

AN INVESTIGATION OF THE PROBLEMS
EXPERIENCED BY PRIMARY SCHOOL
STUDENT TEACHERS AND BEGINNING
TEACHERS IN THE YEMEN ARAB REPUBLIC

VOLUME II

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| CONTENTS (VOLUME II) | Page |
|---|------|
| CHAPTER SEVEN: VARIATION OF STUDENT TEACHERS' AND BEGINNING TEACHERS' PROBLEMS | 320 |
| Relations between independent variables | 321 |
| Sex differences | 328 |
| City differences | 342 |
| Differences among institutes | 366 |
| Problems according to ages | 367 |
| Students' and beginning teachers' problems according to the location of their primary education | 373 |
| Problems according to stage of joining institutes | 384 |
| Problems according to types of teaching practice schools | 388 |
| First year teachers' problems according to type of school they are working in | 395 |
| First year teachers' problems according to job location | 396 |
| Summary | 408 |
| CHAPTER EIGHT: STUDENT TEACHERS' PROBLEMS: STABILITY AND CHANGE ACROSS STAGES | 414 |
| Development within the total population | 415 |
| Stage differences within male and female samples | 431 |
| Stage differences within institutes | 450 |
| Stage differences within male institutes | 452 |
| (a) Sana'a | 452 |

| | Page |
|---|------|
| CHAPTER EIGHT (Cont'd.) | |
| (b) Taiz | 456 |
| (c) Al-Hodeidah | 464 |
| (d) Ibb | 472 |
| (e) Hajjah | 475 |
| Stage differences within female institutes | 476 |
| (a) Sana'a | 476 |
| (b) Taiz | 482 |
| (c) Al-Hodeidah | 484 |
| Conclusion | 496 |
| CHAPTER NINE: STUDENT TEACHERS' AND BEGINNING TEACHERS' BELIEFS: VARIATIONS, STABILITY AND CHANGE | 500 |
| Sex differences | 501 |
| First year teachers' beliefs according to job location | 505 |
| City differences | 506 |
| Stability and change of student teachers' and beginning teachers' beliefs | 511 |
| Stage differences within the male and female samples | 518 |
| Stage differences within male and female institutes | 523 |
| Stage differences within male institutes | 523 |
| (a) Sana'a | 523 |
| (b) Taiz | 524 |
| (c) Al-Hodeidah | 526 |
| (d) Ibb | 528 |

| | Page |
|--|------|
| CHAPTER NINE (Cont'd.) | |
| Stage differences within female institutes | 531 |
| (a) Sana'a | 531 |
| (b) Taiz | 532 |
| (c) Al-Hodeidah | 534 |
| CHAPTER TEN: THE FOLLOW UP STUDY | 540 |
| Teaching requirements | 542 |
| Teaching objectives | 545 |
| Discipline and class control | 547 |
| Teaching aids | 551 |
| Unqualified headteachers | 554 |
| Curriculum inappropriateness | 559 |
| Size and composition of classes | 561 |
| (a) Class size | 561 |
| (b) Mixed ages | 565 |
| (c) Mixed abilities | 566 |
| Fear and Embarrassment | 570 |
| Evaluation | 572 |
| Textbooks | 575 |
| Inadequate salary | 578 |
| Inadequate school buildings and conditions | 581 |
| Lack of guidance | 585 |
| Lack of parents' support | 589 |
| Professional education | 593 |
| Inadequately taught subjects | 594 |
| Inadequacy of training | 597 |
| Density of the curriculum | 601 |

| | Page |
|--|------|
| CHAPTER TEN (Cont'd). | |
| Specialization | 602 |
| Proposed changes | 604 |
| Conclusion | 608 |
| CHAPTER ELEVEN: STUDENT TEACHERS' PROBLEMS AS PERCEIVED BY LECTURERS | 615 |
| Teaching practice objectives | 617 |
| Student teachers' problems | 618 |
| Problems mentioned by a minority of lecturers | 622 |
| Problems mentioned only once | 626 |
| Overview of lecturers' emphasis | 628 |
| Differences in the perceived problems | 630 |
| Reasons of and solutions for student teachers' problems | 633 |
| CHAPTER TWELVE: CONCLUSION | 639 |
| The research questions | 639 |
| Theories | 654 |
| Implications for policy making | 665 |
| REFERENCES | 678 |
| APPENDIX ONE: NUMBER OF LESSONS ALLOCATED TO THE SUBJECTS TAUGHT IN THE GENERAL TEACHER TRAINING INSTITUTES (THREE YEARS AFTER PREPARATORY SCHOOL) | 684 |

| | Page |
|---|------|
| APPENDIX TWO: ENGLISH VERSION OF QUESTIONNAIRE 1 | 685 |
| APPENDIX THREE: ENGLISH VERSION OF QUESTIONNAIRE 2 | 692 |

| LIST OF TABLES (VOLUME II) | | Page |
|----------------------------|--|------|
| 7.1 | Values of Phi and Cramer's V for the significant Chi-squares | 323 |
| 7.2 | Frequency distribution of male and female student and beginning teachers | 329 |
| 7.3 | Frequency distribution of student teachers and beginning teachers in different cities | 343 |
| 7.4 | Decreasing differences between cities | 362 |
| 7.5 | Frequency distribution of ages within stages | 369 |
| 7.6 | Frequency distribution of student teachers and beginning teachers according to the location of their primary education | 374 |
| 7.7 | Number of student teachers entering institutes at different stages | 386 |
| 7.8 | Number of student teachers according to the type of school attended during the first teaching practice | 389 |
| 7.9 | Number of student teachers according to the type of school attended during the second teaching practice | 390 |
| 7.10 | Number of beginning teachers in the different types of schools | 395 |
| 7.11 | Frequency distribution of beginning teachers according to job location | 397 |
| 8.1 | Number of respondents at different stages | 416 |
| 8.2 | Stability and change of the problems across stages within the total population | 431 |
| 8.3 | Items showing significant decrease across stages | 440 |
| 8.4 | Stability and change of the problems across stages among male students | 449 |
| 8.5 | Stability and change of the problems across stages among female students | 449 |
| 8.6 | Sample size in each institute | 452 |

LIST OF TABLES (VOLUME II) (Cont'd).

| | | |
|------|---|-----|
| 8.7 | Types of significant change for national male sample and for individual male institutes | 492 |
| 8.8 | Types of item showing decreased concern in the first year of teaching for national male sample and individual male institutes | 492 |
| 8.9 | Types of significant change for national female sample and for individual female institutes | 494 |
| 8.10 | Types of item showing increased concern in first year of teaching for national female sample and individual female institutes | 494 |
| 9.1 | Stability and change of beliefs across stages within the total population | 517 |
| 9.2 | Stability and change in the beliefs within the male institutes | 530 |
| 9.3 | Stability and change in the beliefs across stages within the female institutes | 537 |
| 10.1 | Trends for each category shown by each of the two approaches | 609 |

CHAPTER SEVEN

VARIATION OF STUDENT TEACHERS' AND BEGINNING
TEACHERS' PROBLEMS

CHAPTER SEVEN

VARIATION OF STUDENT TEACHERS' AND BEGINNING TEACHERS' PROBLEMS

In the previous chapter the overall results for the total population were presented and discussed. Such results might however be subject to some variation according to sub-groups i.e. independent variables. It is to the differences in student teachers' and beginning teachers' problems, or more precisely the differences in the importance which they see given problems as having, according to the independent variables, that this chapter is devoted. The independent variables with which this chapter is concerned are sex, cities, ages within stages, location of students' primary education, stage of joining institutes, types of teaching practice schools, types of beginning teachers' schools, and first year teachers' job locations.

The analyses to be reported in this Chapter examine the relation of each one of the above independent variables in turn to the importance attached to the various problems. That is, each one of the independent variables is considered separately. However, in order to make sure that the interpretation of these analyses is sufficiently cautious it is necessary to consider first to what extent these independent variables are independent of each other. For example, if the distribution of the sample between the sexes is significantly different for different cities, then differences among cities in the importance given

to various problems might be due to the different importance attached to these problems by the two sexes, or vice versa.

In looking at the student teachers' and beginning teachers' problems according to these variables, I shall first distinguish between those problems for which there are significant differences according to the particular independent variable and those problems for which there are not. I shall then, in each case, have to compare these two groups of problems, and to ask what distinguishes those problems for which there are significant differences from those for which there are not. In doing this, I shall not be assuming any predetermined ways of categorizing the problems but I shall be using a repertoire of possibilities which I have by this stage. This consists of the ideas from the initial exploratory study, those from the factor analysis and the groupings of the problems found helpful in looking at the relative importance attached to them by the population as a whole.

Relations between independent variables

To determine whether any relationship exists between the various independent variables, bivariate frequency distributions (cross-tabulation) with Chi-square tests between pairs of the above-mentioned variables were used. Usually small values of Chi-squares are interpreted as indicating the absence of a relationship and the large Chi-square values are interpreted as indicating the

existence of some kind of relationship. However, by itself, Chi-square helps us only to decide whether the variables are independent or related. It does not tell us how strongly they are related. Certain statistics such as phi can be derived from Chi-square and measure the strength of the relationships. But phi is a suitable measure of association for 2 x 2 tables only. In cases where the tables are larger Cramer's V is used which is a slightly modified version of phi. In our cases phi was used as a measure of strength of relationship between sex and job location only, where the 2 x 2 table exists. But in the rest of the cases Cramer's V was used because the tables were larger. Both phi and Cramer's V range from 0 to +1. The value of 0 indicates the absence of relationship and the value of +1 indicates that the variables are perfectly related. Thus a large value indicates a high degree of association. The table below presents the values of phi and Cramer's V for the significant Chi-squares only. Whenever Chi-square was not significant at the one percent level, a blank space is left in the table.

Table 7.1 Values of Phi and Cramer's V for the significant Chi-squares

| Independent Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----------------------|---|---|-----|-----|-----|-----|-----|-----|-----|-----|
| (1) City | | - | .27 | .13 | .27 | .19 | .26 | .18 | .39 | .36 |
| (2) Stage | | | .14 | .33 | .13 | .15 | .17 | .15 | - | - |
| (3) Sex | | | | .34 | .68 | .24 | .29 | .41 | .65 | - |
| (4) Age | | | | | - | - | .14 | .12 | - | - |
| (5) Prim.loc. | | | | | | .16 | .16 | .17 | .78 | .26 |
| (6) Join.Inst. | | | | | | | - | .15 | - | - |
| (7) First TP | | | | | | | | .26 | - | .58 |
| (8) Sec. TP | | | | | | | | | .46 | .44 |
| (9) Job loc. | | | | | | | | | | .35 |
| (10) Sch.type | | | | | | | | | | |

As can be noticed from the above table, most of the Chi-squares were significant, but the values of phi and Cramer's V were low for the majority of the relationships between the variables, indicating weak relationships. All the coefficients over 0.3 will be considered in reporting the relationships between the variables. Strong relationships seem to exist between the following variables:

- (1) Sex is correlated with location of students' primary education (.68), type of second teaching practice school (.41), and first year teachers' job location (.65):

In relation to the strong relationship between sex and the location of primary schooling, it is observed that female student teachers and beginning teachers were predominantly from urban primary schools, while male student teachers and beginning teachers tended to come from rural primary schools.

Sex and second teaching practice school are quite strongly correlated. It was noticed that a high proportion of females had their second teaching practice in old schools but males are found to have been to the different types of schools or to a combination of these. This seems also to be the case as regards the first teaching practice school, the correlation between sex and first teaching practice school being approximately .3.

The strong relationship between sex and beginning teachers' job location indicates that female beginning teachers tend to be concentrated in urban schools. In fact none of the females is working in rural areas.

- (2) City is correlated with first year job location (.39) and type of school in which beginning teachers are working (.36):

There appears to be a rather strong relationship between

city and job location for beginning teachers. This relationship shows that beginning teachers from institutes in the cities of Sana'a, Zabid and Hajjah were predominantly working in urban schools. But the sample of beginning teachers from institutes in the cities of Taiz, Al-Hodeidah and Ibb included many who were working in rural primary schools.

With regard to the relationship between city and type of school for beginning teachers, it appears that beginning teachers from institutes in the cities of Sana'a, Taiz and Hajjah were distributed between the three types of schools (i.e. new, old, model). Those from the cities of Al-Hodeidah and Ibb were allocated to old or new schools, but none was found in model schools; and the proportion of beginning teachers from Al-Hodeidah who were in new schools was higher. In Zabid city, beginning teachers who are few in number, were found to be all working in old schools.

(3) Age is correlated with stage (.33) and sex (.34).

With regard to the relationship between age and stage, it seemed that a higher proportion of second year student teachers tend to be under twenty years of age. The majority of third year student teachers tend to be from the age of twenty and over. This is even more generally the case for beginning teachers. However, to the European reader, the interesting aspect of this result may not be

that there is a correlation between age and stage, but that the correlation is a relatively low one. The ages of students recruited to the first year of the institutes vary widely.

The relationship between age and sex demonstrates that female student teachers and beginning teachers are younger than male student teachers and beginning teachers, in that the majority of females tend to be below 20 years of age while a higher proportion of males are 20 years of age and over.

- (4) Job location for first year teachers is correlated with location of primary education (.79), type of second teaching practice school (.46), and type of school in which they are working (.35).

The strong relationship between the location of primary education and the job location for beginning teachers indicates that those who had their primary education in urban schools tended to take jobs in urban schools and those who had their primary education in rural areas tended to go back after graduation and work in rural schools.

The relationship between the job location for beginning teachers and the type of second teaching practice school they had been to seems to show that a large proportion of the beginning teachers who are working in urban schools appeared to have had their second teaching practice mainly in old and new schools, but beginning teachers who are working in rural schools appeared to have been to

different types of schools, or to a combination of them. It is difficult to interpret this finding except as a consequence of variation between cities. As noted, cities vary both in the proportions of their ex-students going to urban or rural schools and in the proportions of different types of school used for teaching practice. With regard to the relationship between type of schools for beginning teachers and their job location, it seems that a high proportion of rural school beginning teachers were working in old schools. But the majority of urban schools beginning teachers were found to be working in new schools, the remaining being distributed between old and model schools.

- (5) Type of school for beginning teachers is correlated with type of first teaching practice school (.58), and type of second teaching practice school (.44).

The relationship between the type of schools in which beginning teachers are working and the type of schools they had been to during the first teaching practice, seems to indicate that almost all the beginning teachers who were sent to new schools for their first teaching practice were found to be working in new schools, but those who did their teaching practice in old schools and who represented the majority, were found to be divided between old and new schools during their first year of teaching and most of those who did their first teaching practice in model schools were found to be working in model schools as beginning teachers. The same trend is observed as regards the relationship between the type of school for beginning teachers and type of second

teaching practice school.

It should be noted here that it is not easy to understand why these quite strong statistical relationships should occur. Student teachers are generally sent to teaching practice schools at random and equally one would expect this to be so for the type of school in which they are first employed. It may be that these correlations result from indirect relationships, with the type of schools to which students are allocated both for teaching practice and their jobs being connected with their city or their sex, but it is difficult to trace such relationships.

Sex differences

Using the same procedure as for the total sample, (i.e. Frequencies Subprogramme), frequency counts and percentage distributions were obtained for males and females separately.

To investigate whether there were any differences in the responses of the sexes, Nonparametric Tests (NPAR TESTS) Subprogramme was utilized, and the Two-Sample Median Test was applied to the data to determine if significant differences between males and females existed on each item. The Median Test was used, as mentioned earlier, because of its appropriateness for an ordinal scale, and in this case for its suitability for studying differences between two independent samples.

It is perhaps worth mentioning again that responses on the fifth point on the scale 'Not Sure' were omitted when computing the Median Test.

