special place for the student teacher among the teaching staff so that he can gain from their experience

School Head	School. Teacher	College Advisor

Audio-Visual Aids

1 - 4	Items
	Give the opportunity to the student teacher to use the audio-visual aids available in the school
	Encourage the student teacher to create suitable subject teaching aids
	Give the student teacher some of the available materials with which to create more teaching aids
	Provide the student teacher with the textbooks that he might need during the teaching practice

School Head	School. Teacher	College Advisor

Relationship

1 - 4	Items
	Encourage the building of a positive relationship between the student teacher and the subject teacher in the school
	Encourage the building of a positive relationship between the student teacher and the school teaching staff
	Encourage the building of a positive relationship between the student teacher and the school pupils
	Encourage the building of a positive relationship between the school head teacher and the student teacher

School Head	School Teacher	College Advisor

School

1 - 4	Items
	Explain to the student teacher his responsibility towards the school during the teaching practice
	Give the student teacher the opportunity to attend the pupils' parents' meeting.
	Explain the school characteristics to the student teacher.
	Give the student teacher the opportunity to participate in the school's staff meeting.

School Head	School Teacher	College Advisor

Classroom

1 - 4	Items
	Give the student teacher the opportunity to participate in classroom activities.
	Give the student teacher the opportunity to gain knowledge about the classroom pupils' problems.
	Give the student teacher the opportunity to participate in the classroom's social and environmental service.
	Give the student teacher the opportunity to participate in the classroom management activities.

School Head	School Teacher	College Advisor

Teaching

1 - 4	Items
	Talk to the student teacher about the importance of the teaching process
	Identify the strong elements in the student teacher's practice and encourage him to carry on with these
	Identify any weak elements in the student teacher's practice and help him to improve these.
	Ensure that the student teacher fulfils the requirements of the curriculum

School Head	School Teacher	College Advisor

Evaluation

1 - 4	Items
	Observe whether the student teacher's behaviour is suitable to the educational process
	Ensure that the student teacher is aware of his responsibility towards his pupils
	Identify the student teacher's weaknesses and ensure they are reported.
	Explain to the student teacher how his practical work will be evaluated

School Head	School Teacher	College Advisor

Third: Please circle the number which best indicates the importance you attach, in the role of the school head teacher, the school subject teacher or the college advisor to each activity, using the following scale:

1. Essential
2. Very Important
3. Slightly Important
4. Not Important

Fourth: After you have circled the number of your choice please indicate who you think can best perform that role, the school head -teacher (H), the school subject teacher (S) or the college advisor (C) by writing the appropriate letter in the box provided.

Items	1	2	3	4	H, S, C
Arrange a meeting with the student teacher to introduce himself as a source of professional support					
Introduce the student teacher to the subject teachers in the school					
Liaise with the student teacher with regard to the classroom performance					
Give the student teacher a clear idea about the characteristics of the classroom					
Work with the student teacher to enable him to develop his teaching skills					
Help the student teacher to overcome discipline problems that face him during the practice					
Give the student teacher the exact number of teaching periods stipulated by the Ministry					
Discuss the school notes about the school teacher with the college advisor.					
Provide the student teacher with the Ministry of Education circulars about the examination system					
Consider the student teacher as a qualified teacher in practice					
Examine the student teacher's lesson plan to confirm it is suitable.					
Give the student teacher the chance to practise teaching different classes in order to gain varied experience					
Show confidence in the student teacher's ability to evaluate the pupils					
Help the student teacher to overcome subject matter problems that face him during the practice.					
Monitor the student teacher's regular attendance of the school morning assembly					
Monitor the student teacher's willingness to co-operate in the school spare periods					
Help the student teacher to put into practice the theory he has learned in the college					
Make the final evaluation of the student teacher.					

Questionnaire on the Role of the Elementary School Head teacher and the Subject Teacher Towards the Student Teacher Trainee from the Teachers' Colleges During the Teaching Practice Programme in Saudi Arabia

Please place a tick (✓) in the appropriate box, and write the relevant details in the spaces provided.

1. Your Qualification:

Diploma	Bachelor Degree	Other (Please specify)	Educational	Non Educational

2. Your Major

Quranic	Islamic	Arabic	Social Studies	Mathematics	Science	Art	Physical Education

Other (Please Specify)

3. Number of Years Experience in Teaching (Check One)

1 - 5	
6 - 10	
Over 10	

4. Number of Subjects you teach (Check One)

0	1	2	3	4	5	6

5. Number of Pupils You Teach (Check One)

Less than 300	
300 - 600	
Over 600	

The object of this questionnaire is to find out the roles of school heads and subject teachers towards the student teacher during the teaching practice programme. These roles are divided into groups, each of which contains four activities.

First: Will you please set in order these activities by writing one number in the space provided on the left hand side, from 1 to 4, using the following scale.