It may be helpful to show the frequency distribution for male and female student and beginning teachers. This is presented in the table below:

Table 7.2 Frequency distribution of Male and Female Student and Beginning Teachers

| Sex | Frequency | PCT |
|---------|-----------|------|
| Males | 444 | 56% |
| Females | 345 | 44% |
| Total | 789 | 100% |

The results of the Median Test showed that male and female student and beginning teachers tend to agree on eighteen of the items. The items were 1, 6, 8, 13, 14, 15, 18, 21, 29, 36, 38, 39, 41, 47, 48, 50, 51, 52.

According to the Median Test, thirty-four items showed significant differences according to sex. Apart from items 2, 5 and 37, female student teachers and beginning teachers appeared to have more concern about all the items. The following are these items, together with the scores in percentages on the five responses: Represent Great Concern (R1), Represent Moderate Concern (R2), Represent Slight Concern (R3), Represent No Concern (R4), and Not Sure (R5).

3 - Large class size

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 53 | 27 | 11 | 5 | 4 | Sig. |
| Female | 75 | 15 | 3 | 6 | 1 | .0001 |

4 - Mixed ability classes

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 36 | 26 | 19 | 12 | 7 | Sig. |
| Female | 55 | 20 | 11 | 9 | 5 | .0033 |

7 - Unco-operative parents

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 63 | 13 | 10 | 6 | 8 | Sig. |
| Female | 75 | 11 | 6 | 4 | 4 | .0114 |

9 - The disorder in the classroom

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 47 | 15 | 18 | 13 | 7 | Sig. |
| Female | 62 | 16 | 12 | 9 | 2 | .0013 |

10 - Maintaining class discipline

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 71 | 13 | 9 | 5 | 1 | Sig. |
| Female | 81 | 11 | 4 | 4 | 1 | .0072 |

11 - How to present the lesson

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 63 | 15 | 9 | 10 | 4 | Sig. |
| Female | 74 | 11 | 6 | 5 | 3 | .0010 |

12 - How to face pupils

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 35 | 18 | 16 | 24 | 6 | Sig. |
| Female | 44 | 19 | 12 | 20 | 5 | .0262 |

16 - Inability to put into practice some of the theoretical guidance

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 38 | 24 | 14 | 10 | 14 | Sig. |
| Female | 53 | 19 | 8 | 9 | 11 | .0178 |

17 - How to make pupils understand

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 49 | 18 | 14 | 9 | 11 | Sig. |
| Female | 66 | 13 | 7 | 6 | 8 | .0001 |

19 - Lack of suitable furniture in the school

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 63 | 19 | 7 | 6 | 5 | Sig. |
| Female | 70 | 10 | 6 | 8 | 6 | .0166 |

20 - How to know pupils' needs

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 43 | 25 | 14 | 6 | 11 | Sig. |
| Female | 59 | 23 | 8 | 4 | 6 | .0002 |

22 - Short lesson periods in schools

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 25 | 23 | 24 | 20 | 9 | Sig. |
| Female | 48 | 24 | 9 | 11 | 7 | .0001 |

23 - Difficulty of the institute's course content

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 32 | 19 | 16 | 28 | 5 | Sig. |
| Female | 45 | 19 | 12 | 19 | 5 | .0002 |

24 - Embarrassment in the class

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 37 | 13 | 12 | 32 | 6 | Sig. |
| Female | 43 | 11 | 9 | 25 | 11 | .0288 |

25 - How to prepare the lesson plan

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 60 | 16 | 9 | 12 | 3 | Sig. |
| Female | 77 | 8 | 3 | 10 | 2 | .0001 |

26 - Poorly motivated pupils

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 49 | 22 | 9 | 8 | 12 | Sig. |
| Female | 66 | 18 | 6 | 4 | 6 | .0001 |

27 - Curriculum unsuitability to pupils' standards

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 51 | 15 | 12 | 9 | 13 | Sig. |
| Female | 65 | 17 | 6 | 7 | 7 | .0060 |

28 - Unavailability of teaching aids

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 72 | 18 | 6 | 2 | 2 | Sig. |
| Female | 80 | 11 | 5 | 3 | 1 | .0215 |

30 - Not being introduced to primary school curriculum

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 42 | 21 | 18 | 15 | 5 | Sig. |
| Female | 54 | 20 | 9 | 11 | 6 | .0004 |

31 - Density of pupils' curriculum

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 33 | 23 | 14 | 14 | 16 | Sig. |
| Female | 56 | 18 | 10 | 7 | 9 | .0001 |

32 - Lack of time to spend with individual pupils

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 55 | 19 | 10 | 8 | 7 | Sig. |
| Female | 67 | 17 | 7 | 4 | 5 | .0011 |

33 - Being criticised by pupils

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 27 | 15 | 20 | 29 | 10 | Sig. |
| Female | 38 | 15 | 12 | 24 | 11 | .0009 |

34 - Inadequate supply of textbooks

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 74 | 11 | 8 | 3 | 4 | Sig. |
| Female | 83 | 10 | 2 | 4 | 1 | .0286 |

35 - Knowing what AVAs to use in teaching

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 49 | 25 | 13 | 9 | 4 | Sig. |
| Female | 71 | 14 | 8 | 4 | 3 | .0001 |

40 - Unhelpful inspectors

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 30 | 22 | 14 | 16 | 18 | Sig. |
| Female | 41 | 21 | 8 | 13 | 16 | .0042 |

42 - Less attention is being paid to pupils' assessment

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 50 | 20 | 11 | 10 | 9 | Sig. |
| Female | 62 | 15 | 5 | 7 | 12 | .0001 |

43 - Supervisors' disagreement on evaluation

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 36 | 15 | 11 | 15 | 23 | Sig. |
| Female | 43 | 19 | 10 | 9 | 18 | .0146 |

44 - How to interest pupils in one's lesson

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 66 | 13 | 10 | 8 | 3 | Sig. |
| Female | 82 | 9 | 4 | 4 | 1 | .0001 |

45 - Institute's course negligence of the primary school realities

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 47 | 18 | 7 | 11 | 16 | Sig. |
| Female | 60 | 12 | 8 | 9 | 12 | .0050 |

46 - Not being prepared as a subject teacher

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 53 | 19 | 8 | 12 | 9 | Sig. |
| Female | 69 | 11 | 5 | 5 | 9 | .0001 |

49 - Not being adequately prepared as a class teacher

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 47 | 15 | 12 | 15 | 11 | Sig. |
| Female | 60 | 12 | 9 | 10 | 10 | .0015 |

While the majority of the problems that showed significant differences were of more concern to females, only three items were of more concern to male student teachers and beginning teachers. The following are these items showing the scores in percentage for both groups and the level of significance:

2 - Inadequate salary

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 75 | 14 | 6 | 4 | 2 | Sig. |
| Female | 43 | 23 | 11 | 18 | 4 | .0001 |

5 - Lack of promotion opportunities

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 63 | 14 | 9 | 8 | 6 | Sig. |
| Female | 44 | 16 | 11 | 14 | 15 | .0001 |

37 - Low status of the teaching profession

| | R1 | R2 | R3 | R4 | R5 | |
|--------|----|----|----|----|----|-------|
| Male | 69 | 10 | 4 | 7 | 10 | Sig. |
| Female | 59 | 13 | 4 | 11 | 12 | .0082 |

To interpret these results it will be easiest first to focus on clearly identifiable sets of items which do or do not give different results for the two sexes. First and most obviously, three of the fifty-two items are concerned with problems of job rewards and these are precisely the three items on which males express significantly greater concern than females.

Similarly, inspection of the items on which females express significantly greater concern suggested that these include many concerned with teaching competence. Closer examination shows that all nine of the fifty-two items that seem to relate directly to teaching competencies are according to these results of significantly greater concern to females. These are items 10, 11, 12, 16, 17, 20, 25, 35 and 44. Also, among the problems about which females have more concern are the two items 24 and 33, which seem to focus on security and self-confidence in the classroom.

The results for these fourteen items are remarkably consistent and clear in that all of them point to greater male concern for the benefits to them from teaching, external to the task of teaching itself, and greater female concern for their own ability to cope with the task of teaching within the classroom.

It is noticeable that a large proportion of the items concerned with the institute courses are among those

which do not differ between the sexes. Seven out of thirteen of these items do not show significant differences. If in the light of the sex-patterns already established, these items are also classified according to whether they relate directly to classroom teaching, it seems that it is those aspects of the institute courses concerned with preparation for classroom teaching which tend to concern the female students more than the males, although the correlation is far from perfect. The following are these items.

- 23 - Difficulty of the institute's course content
- 30 - Not being introduced to primary school curriculum
- 42 - Less attention is paid to pupils' assessment
- 45 - Institute's course negligence of the primary school realities
- 46 - Not being prepared as a subject teacher
- 49 - Not being adequately prepared as a class teacher

The seven items that did not give significant differences tended, with some exceptions, to focus on aspects of course characteristics not directly related to classroom teaching. The following are these items.

- 15 - Neglect of specialization in the institute's course
- 29 - Less attention is paid to methods of teaching
- 41 - Weaknesses in teaching some subjects in the institute
- 47 - Density of the institute's course
- 48 - Less attention is paid to clerical training
- 50 - Less attention is paid to teaching practice

51 - Brevity of the institute's course

Another set of items which appear to be prominent among those for which the sexes do not differ are those concerned with relationships with other adults. In so far as these relationships are external to the classroom, this result is consistent with the pattern so far established. The following are these common problems:

- 6 - Lack of effective consultation by administration
- 18 - Lack of help and guidance
- 21 - Unhelpful headteachers
- 36 - Criticism by supervisors in the class
- 38 - Lack of recognition and encouragement
- 39 - Poor relations among teachers

Only three of the 'relationships' items are of significantly greater concern to females. These items are:

- 7 - Unco-operative parents
- 40 - Unhelpful inspectors
- 43 - Supervisors disagreement on evaluation

It is difficult to see any clear pattern which distinguishes these two sub-sets of items. Nonetheless the overall tendency for items in this 'relationships' category to be non-significant, when the great majority of other items do show significantly greater female

female concern, justifies its usefulness as a category.

Of the remaining sixteen items, eight appear to be concerned with the demands of teaching jobs, and the already established pattern would suggest that such items would tend to be of significantly greater concern to females. This is the case for six of the eight items:

- 3 - Large class size
- 4 - Mixed-ability classes
- 22 - Short lesson periods in schools
- 27 - Curriculum unsuitability to pupils' standards
- 31 - Density of pupils' curriculum
- 32 - Lack of time to spend with individual pupils.

It is perhaps worthy of mention that the two non-significant items, unlike the above six, do not tend to focus on the problems of actually teaching the pupils in the classroom.

The following are these items:

- 8 - Lack of time to prepare lessons adequately
- 14 - Too much work to do

A similar distinction may also perhaps be drawn among a group of five items concerned with material conditions and resources. Neither item 1 'Inadequate school buildings' nor item 52 'Lack of libraries in primary schools', are rated differently by the two sexes; but item 19 'Lack of suitable furniture', item 28 'Unavailability of teaching aids', and item 34 'Inadequate supply of textbooks', all of which seem much more central to the actual process of

teaching, are rated as of significantly greater concern to females.

Finally, there is no significant difference between the sexes in their concern about 'pupils' irregular attendance', but when pupils do attend, their behaviour is of greater concern to females, both in terms of 'disorder in the classroom' (Item 9) and of 'poorly motivated pupils' (Item 26).

It has proved quite helpful, in presenting these results, to use commonsense categories which have already been used in presenting the results for the total population. More important, however, and to some extent cutting across these categories, has been a powerful and pervasive distinction between the greater concern of females with the tasks of classroom teaching and, in contrast, the greater concern of males with the external rewards to be gained from teaching, while items focussed on neither of these general areas of concern have not differentiated significantly between the sexes.

It should be remembered that these differences are correlated with other variables, such as age and location of students' primary education. Although the clear pattern of the results makes this unlikely, it is possible that the results are not due to genuine sex differences but are instead due to correlated variables. As one check on this, the direction of the sex differences within

different cities was examined. The criterion adopted was that the sex differences should be in the same direction in at least four of the five cities for which comparisons could be made. Only for item 45, of all the significant differences, was this not the case.

City Differences

Student teachers and beginning teachers in six cities were involved in the survey. Each city, except one, includes two Teacher Training Institutes; one for males and the other for females. This pattern exists in five cities, Sana'a, Taiz, Al-Hodeidah, Ibb and Hajjah; the exception is the city of Zabid, where only one female institute, attached to one of the schools, exists.

The following table shows the frequency distribution of student teachers and beginning teachers in these cities:

Table 7.3 Frequency distribution of student teachers and beginning teachers in different cities

| City | Frequency | PCT |
|-------------|-----------|------|
| Sana'a | 184 | 23% |
| Taiz | 283 | 36% |
| Al-Hodeidah | 188 | 24% |
| Zabid | 13 | 2% |
| Ibb | 91 | 11% |
| Hajjah | 30 | 4% |
| Total | 789 | 100% |

To test whether significant differences exist between these cities regarding students' and beginning teachers' problems, the K-independent sample Median Test was applied. The results revealed an agreement between cities on about half of the items (twenty-eight out of fifty-two) and significant differences on the other twenty-four items.

Students and beginning teachers in different cities tended to agree on items 4, 5, 6, 8, 10, 11, 13, 14, 16, 21, 23, 26, 27, 29, 30, 31, 34, 37, 39, 40, 41, 42, 43, 46, 49, 50, 51, 52.

It has been mentioned that according to the results of the Median Test, twenty-four items showed significant differences between cities. The following is a list of these items together with the scores in percentages.

1 - Inadequate school buildings

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 67 | 14 | 9 | 4 | 5 | |
| Taiz | 68 | 17 | 5 | 5 | 4 | |
| Al-Hodeidah | 74 | 10 | 6 | 5 | 5 | Sig. |
| Zabid | 46 | 15 | - | 38 | - | .0361 |
| Ibb | 69 | 20 | 7 | 1 | 3 | |
| Hajjah | 83 | 7 | - | - | 10 | |

2 - Inadequate salary

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 63 | 17 | 10 | 8 | 1 | |
| Taiz | 55 | 16 | 12 | 12 | 5 | |
| Al-Hodeidah | 70 | 14 | 3 | 11 | 2 | Sig. |
| Zabid | 46 | 38 | 8 | 8 | - | .0406 |
| Ibb | 62 | 22 | 6 | 7 | 3 | |
| Hajjah | 50 | 33 | 3 | 10 | 3 | |

3 - Large class size

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 56 | 27 | 10 | 5 | 2 | |
| Taiz | 62 | 23 | 8 | 3 | 4 | |
| Al-Hodeidah | 74 | 15 | 4 | 6 | - | Sig. |
| Zabid | 54 | 15 | - | 31 | - | .0126 |
| Ibb | 53 | 22 | 8 | 7 | 11 | |
| Hajjah | 60 | 20 | 17 | 3 | - | |

7 - Unco-operative parents

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 64 | 10 | 10 | 16 | 9 | |
| Taiz | 75 | 10 | 7 | 4 | 4 | |
| Al-Hodeidah | 70 | 12 | 8 | 5 | 4 | Sig. |
| Zabid | 46 | 31 | 15 | 8 | - | .0223 |
| Ibb | 56 | 16 | 10 | 7 | 11 | |
| Hajjah | 73 | 13 | - | - | 13 | |

9 - The disorder in the classroom

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 40 | 19 | 20 | 13 | 7 | |
| Taiz | 56 | 16 | 14 | 12 | 3 | |
| Al-Hodeidah | 63 | 14 | 11 | 8 | 3 | Sig. |
| Zabid | 77 | 15 | - | 8 | - | .0006 |
| Ibb | 53 | 14 | 18 | 8 | 7 | |
| Hajjah | 40 | 13 | 27 | 10 | 10 | |

12 - How to face pupils

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 27 | 19 | 16 | 29 | 9 | |
| Taiz | 36 | 20 | 16 | 21 | 6 | |
| Al-Hodeidah | 53 | 13 | 10 | 21 | 3 | Sig. |
| Zabid | 31 | - | 8 | 54 | 8 | .0004 |
| Ibb | 35 | 25 | 19 | 18 | 3 | |
| Hajjah | 68 | 21 | 4 | 7 | - | |

15 - Negligence of specialization in the institute's courses

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 64 | 9 | 4 | 13 | 9 | |
| Taiz | 54 | 14 | 9 | 18 | 5 | |
| Al-Hodeidah | 62 | 9 | 10 | 14 | 5 | Sig. |
| Zabid | 46 | - | - | 8 | 46 | .0031 |
| Ibb | 67 | 11 | 8 | 10 | 4 | |
| Hajjah | 80 | - | 3 | 13 | 3 | |

17 - How to make pupils understand

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 47 | 26 | 12 | 7 | 8 | |
| Taiz | 55 | 12 | 12 | 11 | 11 | Sig. |
| Al-Hodeidah | 67 | 12 | 12 | 4 | 6 | .0018 |
| Zabid | 83 | - | 8 | 8 | - | |
| Ibb | 51 | 18 | 8 | 8 | 16 | |
| Hajjah | 76 | 7 | 3 | - | 14 | |

18 - Lack of help and guidance

| | R1 | R1 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 47 | 26 | 10 | 11 | 5 | |
| Taiz | 47 | 19 | 15 | 9 | 11 | |
| Al-Hodeidah | 62 | 19 | 11 | 6 | 2 | Sig. |
| Zabid | 8 | 31 | 23 | 23 | 15 | .0037 |
| Ibb | 56 | 16 | 11 | 6 | 11 | |
| Hajjah | 53 | 23 | 10 | 3 | 10 | |

19 - Lack of suitable furniture in schools

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 73 | 11 | 7 | 5 | 4 | |
| Taiz | 62 | 16 | 9 | 8 | 5 | |
| Al-Hodeidah | 69 | 13 | 5 | 8 | 5 | Sig. |
| Zabid | 85 | 8 | - | 8 | - | .0222 |
| Ibb | 53 | 23 | 7 | 5 | 12 | |
| Hajjah | 77 | 10 | 3 | 3 | 7 | |

20 - How to know pupils' needs

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 49 | 26 | 8 | 5 | 10 | |
| Taiz | 44 | 26 | 14 | 7 | 10 | |
| Al-Hodeidah | 57 | 24 | 8 | 3 | 8 | Sig. |
| Zabid | 23 | 31 | 31 | 15 | - | .0070 |
| Ibb | 51 | 16 | 16 | 7 | 11 | |
| Hajjah | 72 | 21 | 7 | - | - | |

22 - Short lesson periods in schools

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 24 | 28 | 22 | 18 | 8 | |
| Taiz | 37 | 22 | 19 | 14 | 8 | |
| Al-Hodeidah | 46 | 24 | 11 | 11 | 8 | Sig. |
| Zabid | 46 | 8 | - | 46 | - | .0255 |
| Ibb | 32 | 19 | 15 | 25 | 9 | |
| Hajjah | 30 | 27 | 23 | 10 | 10 | |

24 - Embarrassment in the class

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 31 | 17 | 10 | 30 | 12 | |
| Taiz | 41 | 7 | 13 | 31 | 8 | |
| Al-Hodeidah | 43 | 12 | 8 | 33 | 5 | Sig. |
| Zabid | 62 | 8 | - | 23 | 8 | .0425 |
| Ibb | 43 | 18 | 9 | 20 | 9 | |
| Hajjah | 47 | 17 | 17 | 17 | 3 | |

25 - How to prepare the lesson plan

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 59 | 19 | 7 | 14 | 1 | |
| Taiz | 66 | 12 | 7 | 12 | 2 | |
| Al-Hodeidah | 73 | 9 | 8 | 8 | 3 | Sig. |
| Zabid | 92 | - | - | 8 | - | .0087 |
| Ibb | 71 | 13 | 4 | 8 | 3 | |
| Hajjah | 77 | 7 | 3 | 13 | - | |

28 - Unavailability of teaching aids

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 76 | 16 | 5 | 3 | - | |
| Taiz | 67 | 20 | 7 | 4 | 2 | Sig. |
| Al-Hodeidah | 85 | 8 | 5 | 2 | 1 | .0032 |
| Zabid | 77 | 8 | 8 | 8 | - | |
| Ibb | 76 | 19 | 2 | 2 | 1 | |
| Hajjah | 83 | 10 | 3 | - | 3 | |

32 - Lack of time to spend with individual pupils

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 58 | 19 | 10 | 5 | 7 | |
| Taiz | 57 | 19 | 10 | 6 | 8 | |
| Al-Hodeidah | 68 | 16 | 8 | 6 | 2 | Sig. |
| Zabid | 31 | 62 | - | 8 | - | .0271 |
| Ibb | 63 | 11 | 7 | 9 | 9 | |
| Hajjah | 50 | 23 | 7 | 13 | 7 | |

33 - Being criticised by pupils

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 21 | 13 | 21 | 32 | 13 | |
| Taiz | 29 | 18 | 16 | 28 | 9 | |
| Al-Hodeidah | 47 | 10 | 13 | 22 | 9 | Sig. |
| Zabid | 25 | 17 | 25 | 33 | - | .0008 |
| Ibb | 33 | 21 | 15 | 20 | 11 | |
| Hajjah | 32 | 11 | 18 | 29 | 11 | |

35 - Knowing what AVAs to use in teaching

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 56 | 24 | 11 | 6 | 3 | |
| Taiz | 54 | 20 | 13 | 9 | 5 | |
| Al-Hodeidah | 72 | 14 | 9 | 3 | 1 | Sig. |
| Zabid | 69 | 8 | 15 | 8 | - | .0036 |
| Ibb | 53 | 22 | 11 | 8 | 6 | |
| Hajjah | 48 | 34 | 7 | 7 | 3 | |

36 - Criticism of supervisors in the class

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 51 | 16 | 10 | 16 | 7 | |
| Taiz | 53 | 17 | 12 | 11 | 6 | |
| Al-Hodeidah | 65 | 18 | 6 | 10 | 2 | Sig. |
| Zabid | 8 | 8 | 15 | 54 | 15 | .0004 |
| Ibb | 67 | 13 | 2 | 11 | 6 | |
| Hajjah | 53 | 13 | 17 | 7 | 10 | |

38 - Lack of recognition and encouragement

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 62 | 14 | 11 | 8 | 5 | |
| Taiz | 55 | 19 | 9 | 12 | 5 | |
| Al-Hodeidah | 77 | 10 | 6 | 6 | 1 | Sig. |
| Zabid | 62 | - | 15 | 23 | - | .0001 |
| Ibb | 57 | 22 | 7 | 10 | 4 | |
| Hajjah | 77 | 7 | 3 | 3 | 10 | |

44 - How to interest pupils in one's lesson

| | R1 | R1 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 63 | 16 | 11 | 8 | 2 | |
| Taiz | 70 | 12 | 7 | 7 | 4 | |
| Al-Hodeidah | 83 | 5 | 6 | 6 | - | Sig. |
| Zabid | 83 | - | 17 | - | - | .0005 |
| Ibb | 79 | 11 | 6 | 1 | 3 | |
| Hajjah | 77 | 10 | - | 10 | 13 | |

45 - Institute's course negligence of the primary school
practical realities

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 52 | 15 | 11 | 8 | 14 | |
| Taiz | 50 | 14 | 9 | 12 | 15 | |
| Al-Hodeidah | 61 | 14 | 4 | 10 | 11 | Sig. |
| Zabid | 77 | 23 | - | - | - | .0432 |
| Ibb | 39 | 24 | 7 | 8 | 23 | |
| Hajjah | 63 | 13 | - | 10 | 13 | |

47 - Density of the institute's courses

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 39 | 18 | 16 | 23 | 4 | |
| Taiz | 46 | 21 | 12 | 19 | 3 | Sig. |
| Al-Hodeidah | 49 | 26 | 7 | 14 | 3 | .0023 |
| Zabid | 23 | 38 | 8 | 31 | - | |
| Ibb | 51 | 21 | 6 | 16 | 7 | |
| Hajjah | 53 | 20 | 10 | 7 | 10 | |

48 - Less attention is paid to clerical training

| | R1 | R2 | R3 | R4 | R5 | |
|-------------|----|----|----|----|----|-------|
| Sana'a | 46 | 17 | 14 | 12 | 10 | |
| Taiz | 45 | 20 | 9 | 13 | 12 | |
| Al-Hodeidah | 62 | 16 | 10 | 4 | 9 | Sig. |
| Zabid | 46 | 8 | - | 46 | - | .0189 |
| Ibb | 57 | 17 | 7 | 9 | 11 | |
| Hajjah | 47 | 20 | 7 | 3 | 23 | |

In the light of the percentages of the scores in different cities shown in the tables above and the results of the Median test, the typical pattern detected is that (with the exception of Zabid city), the cities of Al-Hodeidah and Hajjah have the highest percentages above the combined Median except for items 15, 19, 24, 25 in Al-Hodeidah and for items 2, 9, 32, 33, 35 in Hajjah. Such results indicate that students and beginning teachers in Al-Hodeidah and Hajjah have greater concerns about most of the problems than those in Ibb, Sana'a and Taiz. Ibb city comes next to Al-Hodeidah and Hajjah where the percentages above the Median for the majority of the items appeared to be in between those of Al-Hodeidah and Hajjah on one hand and Sana'a and Taiz on the other, indicating intermediate concern, in comparison with these other cities, of students and beginning teachers about the majority of the problems.

The cities of Sana'a and Taiz come last in the scale of concerns. From looking at the percentages of scores above the Median for the above items, as well as the actual scores presented above, it is clear that these problems were of least concern to students and beginning teachers in Sana'a and Taiz compared to the other cities.

The results of Zabid city appeared to be odd in contrast with those of the rest of the cities. Before looking at the results of this city, attention is paid to the nature of the problems in the other cities where, as pointed out, the typical pattern was found of the problems being greatest

for the cities of Al-Hodeidah and Hajjah, intermediate for Ibb, and least problems for Sana'a and Taiz.

Since the same set of categories for grouping items has been found quite useful for interpreting results both for the sample as a whole and for differences between the sexes, it seems reasonable first to explore the usefulness of these categories in considering differences among cities.

Inspection of the results showed that among the fifty-two items, one set of items concerned with students' psychological 'safety' in the class, gave different results for different cities. That is, they are all of significant differences for different cities. It seems that pupils are seen to be the main source of such problems.

- 9 - Disorder in the classroom
- 24 - Embarrassment in the class
- 33 - Being criticised by pupils

It should be observed that for Hajjah city the pattern established that it has the greatest problems does not apply with regard to problems of classroom disorder and pupil criticism (items 9 and 33), nor is it applicable to Al-Hodeidah regarding the problem of 'embarrassment in the class' (item 33).

In contrast to the significant differences for the above three items are the results for two of the fifty-two items

concerned with pupils' lack of motivation to learn and their irregular attendance. Both of these items were of similar concern to student teachers and beginning teachers in different cities. The following are these two items:

13 - Irregular attendance of pupils

29 - Poorly motivated pupils

It is noticed that a large proportion of the items concerned with institutes' courses were among the problems which did not show significant differences among cities.

That is, nine out of thirteen problems concerned with institutes' courses showed no significant differences.

These items are listed as follows:

23 - Difficulty of the institute's course content

29 - Less attention is paid to methods of teaching

30 - Not being introduced to primary school curriculum

41 - Weakness in teaching some subjects in the institutes

42 - Less attention is being paid to pupils' assessment

46 - Not being adequately prepared as subject teacher

49 - Not being adequately prepared as a class teacher

50 - Less attention is paid to teaching practice

51 - Brevity of the institute's course

Thus, students and beginning teachers in different cities seem to be similarly concerned about problems affecting their academic achievement as students, as in items 23, 41, 51, which all seem to relate to the unsuitability

of the course to cater for their aptitudes and wishes as students. Consensus among cities about course problems tended also to be related to the courses' inadequacy to prepare them as professionals, where the items seem to centre around issues related to the failure of the course to provide them with training that is necessary for the job of teaching.

Only four of the items concerned with institutes' courses appeared to be rated differently by student teachers and beginning teachers in the different cities. The following are these items:

- 15 - Negligence of specialization in the institute's course
- 45 - Institute's course negligence of the primary school practical realities
- 47 - Density of the institute's course
- 48 - Less attention is paid to clerical training

These problems do not seem to differ in nature from those on which there were no differences among cities in that they too tend to be concerned with both the inadequacy of the institutes' courses to meet student teachers' own needs and inclinations as students, and also the inefficiency of the courses in providing the students with skills and training needed for primary school teaching.

While the differences between cities on these items

generally follow the common pattern, the problem of lack of specialization is of less concern for Al-Hodeidah than for most of the other cities.

Among the items on which cities tend to differ significantly, a prominent group of items tend to focus on teaching competencies. The following six items constituted this group:

- 12 - How to face pupils
- 17 - How to make pupils understand
- 20 - How to know pupils' needs
- 25 - How to prepare the lesson plans
- 35 - Knowing what AVAs to use in teaching
- 44 - How to interest pupils in one's lesson

The focus of such problems seems to be on different aspects of teaching competencies such as lesson planning, motivating pupils, using teaching aids, facing pupils, knowing their needs and making them understand. The typical pattern pointed out earlier applies for these problems except for item 25, which is of less concern for Al-Hodeidah, and item 35 which is also of less concern for Hajjah. Among the problems common to all cities, three items appear to relate to teaching competencies. These items seem to be diverse in nature, relating to aspects of controlling the class, presenting the lesson, and applying what has been taught theoretically in the institutes. These items are as follows:

- 10 - Maintaining class discipline
- 11 - How to present the lesson
- 16 - Inability to put into practice some of the theoretical guidance

It is not easy to see anything which these three items have in common which differentiates them from the competencies items which do show significant differences between cities.

Among the nine items concerned with student teachers' and beginning teachers' relationships with other people, five were of similar concern to the different cities. These are connected to relationships with various people, head-teachers, other teachers, inspectors and supervisors. These problems are listed as follows:

- 6 - Lack of effective consultation by administration
- 21 - Unhelpful head teachers
- 39 - Poor relations among teachers
- 40 - Unhelpful inspectors
- 43 - Supervisors' disagreement on evaluation

Thus student teachers and beginning teachers in different cities tended to agree about problems that relate to other people's help, recognition and acceptance. While these problems, on which no significant differences between cities have occurred, tended to focus on poor relationships with other professionals, the four items on which there

were significant differences between cities, seem to suggest that cities differ mainly in the respondents' sense of felt need for guidance and encouragement and not to be publicly criticised.

- 7 - Unco-operative parents
- 18 - Lack of guidance and help
- 36 - Criticism by supervisors in the class
- 38 - Lack of recognition and encouragement

All these four items are in accordance with the pattern established, except for Taiz city where item 7 seems to be of greatest concern.

Of the five items connected with materials, resources and conditions, two were among the problems on which cities did not differ. These were item 34 'Inadequate supply of textbooks', and item 52 'Lack of libraries in primary schools'. It is not clear what these two items have in common, if anything, which differentiates them from the following items on which there were significant differences among cities:

- 1 - Inadequate school buildings
- 19 - Lack of suitable furniture in the schools
- 28 - Unavailability of teaching aids

Among these three, only item 19, concerned with the furniture in schools, does not seem to fit into the

general pattern, because it is of less concern in Al-Hodeidah than in several of the other cities.

It can be noticed that the majority of the items concerned with teaching demands do not differ between cities.