- 1 Most important
- 2 Next most important
- 3 Third important
- 4 Fourth (least) important

Second: After you have rated each activity's importance, indicate who you think can best perform that role, the school head-teacher the subject teacher or the college advisor, by ticking (✓) the appropriate box on the right hand side

College Advisor

1 - 4	Items
	Hold a meeting with The student teacher advisor to know the kind of method he is planning to follow during the teaching programme
	Co-operating with The college advisor provide a suitable timetable for the student teacher.
	Co-operating with The college advisor set a consistent policy toward the student teacher's teaching plan.
	Prepare a full report for The college advisor about the student teacher in his teaching practice.

School Head	School. Teacher	College Advisor

School Staff

1 - 4	Items
	Arrange a meeting with the school teaching staff to discuss the importance of working with the student teacher
	Introduce the college student teacher to the school teaching staff
	Give the college student teacher the opportunity to attend some of the subject teacher's regular lessons
	Allocate a special place for the student teacher among the teaching staff so that he can gain from their experience

School Head	School. Teacher	College Advisor

Audio-Visual Aids

1 - 4	Items
	Give the opportunity to the student teacher to use the audio-visual aids available in the school
	Encourage the student teacher to create suitable subject teaching aids
	Give the student teacher some of the available materials with which to create more teaching aids
	Provide the student teacher with the textbooks that he might need during the teaching practice

School Head	School. Teacher	College Advisor

Relationship

1 - 4	Items
	Encourage the building of a positive relationship between the student teacher and myself as subject teacher in the school
	Encourage the building of a positive relationship between the student teacher and the school teaching staff
	Encourage the building of a positive relationship between the student teacher and the school pupils
	Encourage the building of a positive relationship between the school head teacher and the student teacher

School Head	School Teacher	College Advisor

School

1 - 4	Items
	Explain to the student teacher his responsibility towards the school during the teaching practice
	Give the student teacher the opportunity to attend the pupils' parents' meeting.
	Explain the school characteristics to the student teacher.
	Give the student teacher the opportunity to participate in the school's staff meeting.

School Head	School Teacher	College Advisor

Classroom

1 - 4	Items
	Give the student teacher the opportunity to participate in classroom activities.
	Give the student teacher the opportunity to gain knowledge about the classroom pupils' problems.
	Give the student teacher the opportunity to participate in the classroom's social and environmental service.
	Give the student teacher the opportunity to participate in the classroom management activities.

School Head	School Teacher	College Advisor

Teaching

1 - 4	Items
	Talk to the student teacher about the importance of the teaching process
	Identify the strong elements in the student teacher's practice and encourage him to carry on with these
	Identify any weak elements in the student teacher's practice and help him to improve these.
	Ensure that the student teacher fulfils the requirements of the curriculum

School Head	School Teacher	College Advisor

Evaluation

1 - 4	Items
	Observe whether the student teacher's behaviour is suitable to the educational process
	Ensure that the student teacher is aware of his responsibility towards his pupils
	Identify the student teacher's weaknesses and insure they are reported.
	Explain to the student teacher how his practical work will be evaluated

School Head	School Teacher	College Advisor

Third: Please circle the number which best indicates the importance you attach, in the role of the school head teacher, the school subject teacher or the college advisor to each activity, using the following scale:

1. Essential
2. Very Important
3. Slightly Important
4. Not Important

Fourth: After you have circled the number of your choice please indicate who you think can best perform that role, the school head -teacher (H), the school subject teacher (S) or the college advisor by ☐ by writing the appropriate letter in the box provided

Items					H,S,C
Arrange a meeting with the student teacher to introduce himself as a source of professional support	1	2	3	4	
Introduce the student teacher to the subject teachers in the school.	1	2	3	4	
Liaise with the student teacher with regard to the classroom performance	1	2	3	4	
Give the student teacher a clear idea about the characteristics of the classroom	1	2	3	4	
Work with the student teacher to enable him to develop his teaching skills	1	2	3	4	
Help the student teacher to overcome discipline problems that face him during the practice	1	2	3	4	
Give the student teacher the exact number of teaching periods stipulated by the Ministry	1	2	3	4	
Discuss the school notes about the school teacher with the college advisor.	1	2	3	4	
Provide the student teacher with the Ministry of Education circulars about the examination system	1	2	3	4	
Consider the student teacher as a qualified teacher in practice	1	2	3	4	
Examine the student teacher's lesson plan to confirm it is suitable.	1	2	3	4	
Give the student teacher the chance to practise teaching different classes in order to gain varied experience	1	2	3	4	
Show confidence in the student teacher's ability to evaluate the pupils	1	2	3	4	
Help the student teacher to overcome subject matter problems that face him during the practice.	1	2	3	4	
Monitor the student teacher's regular attendance of the school morning assembly	1	2	3	4	
Monitor the student teacher's willingness to co-operate in the school spare periods	1	2	3	4	
Help the student teacher to put into practice the theory he has learned in the college	1	2	3	4	
Make the final evaluation of the student teacher.	1	2	3	4	