These items focus on problems which are imposed by the system of education. The following are these items:

27 - Curriculum unsuitability of pupils' standards

31 - Density of pupils' curriculum

8 - Lack of time to prepare lessons adequately

14 - Too much work to do

4 - Mixed ability classes

Thus student teachers and beginning teachers in different cities seem to be equally concerned about the problems of the inappropriateness of the pupils' curriculum and some conditions of working in primary schools such as having to work in classes of different abilities and taking too much of a teaching load and not having time to prepare lessons adequately. Such demands seem to be a combination of demands of classroom realities such as items 4, 27 and 31, and demands for work outside the classroom, such as item 8 and possibly 14. There is nothing obviously distinctive about the remaining three items concerned with teaching demands, on which there were significant differences among cities. These items are as follows:

- 3 - Large class size
- 22 - Short lesson periods in schools
- 32 - Lack of time to spend with individual pupils

In all three of these cases, however, the differences between cities are significant only at the five percent level, not at the one percent level. These differences do generally conform to the pattern of differences between cities except for Taiz where the problems related to class size and short lesson periods seem to be of greater concern. For Hajjah, while the typical pattern is of greatest problems, the problem related to lack of time to spend with individual pupils is of least concern.

Student teachers and beginning teachers in different cities seemed equally concerned about problems focusing on the low rewards of the job of teaching, in terms of position within the profession hierarchy and status within the society at large. This is apparent in item 5, 'Lack of promotion opportunities', and item 37 'Low status of the teaching profession', on which there were no significant differences. Thus, while these items on which cities did not differ concerned the needs of student teachers and beginning teachers for prestige and status, the item that showed significant difference was concerned with material rewards of the job: item 5 'Inadequate salary'. However, this difference is only just significant at the five percent level. In this respect two cities appeared to deviate from the normal pattern in different directions.

While students and beginning teachers in Hajjah have less concern about payment, in Sana'a they tended to have more concern about this.

No very striking pattern seems at first sight to emerge from the above results. On one hand, the commonsense categories which have been used have not themselves provided any obvious explanatory distinctions between those items on which cities significantly differed and those on which they did not. On the other hand, in most cases it has not been possible to find any meaningful distinctions between significant and non-significant items within the commonsense categories.

Considering also the exceptions which have had to be noted to the general pattern of differences in concern among cities, it seems necessary to conclude that to a substantial degree the differences among cities are of a chance, or at least an idiosyncratic nature.

Some important clues have however emerged, pointing towards more general patterns. There is, first, the general tendency for problems to be of least concern in the largest cities, Sana'a and Taiz, and of greatest concern in Al-Hodeidah and Hajjah. Second, it seemed that within the Relationship category significant items tended to be concerned with the student and beginning teacher's own perceived needs as opposed to the more depersonalized concerns about relationships which seemed to be the focus

of non-significant items; and this distinction seems to correspond with the contrast found between significant differences in concerns for the respondent's own security in relation to what pupils might do and non-significant differences in concerns about pupil behaviour itself.

Third, it has been noted several times that differences for particular items have been significant only at the five percent level; and it is the case that a large proportion of the significant differences among cities fall into this category.

Distinguishing between items significant only at the five percent level and those significant at the one percent level, the categories of items may be ordered in terms of decreasing differences between cities. This pattern can be shown in the following table:

Table 7.4 Showing decreasing differences between cities

| Categories | Number of Items | | |
|------------------------------|-----------------|-----------------|------------|
| | Not Sig. | Sig. at 5% only | Sig. at 1% |
| Student's 'safety' | 0 | 1 | 2 |
| Competencies | 3 | 0 | 6 |
| Relations with other people | 5 | 1 | 3 |
| Materials | 2 | 2 | 1 |
| Courses | 9 | 2 | 2 |
| Job rewards | 2 | 1 | 0 |
| Demands of job | 5 | 3 | 0 |
| Pupils' response to teaching | 2 | 0 | 0 |

From the results presented in the above table it seems that the main conclusion that can be reached with confidence is that differences between the cities are mainly not apparent in student teachers' and beginning teachers' perceptions of the realities of the job of teaching or of their preparation for it, but are apparent in students' confidence in themselves socially and professionally.

These differences among cities in students' confidence in themselves and their skills, especially in the classroom, seem to have some similarity to those differences between the sexes where females showed greater concern.

Remembering that the proportion of males and females is not the same in the different cities, we must consider the possibility that these differences among cities are merely the consequence of some cities having a larger proportion of females than others. In Al-Hodeidah the proportion of females is 60% but in Hajjah the female proportion is 40%. The proportion of females in Sana'a is 45% and in Taiz it is 35%. Therefore the differences found between Al-Hodeidah and the bigger cities might well be due to a considerable extent to the differing proportions of the two sexes; but such an explanation would not apply to Hajjah.

It has been mentioned earlier that Zabid city is a single-sex one and that its results were peculiar in contrast with the rest of the cities. Looking at the above results it

can be observed that for Zabid city the majority tended to be either extremely high or extremely low in their concerns about problems, compared to the rest of the cities.

Among the problems that showed high concern the majority were associated with teaching competencies relating to planning, the use of AVAs, and promoting pupils' understanding. The following were these problems.

- 17 - How to make pupils understand
- 25 - How to prepare the lesson plans
- 35 - Knowing what AVAs to use in teaching

Other items showing extremely high concerns for the female students and beginning teachers in Zabid city were about problems that affect their security in classes. The following are these items:

- 9 - The disorder in the classroom
- 24 - Embarrassment in the class

Among the material-oriented problems, only one item (19); which relates to lack of furniture in schools, was a cause of extreme concern to females in Zabid city.

Finally, of the problems that were extremely high, one was related to the institute courses' failure to meet the students' and beginning teachers' inclinations regarding specialization, either in arts or science subjects (item 15).

In the light of the results concerned with the overall sex difference in the country, in which females were more concerned about problems than males, the above high concerns of the female-sex city seems to be consistent with such findings. That is, the female students and beginning teachers in Zabid tended to have similar trends in relations to the female results in other cities and the country as a whole regarding the above problems, except for item 15 on which there was no difference between sexes across cities.

It has been mentioned, however, that some extremely low levels of concern were expressed compared to the other cities about certain problems. Only one of those problems, it was found, was also of significantly lower concern to females across the country. That was item 2, 'Inadequate salary'.

The other items of low concern to the females of Zabid were of as much or greater concern to females in the country as a whole as they were to males. Among these problems were the following:

- 1 - Inadequacy of school buildings
- 3 - Large class size
- 7 - Unco-operative parents
- 12 - How to face pupils
- 18 - Lack of guidance and help
- 20 - How to know pupils' needs

- 22 - Short lesson periods in schools
- 32 - Lack of time to spend with individual pupils
- 45 - Institute's course negligence of the primary school realities
- 47 - Density of the institute's course
- 48 - Less attention is paid to clerical training

It is difficult to see any clear pattern in this list of items which were of distinctively low concern to the female students and beginning teachers of Zabid. One must suppose that there are characteristics either of the cultural or material context, or of the provisions made by the institute, which reduce concerns on these issues.

Differences among Institutes

If one looks at the overall pattern for the institutes in terms of the relative importance attached to different problems then the differences between the institutes are generally what one would predict from differences between cities and differences between sexes. For example, the males in Sana'a and Taiz show on average the lowest level of concern and the female institutes at Al-Hodeidah and Hajjah show the highest level of concern.

However, there is also some evidence that the particular institute itself can have a substantial influence. For

example, the male and female institutes in Hajjah tend to be considerably wider apart in their average level of concern than male and female institutes in other cities. Indeed there is relatively little difference on average between the level of concern expressed at four of the male institutes i.e. Sana'a, Taiz, Ibb and Hajjah; Al-Hodeidah showed strikingly higher levels of concern than the other male institutes. The hypothesis that the overall differences between Al-Hodeidah and the larger cities were due to its larger proportion of females is thus clearly false. However, among the female institutes the level of concern shown in Hajjah is almost as high as that of Al-Hodeidah female institute.

The number of institutes being studied is so small that one can not with confidence interpret differences between institutes as being due to the interaction of general sex differences and cultural or material differences between the cities. It does seem likely, however, that these are major determinants of differences between the overall level of concerns expressed at different institutes, but that characteristics of the individual institutes themselves can also exercise a considerable influence in the level and nature of their students' concerns.

Problems according to ages

The system of teacher education in The Yemen and that of education generally does not specify any certain age for joining the teacher training institutes. Students can

join the institute, after finishing primary education, at any age. Therefore, differences in students' ages were expected. It was believed then such variations in ages might result in variations in the problems experienced. Hence respondents were asked to supply their ages in the first part of Questionnaire No.1

When ages were inspected it was found that they ranged from 15 to 36. The largest number was found to be concentrated on the ages 18, 19, 20 and 21. Therefore it was decided to group them into 6 groups instead of over twenty, for the purpose of comparison. These groups were: 17 and below, 18, 19, 20, 21 and 22 and over.

Ages within each of the three stages were analysed separately for the purpose of knowing whether or not different ages within each stage have any influence on student teachers' and beginning teachers' concerns. The table below shows the frequency distribution for these groups of ages within each stage:

Table 7.5 Frequency distribution of ages within stages

| Age | Second Year | Third Year | First Year of Teaching | Total |
|--------------|-------------|------------|------------------------|-------|
| 17 and below | 96 | 14 | 0 | 110 |
| 18 | 101 | 48 | 4 | 153 |
| 19 | 61 | 65 | 13 | 139 |
| 20 | 56 | 63 | 37 | 156 |
| 21 | 28 | 41 | 25 | 94 |
| 22 and over | 29 | 56 | 35 | 120 |
| Missing | 4 | 7 | 6 | 17 |
| Total | 375 | 294 | 120 | 789 |

The Median Test revealed significant differences on very few items. In fact only nine items showed significant differences according to ages within any of the three stages: four within second year, two within the third year, and three within the first year of teaching. The following are these items:

(a) Items showing differences within second year

6 - Lack of consultation by school administration

| | R1 | R2 | R3 | R4 | R5 | |
|-----------------|----|----|----|----|----|-------|
| 17 and below | 44 | 21 | 4 | 6 | 24 | |
| Eighteen | 40 | 24 | 12 | 17 | 17 | |
| Nineteen | 37 | 14 | 11 | 12 | 25 | Sig. |
| Twenty | 47 | 13 | 2 | 6 | 32 | .0170 |
| Twenty one | 32 | 29 | 7 | 4 | 29 | |
| Over Twenty one | 17 | 28 | 24 | 10 | 21 | |

18 - Lack of help and guidance

| | R1 | R2 | R3 | R4 | R5 | |
|-----------------|----|----|----|----|----|-------|
| 17 and below | 44 | 26 | 13 | 10 | 7 | |
| Eighteen | 58 | 21 | 7 | 6 | 7 | |
| Nineteen | 36 | 25 | 14 | 14 | 12 | Sig. |
| Twenty | 58 | 16 | 7 | 7 | 11 | .0202 |
| Twenty one | 69 | 12 | 11 | 8 | - | |
| Over Twenty one | 31 | 31 | 7 | 10 | 21 | |

31 - Density of pupils' curriculum

| | R1 | R2 | R3 | R4 | R5 | |
|-----------------|----|----|----|----|----|-------|
| 17 and below | 47 | 14 | 17 | 8 | 14 | |
| Eighteen | 41 | 22 | 11 | 4 | 22 | |
| Nineteen | 37 | 23 | 16 | 11 | 14 | Sig. |
| Twenty | 34 | 7 | 25 | 14 | 20 | .0470 |
| Twenty one | 44 | 19 | 15 | 15 | 7 | |
| Over Twenty one | 31 | 10 | 7 | 14 | 38 | |

44 - How to interest pupils in one's lesson

| | R1 | R2 | R3 | R4 | R5 | |
|-----------------|----|----|----|----|----|-------|
| 17 and below | 82 | 8 | 5 | 4 | 1 | |
| Eighteen | 78 | 10 | 4 | 2 | 6 | |
| Nineteen | 64 | 16 | 10 | 8 | 2 | Sig. |
| Twenty | 89 | 5 | 4 | 2 | - | .0444 |
| Twenty one | 74 | 11 | 11 | 4 | - | |
| Over Twenty one | 72 | 10 | 7 | 3 | 7 | |

(b) Items showing differences within third year

3 - Large class size

| | R1 | R2 | R3 | R4 | R5 | |
|-----------------|----|----|----|----|----|-------|
| 17 and below | 79 | 14 | - | - | 7 | |
| Eighteen | 77 | 10 | 10 | - | 2 | |
| Nineteen | 64 | 17 | 11 | 3 | 5 | Sig. |
| Twenty | 56 | 22 | 8 | 11 | 3 | .0334 |
| Twenty one | 68 | 20 | 10 | 2 | - | |
| Over Twenty one | 52 | 32 | 14 | 2 | - | |

31 - Density of pupils' curriculum

| | R1 | R2 | R3 | R4 | R5 | |
|-----------------|----|----|----|----|----|-------|
| 17 and below | 64 | 14 | 7 | 14 | - | |
| Eighteen | 47 | 32 | 9 | - | 13 | |
| Nineteen | 57 | 15 | 10 | 13 | 5 | Sig. |
| Twenty | 45 | 26 | 10 | 8 | 11 | .0487 |
| Twenty one | 38 | 21 | 13 | 18 | 10 | |
| Over Twenty one | 25 | 29 | 11 | 20 | 15 | |

(c) Items showing differences within first year of teaching

9 - The disorder in the classroom

| | R1 | R2 | R3 | R4 | R5 | |
|-----------------|----|----|----|----|----|-------|
| 17 and below | - | - | - | - | - | |
| Eighteen | 75 | - | - | 25 | - | |
| Nineteen | 62 | 31 | 8 | - | - | Sig. |
| Twenty | 33 | 11 | 25 | 28 | 3 | .0352 |
| Twenty one | 44 | 16 | 8 | 24 | 8 | |
| Over Twenty one | 45 | 9 | 24 | 18 | 3 | |

24 - Embarrassment in the class

| | R1 | R2 | R3 | R4 | R5 | |
|-----------------|----|----|----|----|----|-------|
| 17 and below | - | - | - | - | - | |
| Eighteen | 25 | - | 25 | 50 | - | |
| Nineteen | 17 | 8 | 25 | 42 | 8 | Sig. |
| Twenty | 27 | 11 | 8 | 43 | 11 | .0431 |
| Twenty one | 32 | 8 | 4 | 48 | 8 | |
| Over Twenty one | 27 | 13 | 10 | 37 | 13 | |

40 - Unhelpful headteachers

| | R1 | R2 | R3 | R4 | R5 | |
|-----------------|----|----|----|----|----|-------|
| 17 and below | - | - | - | - | - | |
| Eighteen | 25 | - | 25 | 25 | 25 | |
| Nineteen | 77 | 8 | 8 | 8 | - | Sig. |
| Twenty | 50 | 19 | 8 | 8 | 14 | .0421 |
| Twenty one | 68 | 4 | 4 | 8 | 16 | |
| Over Twenty one | 37 | 20 | 11 | 7 | 14 | |

It can be seen clearly that none of the differences were highly significant. In fact none at all were at even the 1% level. It can also be observed that only item 31 recurs, within second and third year. When this item was examined it was found that it seemed to cause similar higher concern for students at the age of seventeen and below, and also appeared to be of least concern to those over twenty-one years of age within both stages. However, it should be mentioned that one would expect by chance eight cases out of the 156 significance tests to be significant at the 5% level. This is very close to the nine actually found. From such results it seems likely that there are no systematic trends according to age within stages.

Students' and Beginning Teachers' Problems According to the Location of their Primary Education

The system of primary school teacher education in The Yemen allows student teachers to join teacher training institutes at any stage after the primary school. However, the students had their primary education either in villages (rural areas), small towns, or cities. Experiencing primary education in rural school areas could be different from experiencing primary education in urban areas in terms of the different surroundings and ways of life that exist in both areas as well as the differences that might exist in schools' buildings, administration, facilities,

parents' awareness etc. Going through different experiences i.e. experiencing primary education in different contexts, it was thought, might result in variation in the problems experienced later on. Therefore, question No.2 of the first questionnaire requested the respondents to indicate the location of their primary education and they were provided with three alternative answers, (a) village, (b) small town, (c) big city or a combination of these. The following is the frequency distribution of student teachers and beginning teachers according to the location of their primary schools.

Table 7.6 Frequency distribution of student teachers and beginning teachers according to the location of their primary education

| School location | Frequency | PCT |
|-----------------|-----------|-----|
| Village | 264 | 33% |
| Small town | 69 | 9% |
| City | 437 | 55% |
| Combination | 19 | 2% |
| Total | 789 | 99% |

When the Median Test was applied to these data it was found that the respondents tended to have similar concerns about twenty-eight of the problems, irrespective of where they

had their primary education. These items were:

1, 5, 6, 8, 9, 13, 14, 15, 16, 18, 21, 27, 29, 30, 36, 37, 38, 39, 40, 41, 43, 45, 47, 48, 49, 50, 51, 52.

According to the Median Test of K independent samples, twenty-four items showed significant differences between groups. What follows is a list of these items showing the scores in percentages and the level of significance:

2 - Inadequate salary

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 77 | 13 | 5 | 3 | 1 | |
| S.Town | 65 | 17 | 6 | 9 | 3 | Sig. |
| City | 50 | 21 | 10 | 15 | 4 | .0001 |
| Comb. | 63 | 16 | 11 | 5 | 5 | |

3 - Large class size

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 49 | 29 | 10 | 6 | 6 | |
| S.Town | 54 | 23 | 9 | 13 | 1 | Sig. |
| City | 73 | 16 | 6 | 4 | 1 | .0001 |
| Comb. | 33 | 44 | 17 | - | 6 | |

4 - Mixed-ability classes

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 36 | 24 | 19 | 13 | 8 | |
| S.Town | 41 | 22 | 17 | 9 | 12 | Sig. |
| City | 50 | 24 | 14 | 9 | 4 | .0393 |
| Comb. | 44 | 17 | 6 | 28 | 6 | |

7 - Unco-operative parents

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 63 | 11 | 11 | 6 | 9 | |
| S.Town | 57 | 19 | 13 | 4 | 6 | Sig. |
| City | 74 | 11 | 6 | 4 | 4 | .0229 |
| Comb. | 67 | 11 | 11 | 6 | 6 | |

10 - Maintaining class discipline

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 68 | 15 | 10 | 5 | 2 | |
| S.Town | 66 | 15 | 9 | 9 | 1 | Sig. |
| City | 82 | 10 | 4 | 3 | 1 | .0022 |
| Comb. | 74 | 5 | 16 | 5 | - | |

11 - How to present the lesson

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 62 | 16 | 7 | 10 | 5 | |
| S.Town | 51 | 24 | 10 | 13 | 1 | Sig. |
| City | 74 | 10 | 7 | 5 | 3 | .0001 |
| Comb. | 53 | 18 | 24 | 6 | - | |

12 - How to face pupils

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 29 | 21 | 18 | 23 | 8 | |
| S.Town | 30 | 13 | 14 | 38 | 4 | Sig. |
| City | 47 | 18 | 12 | 20 | 4 | .0034 |
| Comb. | 38 | 6 | 31 | 19 | 6 | |

17 - How to make pupils understand

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 46 | 17 | 14 | 10 | 13 | |
| S.Town | 56 | 15 | 21 | 4 | 4 | Sig. |
| City | 64 | 14 | 7 | 7 | 8 | .0181 |
| Comb. | 50 | 33 | 11 | - | 6 | |

19 - Lack of suitable furniture in the school

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 62 | 19 | 8 | 5 | 5 | |
| S.Town | 75 | 16 | 4 | 4 | - | Sig. |
| City | 68 | 12 | 6 | 7 | 7 | .0322 |
| Comb. | 44 | 28 | 6 | 17 | 6 | |

20 - How to know pupils' needs

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 37 | 25 | 17 | 8 | 13 | |
| S.Town | 44 | 32 | 15 | 4 | 4 | Sig. |
| City | 58 | 21 | 7 | 5 | 8 | .0001 |
| Comb. | 47 | 42 | 5 | - | 5 | |

22 - Short lesson periods in schools

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 25 | 24 | 22 | 20 | 8 | |
| S.Town | 28 | 16 | 24 | 26 | 6 | Sig. |
| City | 44 | 24 | 12 | 12 | 8 | .0001 |
| Comb. | 11 | 16 | 47 | 11 | 16 | |

23 - Difficulty of the institute's course content

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 31 | 21 | 15 | 29 | 4 | |
| S.Town | 29 | 20 | 20 | 26 | 4 | Sig. |
| City | 44 | 17 | 12 | 22 | 5 | .0311 |
| Comb. | 25 | 38 | 13 | 19 | 6 | |

24 - Embarrassment in the class

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 35 | 12 | 15 | 32 | 5 | |
| S.Town | 51 | 12 | 6 | 22 | 9 | Sig. |
| City | 41 | 12 | 9 | 28 | 10 | .0072 |
| Comb. | 39 | - | 11 | 39 | 11 | |

25 - How to prepare the lesson plan

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 61 | 17 | 9 | 10 | 3 | |
| S.Town | 59 | 16 | 10 | 10 | 4 | Sig. |
| City | 73 | 10 | 5 | 11 | 2 | .0192 |
| Comb. | 58 | 16 | - | 26 | - | |

26 - Poorly motivated pupils

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 46 | 22 | 9 | 10 | 14 | |
| S.Town | 57 | 25 | 10 | 3 | 6 | Sig. |
| City | 64 | 18 | 7 | 4 | 7 | .0020 |
| Comb. | 37 | 26 | 16 | - | 21 | |

28 - Unavailability of teaching aids

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 70 | 21 | 5 | 3 | 1 | |
| S.Town | 68 | 18 | 9 | 6 | - | Sig. |
| City | 79 | 12 | 4 | 3 | 2 | .0176 |
| Comb. | 67 | 10 | 14 | - | 10 | |

31 - Density of pupils' curriculum

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 31 | 23 | 16 | 14 | 17 | |
| S.Town | 39 | 36 | 11 | 11 | 3 | Sig. |
| City | 52 | 17 | 10 | 9 | 12 | .0024 |
| Comb. | 22 | 17 | 28 | 11 | 22 | |

32 - Lack of time to spend with individual pupils

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 51 | 22 | 11 | 8 | 8 | |
| S.Town | 54 | 25 | 12 | 4 | 6 | Sig. |
| City | 66 | 15 | 32 | 25 | 5 | .0033 |
| Comb. | 58 | 26 | 5 | 5 | 5 | |

33 - Being criticised by pupils

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 27 | 13 | 19 | 31 | 10 | |
| S.Town | 26 | 17 | 17 | 28 | 12 | Sig. |
| City | 36 | 15 | 14 | 24 | 10 | .0024 |
| Comb. | 17 | 17 | 39 | 22 | 6 | |

34 - Inadequate supply of textbooks

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 72 | 14 | 7 | 4 | 3 | |
| S.Town | 75 | 13 | 7 | 1 | 3 | Sig. |
| City | 82 | 9 | 4 | 3 | 2 | .0328 |
| Comb. | 63 | 11 | 5 | 11 | 11 | |

35 - Knowing what AVAs to use in teaching

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 48 | 24 | 14 | 9 | 5 | |
| S.Town | 63 | 16 | 13 | 7 | - | Sig. |
| City | 65 | 17 | 9 | 5 | 3 | .0002 |
| Comb. | 37 | 37 | 21 | 5 | - | |

42 - Less attention is being paid to pupils' assessment

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|-------|
| Village | 51 | 23 | 9 | 9 | 8 | |
| S.Town | 57 | 16 | 13 | 4 | 9 | Sig. |
| City | 59 | 15 | 7 | 8 | 11 | .0245 |
| Comb. | 28 | 17 | 17 | 17 | 22 | |

44 - How to interest pupils in one's lesson

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|---------------|
| Village | 63 | 15 | 11 | 7 | 3 | Sig. .0001 |
| S. Town | 74 | 4 | 13 | 9 | - | |
| City | 80 | 9 | 4 | 5 | 2 | |
| Comb. | 44 | 22 | 17 | 11 | 6 | |

46 - Not being adequately prepared as a subject teacher

| | R1 | R2 | R3 | R4 | R5 | |
|---------|----|----|----|----|----|---------------|
| Village | 51 | 19 | 7 | 12 | 10 | Sig. .0024 |
| S. Town | 63 | 13 | 7 | 13 | 3 | |
| City | 66 | 13 | 6 | 6 | 9 | |
| Comb. | 42 | 21 | 11 | 16 | 11 | |

From the above results it can be noticed that the typical pattern is that students who studied their primary education in cities tend to express most concern on almost all these problems. The scores of students who had their primary education in villages and small towns came next. Last in the scale of concerns for most of these items came those who had their primary education in a combination of places.

These results seem to indicate that students who had their primary education in cities tended to reveal greatest concerns about most of these problems. Students who had their primary education in villages or in small towns show significantly less concern. But these problems seemed to be of least concern to students who had their primary education in a combination of these types of school location, although the small numbers involved here should make us cautious about this conclusion.

The one clear exception to this pattern is for item 2, 'Inadequate salary', about which those from cities express least concern and those from villages the most concern.

It will be remembered that a very high correlation was found between student teachers' and beginning teachers' primary school locations and their sex (Cramer's $V = .68$). Therefore, we should ask to what extent the significant differences according to primary school location reflect

those already identified for sex. Examination of the results shows the following pattern:

| | | Sex | | Total |
|-------------------------|---------------|------------|---------------|-------|
| | | Sig. Diff. | No Sig. Diff. | |
| Primary School Location | Sig. Diff. | 24 | 0 | 24 |
| | No Sig. Diff. | 10 | 18 | 28 |
| | Total | 34 | 18 | 52 |

Thus, every one of the items on which there are significant differences according to primary location also shows significant differences according to sex. The ten items showing significant differences for sex but not for primary school location are as follows:

- 5 - Lack of promotion opportunities
- 9 - Disorder in the classroom
- 16 - Inability to put into practice some of the theoretical guidance
- 27 - Curriculum unsuitability to pupils' standards
- 30 - Not being introduced to primary school curriculum
- 37 - Low status of teaching profession
- 40 - Unhelpful inspectors
- 43 - Supervisors disagreement on evaluation
- 45 - Institute course's negligence of primary school realities
- 49 - Not being adequately prepared as a class teacher

It is difficult to find anything distinctive about these items: they seem to be a fairly representative subset of the items on which males and females differed, although classroom competencies and demands are perhaps not as fully represented as that would suggest.

It is certainly not possible to consider these results for the effects of primary school location separately from those for sex differences. Indeed the most plausible explanation of the primary school location results would seem to be that they are simply a reflection of the differences associated with the sex of student and beginning teachers. That is, primary school location is in itself of no significance at all. This explanation would fully account for the results, with the ten items showing significant differences for sex but not for primary school location being a consequence of the imperfect correlation between the two variables.

Problems According to Stage of Joining Institutes

The system of primary school teacher training allows students to join the institute at any stage after the primary school. Thus some join at the first year of the Initial Teacher Training Institute (at the preparatory school level), some others at the second, and some in the final year of the Initial Training Institute. After

graduation they can either leave for teaching or join the General Teacher Training Institutes (at secondary level). Some students join the General Training Institute after graduating from General Preparatory Schools at the first year, some at the second, some even in the final year of training.

Thus, joining the institutes at different stages might have an effect on the experiences gained and the skills acquired by students. For example, joining the institute at the preparatory level and following into the General Institute is different from joining the General Institute in the second or the final year. It is likely that students who join the institute at later stages have missed certain subjects and experiences. Consequently, it was thought, problems experienced might vary according to stages of joining the teacher training institute. Therefore, among the questions included in the questionnaire, No.1 was a question requesting respondents to indicate the stage at which they joined the institute.

The following is the frequency distribution across the six categories:

Table 7.7 Number of student teachers entering institutes at different stages

| | Initial Institute | | | General Institute | | | |
|-----------|-------------------|----------|----------|-------------------|----------|----------|-------|
| | 1st year | 2nd year | 3rd year | 1st year | 2nd year | 3rd year | Total |
| Frequency | 432 | 73 | 44 | 169 | 53 | 17 | 788 |
| PCT | 55% | 9% | 6% | 21% | 7% | 2% | 100% |

The results of the Median Test showed an agreement on forty-eight items irrespective of the different stages at which they joined the institutes. They differed significantly only on four items. The following are these items:

38 - Lack of recognition and encouragement

| | R1 | R2 | R3 | R4 | R5 |
|------------------|----|----|----|----|----|
| 1st year Initial | 62 | 15 | 9 | 10 | 4 |
| 2nd year Initial | 70 | 5 | 10 | 7 | 8 |
| 3rd year Initial | 72 | 9 | 12 | 2 | 5 |
| 1st year General | 63 | 17 | 6 | 11 | 2 |
| 2nd year General | 49 | 32 | 8 | 9 | 2 |
| 3rd year General | 76 | 6 | - | - | 18 |

Sig.
.0094

41 - Weaknesses in teaching some subjects in the institute

| | R1 | R2 | R3 | R4 | R5 | |
|------------------|----|----|----|----|----|-------|
| 1st year Initial | 63 | 16 | 5 | 7 | 8 | |
| 2nd year Initial | 52 | 20 | 9 | 14 | 4 | |
| 3rd year Initial | 80 | 7 | 7 | 5 | 2 | Sig. |
| 1st year General | 66 | 10 | 5 | 10 | 9 | .0102 |
| 2nd year General | 67 | 17 | 4 | 6 | 6 | |
| 3rd year General | 41 | 18 | 24 | 6 | 12 | |

50 - Less attention is paid to teaching practice

| | R1 | R2 | R3 | R4 | R5 | |
|------------------|----|----|----|----|----|-------|
| 1st year Initial | 42 | 21 | 13 | 15 | 10 | |
| 2nd year Initial | 36 | 8 | 16 | 18 | 8 | |
| 3rd year Initial | 42 | 28 | 7 | 19 | 5 | Sig. |
| 1st year General | 40 | 19 | 15 | 16 | 10 | .0248 |
| 2nd year General | 20 | 31 | 18 | 18 | 14 | |
| 3rd year General | 38 | 25 | 13 | 19 | 6 | |

52 - Lack of libraries in primary schools

| | R1 | R2 | R3 | R4 | R5 | |
|------------------|----|----|----|----|----|-------|
| 1st year Initial | 69 | 14 | 6 | 5 | 5 | |
| 2nd year Initial | 59 | 7 | 8 | 8 | 4 | |
| 3rd year Initial | 59 | 23 | 14 | 5 | - | Sig. |
| 1st year General | 71 | 14 | 6 | 3 | 6 | .0127 |
| 2nd year General | 51 | 24 | 14 | 8 | 4 | |
| 3rd year General | 69 | 6 | 19 | - | 6 | |

Examination of the scores revealed no steady or easily interpretable trends of change.

It should be noted that by chance one would expect three of the fifty-two items to be significant at the 5% level. Here only four have occurred. This, together with the lack of any steady trends according to successive stages of entry, leads to the conclusion that stage of entry has no systematic influence upon student teachers' and beginning teachers' concerns.

Problems According to Types of Teaching Practice Schools

In the General Teacher Training Institutes, the first teaching practice usually starts at the second year. The second teaching practice takes place during the third year of training. For each practice students are sent to one or a combination of two or three, of three kinds of schools i.e. new, old or model schools. These schools tend to differ in terms of buildings, resources available, number of pupils in classes and perhaps administration. For instance, model schools have been recently built and are superior in terms of organization and resources, e.g. small number of pupils in classes. For these reasons it was believed that the type of school to which student teachers had been for teaching practice might be an influential variable on the problem they express. Therefore, in the first section of Questionnaire No.1 respondents were asked to indicate the kind of schools they had been to during teaching practice.

Table 7.9 Number of student teachers according to the type of school attended during the second teaching practice

| Stage | Type of School | | | | | | | | Total | |
|----------------------|----------------|-----|-----|-----|-------|-----|-------|-----|-------|------|
| | New | | Old | | Model | | Comb. | | | |
| | F | PCT | F | PCT | F | PCT | F | PCT | F | PCT |
| 2nd year | 106 | 29% | 188 | 51% | 41 | 11% | 33 | 9% | 368 | 100% |
| 3rd year | 67 | 23% | 136 | 47% | 51 | 18% | 36 | 12% | 290 | 100% |
| 1st year of teaching | 48 | 40% | 40 | 33% | 16 | 13% | 16 | 13% | 120 | 100% |

In order to determine if there were any differences in concerns according to the different kinds of schools attended for teaching practice, the Median Test was applied to the data within stages.

As to the first teaching practice it was found that, within the second year, only four items showed significant differences, four others within the third year, and two items within the first year of teaching. The following are these items:

| (a) <u>Within second year</u> | <u>P</u> |
|---|----------|
| 3 - Large class size | .0336 |
| 17 - How to make pupils understand | .0121 |
| 31 - Density of pupils' curriculum | .0426 |
| 44 - How to interest pupils in one's lesson | .0106 |

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| Stage | Type of School | | | | | | | | Total | |
|----------------------|----------------|-----|-----|-----|-------|-----|-------|-----|-------|------|
| | New | | Old | | Model | | Comb. | | | |
| | F | PCT | F | PCT | F | PCT | F | PCT | F | PCT |
| 2nd year | 106 | 29% | 188 | 51% | 41 | 11% | 33 | 9% | 368 | 100% |
| 3rd year | 67 | 23% | 136 | 47% | 51 | 18% | 36 | 12% | 290 | 100% |
| 1st year of teaching | 48 | 40% | 40 | 33% | 16 | 13% | 16 | 13% | 120 | 100% |

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|---|----------|
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| 17 - How to make pupils understand | .0121 |
| 31 - Density of pupils' curriculum | .0426 |
| 44 - How to interest pupils in one's lesson | .0106 |

| (b) <u>Within third year</u> | <u>P</u> |
|--|----------|
| 17 - How to make pupils understand | .0174 |
| 24 - Embarrassment in the class | .0053 |
| 25 - How to prepare the lesson plan | .0387 |
| 33 - Being criticised by pupils | .0177 |
| | |
| (c) <u>Within first year of teaching</u> | |
| 2 - Inadequate salary | .0267 |
| 41 - Weaknesses in teaching subjects in the institute | .0085 |

According to Median Test results there appeared a slight tendency within second and third year for students who went to model schools to have less concerns about the problems listed within each stage, while those who had been to new schools appeared to be most concerned about the same problems, and those who went to old schools came in-between. But this was not the case in relation to the two items that showed differences within the first year of teaching. The two items showed a tendency for students who went to old schools to have more concerns, next came those who went to model schools, and least concerns for those who went to new schools.

It is very difficult to imagine, however, how beginning teachers' concerns about these items might have arisen from the types of schools they attended two or more years

earlier for teaching practice; it seems much more likely that these differences have arisen by chance. In contrast, the differences at second and third year level seem much more likely to have arisen from the different demands and problems student teachers have experienced in the schools.

With regard to the second teaching practice, the Median Test showed that eight items differed significantly within the second year according to types of schools. These were:

| | <u>P</u> |
|--|----------|
| 1 - Inadequate school buildings | .0245 |
| 2 - Inadequate salary | .0128 |
| 8 - Lack of time to prepare lessons adequately | .0109 |
| 11 - How to present the lesson | .0002 |
| 19 - Lack of suitable furniture in the school | .0189 |
| 22 - Short lesson periods in schools | .0291 |
| 25 - How to prepare the lesson plan | .0048 |
| 28 - Unavailability of teaching aids | .0058 |

Items 1, 8 and 25 appeared to be of least concern to students who went to model schools during the second teaching practice, but were of greater concern to those who went to new schools and of intermediate concern to those who went to old schools.

Items that are concerned with salary, lesson presentation and furniture in schools were of greatest concern to students who went to model schools, of very much less concern for those who went to new schools, and of intermediate

concern for those who went to old schools.

Item 22, concerned with the short periods allocated to lessons, was of greatest concern to those who had their teaching practice in old schools. Next in the degree of concern came those who went to new schools. In third place came those who went to model schools.

Item 28, concerned with the lack of teaching aids, seemed to represent equal greater concern to those who had been in old or in new schools and less concern to those in model schools.

Six items showed significant differences according to the type of school of second teaching practice within third year. These items were:

| | <u>P</u> |
|--|----------|
| 2 - Inadequate salary | .0001 |
| 3 - Large class size | .0268 |
| 22 - Short lesson periods in schools | .0141 |
| 33 - Being criticised by pupils | .0448 |
| 49 - Not being adequately prepared as a class teacher | .0479 |
| 50 - Less attention is paid to teaching practice | .0438 |

Apart from items 2 and 50, the above items appeared to be of least concern to students who went to model schools but were of higher concern to students who did their teaching practice in old schools, and of moderate concern

to those who went to new schools. Items 2 and 50 were of higher concerns to students who went to model schools and of least concern to those who went to old schools.

Only five items showed significant differences within the first year of teaching, according to the types of schools of second teaching practice. The following are these items:

| | <u>P</u> |
|--|----------|
| 26 - Poorly motivated pupils | .0474 |
| 30 - Not being introduced to primary school curriculum | .0459 |
| 35 - Knowing what AVAs to use in teaching | .0420 |
| 41 - Weaknesses in teaching some subjects in the institute | .0192 |
| 43 - Supervisors' disagreement on evaluation | .0390 |

All these items showed higher concern for students who went to old schools for second teaching practice but least concern to those who went to model schools.

The main generalisation to be derived from the above-presented results is the strong tendency for concerns about competencies and conditions of teaching to be less for those who did their teaching practice in a model school. It is also worth mentioning that the only item to have significant differences on as many as three of the six analyses was 'Inadequate salary' (Item 2). The concern for this item was consistently more for those in model schools than for those in new schools. Finally, as can be seen, there are very few items which tend to be highly significant and

therefore the results for individual items should not be taken too seriously.

First Year Teachers' Problems According to Type of School They Are Working In

After graduation, students are distributed among the aforementioned types of schools (i.e. New, Old and Model), for work. For the same reasons stated earlier, it was thought that first year beginning teachers might vary in their concerns about problems according to the type of school they were working in. Hence, they were asked to specify the kind of school in which they were working. The number of first year beginning teachers in the different types of schools is shown in the table below:

Table 7.10 Number of beginning teachers in the different types of schools

| School | F | PCT |
|--------|-----|------|
| New | 58 | 48% |
| Old | 45 | 38% |
| Model | 17 | 14% |
| Total | 120 | 100% |

According to the Median Test, only three items showed significant differences. These were as follows:

| | <u>P</u> |
|--|----------|
| 5 - Lack of promotion opportunities | .0076 |
| 37 - Low status of the teaching profession | .0330 |
| 44 - How to interest pupils in one's lessons | .0104 |

In the light of the proportions of scores above the Median it appeared that beginning teachers who were working in old schools seemed to be highly concerned about the problems related to status and promotion, next come those who work in new schools. But those who work in model schools seemed to have the least concern about the three above-listed problems.

First Year Teachers' Problems According to Job Location

Some of the institutes' graduates work in urban schools, others in rural schools. Some of the working conditions in rural areas tend to be different from those in urban areas. As well as the differences in the surroundings and ways of life, differences exist in relation to school buildings, quality of administration, availability of materials and resources, parents' awareness, etc. Therefore, it was thought that first year beginning teachers might differ in the problems experienced as a result of working in different contexts. The following table shows the number of beginning first year teachers distributed between rural and urban areas:

Table 7.11. Frequency distribution of beginning teachers according to job location

| Job Loc. | F | PCT |
|----------|-----|------|
| Rural | 27 | 22% |
| Urban | 93 | 78% |
| Total | 120 | 100% |

When the Median Test was applied to the first year teachers' scores, it revealed an agreement on about half of the problems i.e. both urban and rural first year teachers tended to have similar concerns about twenty-seven of the problems but differed significantly on the remaining twenty five. The problems about which rural and urban teachers have similar concerns were 1, 3, 4, 5, 6, 7, 12, 14, 15, 16, 18, 19, 21, 23, 24, 28, 33, 34, 36, 37, 38, 40, 41, 47, 48, 50, 52.

According to the Median Test results, urban schools first year teachers seem to have greater concerns than their colleagues in rural schools about twenty-four problems. What follows is a list of these items with the scores in percentages and the level of significance.

8 - Lack of time to prepare lessons adequately

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|---------------|
| Rural | 13 | 8 | 21 | 46 | 13 | Sig. .0216 |
| Urban | 28 | 20 | 20 | 24 | 8 | |

9 - The disorder in the classroom

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|---------------|
| Rural | 23 | 4 | 11 | 58 | 4 | Sig. .0005 |
| Urban | 48 | 18 | 20 | 11 | 3 | |

10 - Maintaining class discipline

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|---------------|
| Rural | 46 | 12 | 23 | 19 | - | Sig. .0006 |
| Urban | 81 | 10 | 4 | 4 | - | |

11 - How to present the lesson

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|---------------|
| Rural | 31 | 8 | 15 | 46 | - | Sig. .0001 |
| Urban | 74 | 9 | 5 | 7 | 5 | |

13 - Irregular attendance of pupils

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|---------------|
| Rural | 42 | 38 | 4 | 15 | - | Sig. .0151 |
| Urban | 67 | 22 | 5 | 5 | - | |

17 - How to make pupils understand

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|---------------|
| Rural | 19 | 15 | 33 | 30 | 4 | Sig. .0002 |
| Urban | 59 | 13 | 6 | 14 | 9 | |

20 - How to know pupils' needs

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|---------------|
| Rural | 30 | 22 | 33 | 7 | 7 | Sig. .0114 |
| Urban | 55 | 19 | 12 | 4 | 10 | |

22 - Short lesson periods in school

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|---------------|
| Rural | 8 | 8 | 31 | 42 | 12 | Sig. .0172 |
| Urban | 39 | 17 | 16 | 20 | 9 | |

25 - How to prepare the lesson plan

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|---------------|
| Rural | 37 | 15 | 15 | 33 | - | Sig. .0100 |
| Urban | 64 | 9 | 10 | 15 | 2 | |

26 - Poorly motivated pupils

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|---------------|
| Rural | 41 | 26 | 22 | 11 | - | Sig. .0083 |
| Urban | 62 | 14 | 9 | 5 | 10 | |

27 - Curriculum unsuitability to pupils' standards

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|-------|
| Rural | 19 | 41 | 7 | 30 | 4 | Sig. |
| Urban | 61 | 14 | 10 | 13 | 2 | .0001 |

29 - Less attention is paid to methods of teaching

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|-------|
| Rural | 33 | 22 | 11 | 33 | - | Sig. |
| Urban | 64 | 10 | 11 | 9 | 6 | .0027 |

30 - Not being introduced to primary school curriculum

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|-------|
| Rural | 23 | 31 | 31 | 15 | - | Sig. |
| Urban | 55 | 18 | 13 | 11 | 3 | .0353 |

31 - Density of pupils' curriculum

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|-------|
| Rural | 27 | 42 | 12 | 19 | - | Sig. |
| urban | 58 | 21 | 9 | 11 | 2 | .0032 |

32 - Lack of time to spend with individual pupils

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|-------|
| Rural | 52 | 26 | 11 | 11 | - | Sig. |
| Urban | 76 | 14 | 8 | 2 | - | .0137 |

35 - Knowing what AVAs to use in teaching

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|-------|
| Rural | 22 | 26 | 26 | 26 | - | Sig. |
| Urban | 66 | 16 | 5 | 6 | 6 | .0001 |

39 - Poor relations among teachers

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|-------|
| Rural | 31 | 12 | 23 | 23 | 12 | Sig. |
| Urban | 49 | 14 | 9 | 14 | 14 | .0377 |

42 - Less attention is being paid to pupils' assessment

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|-------|
| Rural | 37 | 30 | 19 | 15 | - | Sig. |
| Urban | 55 | 14 | 4 | 17 | 9 | .0369 |

43 - Supervisors' disagreement on evaluation

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|-------|
| Rural | 8 | 31 | 8 | 38 | 15 | Sig. |
| Urban | 49 | 19 | 9 | 13 | 11 | .0156 |

44 - How to interest pupils in one's lesson

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|-------|
| Rural | 33 | 11 | 22 | 33 | - | Sig. |
| Urban | 82 | 6 | 3 | 9 | - | .0001 |

45 - Institute's course negligence of the primary school realities

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|-------|
| Rural | 30 | 37 | 11 | 11 | 11 | Sig. |
| Urban | 58 | 13 | 9 | 12 | 9 | .0114 |

46 - Not being adequately prepared as a subject teacher

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|-------|
| Rural | 30 | 37 | - | 30 | 4 | Sig. |
| Urban | 68 | 8 | 6 | 13 | 6 | .0001 |

49 - Not being adequately prepared as a class teacher

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|-------|
| Rural | 22 | 19 | 19 | 37 | 4 | Sig. |
| Urban | 56 | 8 | 5 | 21 | 10 | .0008 |

51 - Brevity of the institute's courses

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|-------|
| Rural | 30 | 11 | 33 | 19 | 7 | Sig. |
| Urban | 47 | 17 | 8 | 16 | 13 | .0162 |

It may be remembered that the Job Location variable was found to be highly correlated with both Primary School Location (Cramer's $V = .78$) and Sex (Cramer's $V = .65$). It was therefore important to ask whether or not the above results simply reflect those already reported for these two other variables. In fact, as is apparent from the two tables below, this is not the case. Certainly, there are correlations between the results for this variable and those for the other two, but these correlations are not so high as to suggest that one may be merely a reflection of the other.

Items Showing Significant Differences According to Different Independent Variables

| | | Sex | | Total |
|-------------|---------|------|---------|-------|
| | | Sig. | No Sig. | |
| Job Loc. | Sig. | 20 | 5 | 25 |
| | No Sig. | 14 | 13 | 27 |
| | Total | 34 | 18 | 52 |

| | | Primary School Location | | Total |
|-------------|---------|-------------------------|---------|-------|
| | | Sig. | No Sig. | |
| Job Loc. | Sig. | 14 | 11 | 25 |
| | No Sig. | 10 | 17 | 27 |
| | Total | 24 | 28 | 52 |

It is therefore appropriate and necessary to consider the results for Job Location in more detail.

It is clear from these results that all the problems that relate to the material conditions of schools and the resources and materials inside them, whether it is furniture, libraries, textbooks or teaching aids, appear to be of similar concerns to both rural and urban first year teachers. These problems were:

- 1 - Inadequate school buildings
- 19 - Lack of suitable furniture
- 28 - Unavailability of teaching aids
- 34 - Inadequate supply of textbooks
- 52 - Lack of libraries in primary schools

Another group of items which seem to stand out among the common problems to both rural and urban beginning teachers are those which tend to focus on relationships with other adults. The lack of others' co-operation and help, and feelings of not being fully accepted and appreciated by others, seem to be the cause of equal concerns to both rural and urban beginning teachers. These problems were:

- 6 - Lack of consultation by administration
- 7 - Unco-operative parents
- 18 - Lack of help and guidance
- 21 - Unhelpful head teacher
- 36 - Criticism by supervisors in the class
- 38 - Lack of recognition and encouragement
- 40 - Unhelpful inspectors

Only two items connected with relationships with others appeared to show significant differences according to location of the job and it is difficult to understand why these are of greater concern to urban school teachers, while the remaining seven are not. However, as noted above, the majority of the problems constituting this category tended to be common to both urban and rural groups.

Inspection of the significant and non-significant items showed that most of the items that centre around the competencies involved in teaching are of greater importance to urban school beginning teachers. These are all competencies concerned with lesson planning and performance and for ensuring good teaching outcomes. Out of the nine items forming this category, only two seemed to bring about similar concern to both groups.

Among the problems, which appeared to concern urban schools first year teachers more than those of rural schools, some are associated with the institutes' courses. These problems appeared to be characterized by their prime focus on courses' inadequacies to prepare them for roles they are supposed to play and failure to reflect practices that exist in primary schools. For example, the inadequate preparation as class or subject teachers, the failure of the course to introduce them to primary school curriculum and to pay more attention to pupils' evaluation.

Thus, while seven out of the thirteen items concerned with institutes' courses were of more concern to urban school beginning teachers and tended to focus primarily on the preparation for the teacher's role, the remaining six items that were found to be of similar concern to both rural and urban subjects seemed to focus mainly on the courses' failure to meet their inclinations and aptitudes.

The following are these items:

- 15 - Negligence of specialization in the institute's course
- 23 - Difficulty of the institute's course content
- 41 - Weaknesses in teaching some subjects in the
institute
- 47 - Density of the institute's course
- 48 - Less attention is paid to clerical training
- 50 - Less attention is paid to teaching practice

Out of the eight items that seem to focus on teaching demands, five (8, 22, 27, 31, 32) were among the items that were of significantly more concern to urban first year teachers than to their colleagues in rural schools. They all seem to be related to demands imposed by the system of education such as short lesson periods, pupils' curriculum unsuitability, lack of time to prepare lessons adequately and to spend with individual pupils.

While these problems seemed to focus mainly on time pressure, the three items on which there were no urban-rural differences tended mainly to focus on classroom realities such as having to teach too many pupils in the class with

different abilities and having heavy teaching loads (items 3, 4, 14).

All the items that seem to be focussing on pupils' dispositions towards learning and their classroom behaviour (items 9, 13, 26) were among the problems representing more concern to urban first year teachers according to the above listed results as well as the Median Test results.

There does not seem to be any significant difference between rural and urban beginning teachers regarding the items related to social confidence and security in the classroom such as 'Embarrassment in the class' (item 24), and 'Being criticised by pupils' (item 33).

Finally, first year teachers in both rural and urban schools also tended to share similar concern about the low rewards of teaching as to their position within the profession and within the society. That is, 'lack of promotion opportunities' (item 5), and low status of the teaching profession' (item 37).

While urban first year teachers appeared to be more concerned than rural teachers about the twenty-four problems discussed above, rural first-year teachers appeared to be more concerned than their colleagues in urban schools about only one problem. This is item 2.

2 - Inadequate salary

| | R1 | R2 | R3 | R4 | R5 | |
|-------|----|----|----|----|----|---------------|
| Rural | 63 | 22 | 7 | 7 | - | Sig. .0187 |
| Urban | 44 | 18 | 18 | 20 | 1 | |

Thus, while rural and urban first year teachers tended to be similarly concerned about low job reward, promotion and status, they differed on the material rewards i.e. salary.

Although, as noted, there are not close correlations between the results for this variable and either Primary School Location or Sex, in terms of the significance of differences on individual items, it is nonetheless clear that the overall patterns of results are very similar, in particular those relating to 'teaching competencies', 'teaching demands', 'relationships' and 'job rewards'. No doubt the differences in relation to specific items are accounted for by the fact that the results reported for the other two independent variables are based on the whole sample, whereas the results for Job Location are of course based on the responses of beginning teachers only.

Summary

In this chapter I have tried to examine the influence of the various independent variables on the student teachers' and beginning teachers' problems. With regard

to the sex variable we have seen that males expressed significantly higher concern about job rewards problems. Females expressed greater concerns about all the teaching competencies problems and all the problems of security and self confidence in the class. Teaching demands related problems, particularly those which tend to focus on the actual teaching of pupils, were also of greater concern to females, as were the material and resources related problems, in particular those which seem to be central to the process of teaching. Most of the relationship related problems and most of the problems of institutes' courses were common to both sexes.

With regard to the influence of city on the expressed problems, it was observed that there was a tendency for the student teachers and beginning teachers in the cities of Al-Hodeidah and Hajjah to have greater concern about most of the problems that gave significantly different results for different cities. Ibb city came next in the emphasis they placed on the problems, and student teachers and beginning teachers in the cities of Sana'a and Taiz came last in the scale of concerns. Zabid city showed different results from the rest of the cities. Different cities tended to have common concerns about the low rewards of the job (status and promotion), about pupils' response to teaching, and about a large proportion of the problems related to the institutes' courses and to relationships. The apparent pervasive differences between cities were in terms of the students'

confidence in themselves socially and professionally, not in terms of the realities of the job of teaching or their preparation for it. Thus all the problems of psychological safety and most of the competency related problems gave significantly different results for different cities. Although the results showing differences between cities in terms of students' confidence in themselves and their skills appeared to have similarity with the results that showed differences between sexes where females showed greater concerns, further analysis demonstrated that the differences between cities were not to be explained as a consequence of some cities having a larger proportion of females than others.

It was noticed that the differences between institutes reflected to a large extent the general differences between cities and between sexes. Also some evidence suggested that the particular institute has an influence on the concerns expressed.

Despite the wide range of ages within each stage, there were differences on very few items and these were not highly significant. It was concluded that there were no systematic trends according to ages within stages.

When examining the influence of student teachers' and beginning teachers' location of primary education on the problems expressed, it was observed that student teachers and beginning teachers, irrespective of the

different locations of their primary schooling, seemed to have common concerns regarding their relationships with others, institutes' courses, the low job rewards (status and promotion) and pupils. They had different concerns as to the teachers' own competency-related problems, teaching demands, and security. These were of greatest concern to student teachers who attended city primary schools and of less concern to those who attended small town or village primary schools. It was suggested that the close similarity of the pattern of these results with the results for sex differences was probably due to the phenomenon that female recruits to teaching had their primary education in cities while the male recruits predominantly attended villages or small towns for their primary education. The above differences were therefore likely to be not due to location of primary school in itself but to be simply a reflection of sex differences.

Examination of the influence of the stage at which student teachers join the institute revealed that this variable has no influence upon the student teachers' and beginning teachers' problems.

We saw that the influence of the kind of school attended for teaching practice upon the students' problems indicated there was a strong tendency for those who attended model schools to have less concerns about competencies and conditions of work.

Only three problems showed significant differences in relation to the different types of school in which beginning teachers were working. Those who were working in old schools seemed to be highly concerned about problems of status and promotion, next come those who work in new schools and these problems were of least concern to those who work in model schools.

The results concerned with the influence of the job location of beginning teachers on the problems they expressed showed common concerns for urban and rural beginning teachers about problems of materials, relationships, social confidence and security, low job rewards, and pupils' attitudes towards learning. The results showed greater concern among urban beginning teachers about problems of teaching competencies, course related problems, particularly those related to preparation for teacher's role, and teaching demands, in particular those which have to do with time pressures. Also, the noticeable difference between urban and rural beginning teachers was in the greater concern of rural school beginning teachers about the material reward of the job (salary). These results were broadly similar to those for location of primary education and for sex. This was to be expected, due to the fact that male student teachers tend to predominate among those who grew up and work in rural areas and females predominate among those who grew up and work in urban areas.

CHAPTER EIGHT

STUDENT TEACHERS' PROBLEMS: STABILITY
AND CHANGE ACROSS STAGES

CHAPTER EIGHT

STUDENT TEACHERS' PROBLEMS: STABILITY AND CHANGE ACROSS STAGES

The particular focus of this chapter is upon the student teachers' and beginning teachers' problems across the different stages. While my concern is with how students' problems develop or remain stable as they go through training into their first year of teaching, the cross-sectional study allows one in the strictest sense only to examine the extent to which, and the ways in which, different populations of students at different stages of induction into teaching are similar or different in the emphasis they place on different problems. The first section of the chapter focuses upon the differences in these problems across stages within the total population. Since, in the previous chapter, we saw that males and females showed different concerns and since focusing on the differences in the problems across stages within the total population might obscure different trends for different sexes, the second section is, therefore, concerned with the possibility of the differences between males and females in the trends they show across stages. Similarly, this might hide different patterns of development within the different females' and males' institutes, and, because of the differences noticed in the previous chapter among institutes, attention is given to differences in the problems across stages within each institute. Therefore,

the third section is devoted to these differences within each institute.

The continuing usefulness of the categories I have been using to examine the results has persuaded me to use them for examining the results for different stages.

These categories are as follows:

1. Materials and resources (1, 19, 28, 34, 52)
2. Teaching demands (3, 4, 8, 14, 22, 27, 31, 32)
3. Relationships with others (6, 7, 18, 21, 36, 38, 39, 40, 43)
4. Pupils' response to teaching (13, 26)
5. Students' security (9, 24, 33)
6. Teaching competencies (10, 11, 12, 16, 17, 20, 25, 35, 44)
7. Institutes' courses (15, 23, 29, 30, 41, 42, 45, 46, 47, 48, 49, 50, 51)
8. Job rewards (2, 5, 37)

1. Development within the total population

It has been pointed out earlier that the survey population included student teachers at second and third year (Final year of training) and teachers in their first year of teaching. The following table shows the number of respondents at each stage:

Table 8.1 Number of respondents at different stages

| Stage | F | PCT |
|------------------------|-----|------|
| Second year | 375 | 48% |
| Third year | 294 | 37% |
| First year of teaching | 120 | 15% |
| Total | 789 | 100% |

To test the significance of differences among these three stages, the Median Test for K independent samples was used.

The results show that students and teachers at the different stages tended to agree on the majority of the items. In fact, thirty-one of the items representing 60% showed no significant changes across stages. In other words thirty-one of the problems remained unchanged irrespective of the stage at which students were. These items were 1, 3, 4, 6, 11, 13, 14, 15, 16, 18, 19, 20, 21, 26, 28, 29, 30, 31, 34, 35, 36, 37, 38, 42, 43, 45, 46, 48, 49, 51 and 52.

The remaining twenty-one of the items showed significant differences between stages according to the Median Test. Eleven showed a steady decrease in concern across the three stages. Six items showed a decrease in concern as students move from second to third year but a rise in concern about the problems concerned as the student teachers move to the first year of teaching. The remaining four items which gave different results for different stages appeared

to show an increased concern for third year student teachers and a marked decreased concern for first year beginning teachers. The following are the results of the twenty-one items giving significant differences, showing the scores in percentages for the three stages on the five responses: 'Represent Great Concern' (R1), 'Represent Moderate Concern' (R2), 'Represent Slight Concern' (R3), 'Represent No Concern' (R4), and 'Not Sure' (R5):

Items Showing a Steady Decrease in Concern Across Stages

8 - Lack of time to prepare lessons adequately

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 47 | 22 | 12 | 10 | 9 | Sig. .0066 |
| 3rd year | 37 | 23 | 14 | 18 | 7 | |
| 1st year of teaching | 25 | 17 | 20 | 29 | 9 | |

9 - Disorder in the classroom

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 58 | 17 | 15 | 7 | 3 | Sig. .0066 |
| 3rd year | 53 | 14 | 15 | 11 | 7 | |
| 1st year of teaching | 42 | 15 | 18 | 22 | 3 | |

10 - Maintaining class discipline

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 79 | 12 | 7 | 1 | 1 | Sig. .0314 |
| 3rd year | 72 | 13 | 7 | 7 | 2 | |
| 1st year of teaching | 73 | 10 | 9 | 8 | - | |

17 - How to make pupils understand

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 62 | 15 | 10 | 2 | 11 | Sig. .0008 |
| 3rd year | 53 | 17 | 11 | 11 | 8 | |
| 1st year of teaching | 50 | 13 | 12 | 17 | 8 | |

22 - Short lesson periods in schools

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 40 | 24 | 16 | 11 | 9 | Sig. .0002 |
| 3rd year | 31 | 25 | 18 | 20 | 6 | |
| 1st year of teaching | 32 | 15 | 19 | 25 | 9 | |

24 - Embarrassment in the class

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 48 | 13 | 11 | 23 | 6 | Sig. .0001 |
| 3rd year | 35 | 12 | 11 | 32 | 10 | |
| 1st year of teaching | 25 | 10 | 11 | 43 | 11 | |

25 - How to prepare the lesson plan

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 69 | 15 | 6 | 6 | 4 | Sig. .0224 |
| 3rd year | 69 | 11 | 6 | 14 | 1 | |
| 1st year of teaching | 58 | 10 | 11 | 19 | 2 | |

27 - Curriculum unsuitability to pupils' standards

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 60 | 15 | 9 | 4 | 13 | Sig. .0134 |
| 3rd year | 55 | 16 | 10 | 9 | 10 | |
| 1st year of teaching | 52 | 20 | 9 | 17 | 3 | |

33 - Being criticised by pupils

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 37 | 16 | 14 | 24 | 9 | Sig. .0007 |
| 3rd year | 31 | 13 | 18 | 26 | 11 | |
| 1st year of teaching | 18 | 14 | 18 | 36 | 13 | |

41 - Weaknesses in teaching some subjects in the institute

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 69 | 13 | 6 | 5 | 7 | Sig. .0001 |
| 3rd year | 64 | 15 | 5 | 9 | 6 | |
| 1st year of teaching | 43 | 20 | 8 | 17 | 12 | |

50 - Less attention is paid to teaching practice

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 44 | 21 | 11 | 13 | 11 | Sig. .0009 |
| 3rd year | 36 | 21 | 16 | 19 | 9 | |
| 1st year of teaching | 35 | 17 | 21 | 20 | 7 | |

Items Showing Decreased or Stable Concern Followed by an Increase

7 - Unco-operative parents

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 65 | 12 | 7 | 6 | 9 | Sig. .0114 |
| 3rd year | 67 | 14 | 11 | 4 | 5 | |
| 1st year of teaching | 83 | 8 | 5 | 4 | 1 | |

12 - How to face pupils

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 44 | 20 | 16 | 16 | 5 | Sig. .0114 |
| 3rd year | 34 | 17 | 14 | 28 | 6 | |
| 1st year of teaching | 37 | 18 | 11 | 28 | 5 | |

32 - Lack of time to spend with individual pupils

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 60 | 18 | 7 | 7 | 8 | Sig. .0498 |
| 3rd year | 56 | 20 | 12 | 7 | 7 | |
| 1st year of teaching | 71 | 17 | 8 | 4 | - | |

39 - Poor relations among teachers

| | R1 | R2 | R3 | R4 | R5 |
|----------------------|----|----|----|----|----|
| 2nd year | 40 | 20 | 11 | 10 | 19 |
| 3rd year | 39 | 17 | 17 | 16 | 11 |
| 1st year of teaching | 45 | 13 | 12 | 16 | 13 |

Sig.
.0333

40 - Unhelpful inspectors

| | R1 | R2 | R3 | R4 | R5 |
|----------------------|----|----|----|----|----|
| 2nd year | 29 | 25 | 9 | 12 | 24 |
| 3rd year | 36 | 20 | 15 | 19 | 10 |
| 1st year of teaching | 50 | 14 | 10 | 13 | 13 |

Sig.
.0176

44 - How to interest pupils

| | R1 | R2 | R3 | R4 | R5 |
|----------------------|----|----|----|----|----|
| 2nd year | 78 | 10 | 6 | 4 | 3 |
| 3rd year | 68 | 14 | 9 | 6 | 3 |
| 1st year of teaching | 71 | 7 | 8 | 15 | - |

Sig.
.0077

Items Showing Increased then Decreased Concern

2 - Inadequate salary

| | R1 | R2 | R3 | R4 | R5 | |
|-------------------------|----|----|----|----|----|---------------|
| 2nd year | 60 | 20 | 8 | 9 | 4 | Sig. .0006 |
| 3rd year | 67 | 15 | 7 | 9 | 2 | |
| 1st year of teaching | 48 | 19 | 15 | 17 | 1 | |

5 - Poor promotion opportunities

| | R1 | R2 | R3 | R4 | R5 | |
|-------------------------|----|----|----|----|----|---------------|
| 2nd year | 51 | 15 | 11 | 9 | 14 | Sig. .0239 |
| 3rd year | 62 | 16 | 7 | 8 | 7 | |
| 1st year of teaching | 49 | 10 | 10 | 24 | 7 | |

23 - Difficulty of the institute's course

| | R1 | R2 | R3 | R4 | R5 | |
|-------------------------|----|----|----|----|----|---------------|
| 2nd year | 37 | 21 | 14 | 23 | 5 | Sig. .0095 |
| 3rd year | 43 | 17 | 14 | 22 | 4 | |
| 1st year of teaching | 28 | 15 | 15 | 36 | 6 | |

47 - Density of the institute's course

| | R1 | R2 | R3 | R4 | R5 | |
|-------------------------|----|----|----|----|----|---------------|
| 2nd year | 46 | 23 | 11 | 18 | 2 | Sig. .0433 |
| 3rd year | 53 | 18 | 11 | 15 | 3 | |
| 1st year of teaching | 26 | 28 | 9 | 28 | 9 | |

Almost half of the items are concerned with various aspects of working conditions. This includes all the problems related to materials and resources, demands, relationships, and pupils. Examination of the above results suggested that among the working conditions related problems all the items that tend to focus on material conditions of schools, the facilities and resources available tend to be maintained across stages. The following are these problems:

- 1 - Inadequate school buildings
- 19 - Lack of suitable furniture
- 28 - Unavailability of teaching aids
- 34 - Inadequate supply of textbooks
- 52 - Lack of libraries in primary schools

Also among the problems related to working conditions six of the nine problems focusing on relationships with other people tend to attract similar concern for different stages. These maintained concerns tend to be about hierarchical relationships and general support, encouragement they might have hoped to receive from other people, or criticism. The following are these problems:

- 6 - Lack of consultation by administration
- 21 - Unhelpful head teachers
- 18 - Lack of help and guidance
- 38 - Lack of recognition and encouragement
- 36 - Criticism by supervisors in the class

43 - Supervisors' disagreement about evaluation

For the remaining three items focusing on relationships, the Median Test demonstrates that as the student teachers moved from second to third year in the institute, these problems witnessed a considerable stability in importance but as they entered the field of full-time teaching, they witnessed an increase. These items tend to focus on the helpfulness of three other groups. The following are these items:

7 - Unco-operative parents

39 - Poor relationships among teachers

40 - Unhelpful inspectors

Thus, whereas student teachers are already likely to have had to deal with school administrators and especially head teachers they are less likely to have been involved in some other kinds of professional relationships. As full-time teachers, however, they need the co-operation of their pupils' parents regarding their education, the need for inspectors' help becomes essential, and dealing with other colleagues in schools becomes unavoidable.

Among the problems related to working conditions, some of the problems pertaining to the demands of the job of teaching tend to remain stable as students go through their training and become full-time teachers. These have to do with having too much teaching load (item 14), having to

work with too many pupils (item 3), and in classes with a wide range of ability (item 4), and having to teach a dense curriculum to pupils (item 31). While these four concerns were maintained across stages three other demand-related concerns showed successive decreases across stages. As students move from one stage to another they become less concerned about 'lack of time to prepare lessons adequately' (item 8), 'short lesson periods in schools' (item 22), 'the unsuitability of pupils' curriculum' (item 27). Only one item showed a decrease for third year student teachers and an increased concern among beginning teachers. This has to do with the 'lack of time to spend with individual pupils'. While the maintained concerns tend to be about the scale of the job, the three decreased concerns appear to imply adjustment to other aspects of the job, especially the use of time. Such a decrease in concerns about these problems could be seen as relating to greater fluency in skills of preparation and classroom teaching.

Inspection of the results showed that among the working conditions problems the two items that have to do with pupils' attitudes to learning, their irregular attendance at schools and their motives for learning (items 13 and 26), were among the constant problems across stages.

It can be noticed that a large proportion of the items concerned with the institutes' courses were among the stable problems that cause similar concern to student

teachers at different levels. In fact nine items showed stability across stages. The main focus of these items is on institutes' courses' inadequacies; in not preparing them for roles they are expected to play or should play in schools as teachers; or in failing to meet their inclinations regarding specialization in either science or arts subjects; or in terms of the weight of the content the course offers compared to the general school programme. These problems are listed as follows:

- 15 - Neglect of specialization in the institute's course
- 29 - Less attention is paid to methods of teaching
- 30 - Not being introduced to primary school curriculum
- 42 - Less attention is being paid to pupils' assessment
- 45 - Institute's course negligence of the primary school realities
- 46 - Not being adequately prepared as a subject teacher
- 48 - Less attention is paid to clerical training
- 49 - Not being adequately prepared as a class teacher
- 51 - Brevity of the institute's course

It should be noted here that the majority of these problems (all apart from items 29 and 51) remained of high concern over the three stages.

Only two of the problems related to institutes' courses were among those about which the expressed concern showed successive decreases over the three stages. These two problems were concerned with 'weaknesses of teaching some

subjects in the institute' (item 41), and 'less attention paid to teaching practice' (item 50). There does not seem to be anything that these two items have in common which offers an obvious explanation of the distinctive results for them.

The remaining items relating to the institutes' courses witnessed an increased concern as student teachers moved from second to third year but a decrease in concern during the first year of teaching. These two items are concerned with 'course difficulty' (item 23), and 'course density' (item 47). It is perhaps not surprising that problems related to the institutes' courses' difficulty and density become of less concern when problems of coping with the course are no longer experienced. What seems to distinguish the problems that showed changes across stages from the stable ones is that the problems of coping with the course tended to change, while problems related to courses' relevance or value tend to be stable across stages. The only exception to this rule would seem to be item 50, concerned with teaching practice.

The problems for which there were successive decreases in the student teachers' concerns included all those connected with their safety and social confidence in the classroom, items 9, 24 and 33. From the different emphasis they place on these problems it seems that as they move from one stage to the next, student teachers become less concerned about problems of embarrassment,

pupils' disorder, and pupils' criticism of the teacher.

Among the nine items concerned with teaching competencies, four remained unchanged across stages. These tended to focus on competencies involved in carrying out teaching tasks. The following are these problems:

11 - How to present the lesson

16 - Inability to put into practice some of the theoretical guidance

20 - How to know pupils' needs

35 - Knowing what AVAs to use in teaching







It might be worth mentioning that referring to the frequency distributions of such items shows that apart from item 16 these items (i.e. items 11, 20 and 25) remained of major importance throughout the three stages. By such consistency it seems that the students may be implying inadequacy of training programmes to train them to feel competent in such skills - an interpretation that seems to be supported by the steady concern about the institutes' courses neglect of the primary school realities (item 45). When the problems giving significant differences were examined it was found that three of the problems relating to teaching competencies showed successive decreases in student teachers' concerns as they go through their training and become full-time teachers. These are items 10, 17 and 25. The remaining two problems showed a decrease in concern as the students moved from second

to third year but an increase in the first year of teaching. It is difficult to see any pattern in the varied results for teaching competencies.

Finally, among the problems concerned with job rewards, item 37 concerned with the low status of the teaching profession showed stability of concern across the different stages and the scores of this item show that it was of major concern over the three stages. But the results show that as student teachers move from second to third year, their concern about salary and promotion tends to increase but then decreases during the first year of teaching. Thus it seems that as student teachers experience full-time teaching they become less concerned about some of the external problems i.e. those not directly associated with the practice of the job of teaching.

The results discussed above could be summarized in the following numerical table:

Table 8.2 Stability and Change of the Problems Across Stages within the Total Population

| Category | No Sig. Differences | Sig. Decrease |   |   |   |
|---------------------------|---------------------|---------------|---|---|---|
| <u>Working Conditions</u> | | | | | |
| Materials | 5 | 0 | 0 | 0 | 0 |
| Demands | 4 | 3 | 1 | 0 | 0 |
| Relation- ships | 6 | 0 | 0 | 0 | 3 |
| Pupils | 2 | 0 | 0 | 0 | 0 |
| <u>Security</u> | 0 | 3 | 0 | 0 | 0 |
| <u>Competencies</u> | 4 | 3 | 2 | 0 | 0 |
| <u>Courses</u> | 9 | 2 | 0 | 2 | 0 |
| <u>Rewards</u> | 1 | 0 | 0 | 2 | 0 |

2. Stage Differences within Male and Female Samples

The main focus of this section is on differences between males and females in the trends they show across stages. It also focuses on differences of each sex from the total population.

Differences between stages among male student-teachers and beginning teachers on one hand and between stages among female student-teachers and beginning teachers on the other, have been established by applying the Median Test to the data. The results showed that thirty-seven of the fifty-two

items were consistent across the three stages within the male sample, and twenty-nine of the items were of similar concern to the female sample at the different stages.

Among the thirty-seven items that showed stability across stages among male students, twenty-nine showed a similar stability across stages for the total sample. Similarly, twenty-five of the items that showed stability across stages within the female sample showed the same stability across stages for the total sample. The characteristics of such items have been discussed earlier. Thus only eight items showed stability across stages for males and four items for females that did not also show stability for the total sample. The items that showed stability across stages for males but not for the total sample were:

- 5 - Lack of promotion opportunities
- 7 - Unco-operative parents
- 10 - Maintaining class discipline
- 12 - How to face pupils
- 32 - Lack of time to spend with individual pupils
- 33 - Being criticised by pupils
- 39 - Poor relations among teachers
- 40 - Unhelpful inspectors

Among these stable items across stages within the male sample, there are three, i.e. items 7, 39 and 40, which appear to focus on professional relationships; for each

of these there is an increase in concern in the first year of teaching for the total sample and for the female sample. There seem, however, to be no simple patterns to be found among the rest of these items, either in what they focus upon or in the trends they show for females and for the total sample.

Similarly, there are no clear patterns among the four items which were stable for the female sample only, which showed very diverse trends for the total sample.

These items were:

- 2 - Inadequate salary
- 9 - Disorder in the classroom
- 23 - Difficulty of the institute's course
- 24 - Embarrassment in the class

According to the Median Test, students in different stages within the male sample tended to differ significantly on fifteen of the items. These were 2, 8, 9, 17, 19, 22, 23, 24, 25, 27, 35, 41, 44, 47 and 50. On the other hand, female students at different stages showed significant differences on twenty-three of the items. These were items 5, 7, 8, 10, 12, 16, 17, 19, 20, 22, 25, 26, 27, 28, 30, 32, 33, 39, 40, 41, 44, 47 and 50.

For the male sample, ten of the items that showed significant differences showed a steady decrease across stages. For the female sample, eight of the items for which there were significant differences showed successive decrease across

stages. The following are the scores of these items in percentages for both sexes:

Items Showing Successive Decreases Within the Male Sample

8 - Lack of time to prepare lessons adequately

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 47 | 26 | 15 | 11 | 11 | Sig. .0001 |
| 3rd year | 30 | 30 | 14 | 16 | 9 | |
| 1st year of teaching | 14 | 18 | 18 | 43 | 7 | |

9 - The disorder in the classroom

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 52 | 18 | 19 | 7 | 5 | Sig. .0039 |
| 3rd year | 46 | 14 | 17 | 13 | 10 | |
| 1st year of teaching | 27 | 8 | 21 | 40 | 4 | |

17 - How to make pupils understand

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 53 | 16 | 14 | 3 | 14 | Sig. .0007 |
| 3rd year | 49 | 20 | 12 | 12 | 7 | |
| 1st year of teaching | 29 | 19 | 19 | 27 | 6 | |

22 - Short lesson periods in schools

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 29 | 24 | 21 | 15 | 11 | Sig. .0013 |
| 3rd year | 24 | 24 | 24 | 23 | 6 | |
| 1st year of teaching | 13 | 15 | 33 | 31 | 8 | |

24 - Embarrassment in the class

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 45 | 14 | 10 | 24 | 6 | Sig. .0001 |
| 3rd year | 33 | 10 | 15 | 35 | 7 | |
| 1st year of teaching | 13 | 11 | 11 | 58 | 7 | |

27 - Curriculum unsuitability to pupils' standards

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 52 | 14 | 13 | 5 | 16 | Sig. .0042 |
| 3rd year | 54 | 13 | 11 | 11 | 12 | |
| 1st year of teaching | 35 | 31 | 10 | 22 | 2 | |

35 - Knowing what AVAs to use in teaching

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 46 | 31 | 13 | 5 | 5 | Sig. .0044 |
| 3rd year | 59 | 15 | 13 | 11 | 5 | |
| 1st year of teaching | 35 | 29 | 16 | 18 | 2 | |

41 - Weakness in teaching some subjects in the institute

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 67 | 12 | 5 | 8 | 8 | Sig. .0003 |
| 3rd year | 69 | 15 | 5 | 7 | 6 | |
| 1st year of teaching | 38 | 27 | 4 | 21 | 10 | |

44 - How to interest pupils in one's lesson

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 71 | 12 | 8 | 5 | 4 | Sig. .0144 |
| 3rd year | 65 | 14 | 10 | 7 | 3 | |
| 1st year of teaching | 52 | 13 | 13 | 23 | - | |

50 - Less attention is paid to teaching practice

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 39 | 21 | 10 | 16 | 14 | Sig. .0216 |
| 3rd year | 31 | 26 | 15 | 19 | 10 | |
| 1st year of teaching | 27 | 17 | 31 | 19 | 6 | |

Items Showing Successive Decreases Within the Female Sample

8 - Lack of time to prepare lessons adequately

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 63 | 15 | 8 | 8 | 6 | Sig. .0001 |
| 3rd year | 48 | 13 | 13 | 21 | 5 | |
| 1st year of teaching | 32 | 17 | 21 | 20 | 11 | |

16 - Inability to put into practice some of the theoretical guidance

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 58 | 15 | 7 | 6 | 15 | Sig. .0339 |
| 3rd year | 50 | 21 | 11 | 9 | 8 | |
| 1st year of teaching | 47 | 24 | 4 | 15 | 10 | |

19 - Lack of suitable furniture in the school

| | R1 | R2 | R3 | R4 | R5 | |
|-------------------------|----|----|----|----|----|---------------|
| 2nd year | 80 | 6 | 3 | 5 | 5 | Sig. .0030 |
| 3rd year | 66 | 14 | 10 | 4 | 6 | |
| 1st year of teaching | 58 | 10 | 3 | 20 | 10 | |

25 - How to prepare the lesson plan

| | R1 | R2 | R3 | R4 | R5 | |
|-------------------------|----|----|----|----|----|---------------|
| 2nd year | 86 | 5 | 2 | 4 | 2 | Sig. .0008 |
| 3rd year | 72 | 11 | 3 | 13 | 1 | |
| 1st year of teaching | 69 | 7 | 6 | 16 | 3 | |

33 - Being criticised by pupils

| | R1 | R2 | R3 | R4 | R5 | |
|-------------------------|----|----|----|----|----|---------------|
| 2nd year | 49 | 15 | 12 | 18 | 6 | Sig. .0116 |
| 3rd year | 33 | 14 | 15 | 26 | 11 | |
| 1st year of teaching | 24 | 16 | 9 | 31 | 20 | |

41 - Weakness in teaching some subjects in the institute

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 73 | 13 | 6 | 1 | 6 | Sig. .0015 |
| 3rd year | 60 | 17 | 6 | 12 | 6 | |
| 1st year of teaching | 48 | 15 | 10 | 13 | 13 | |

47 - Density of the institute's course

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 58 | 14 | 11 | 12 | 4 | Sig. .0319 |
| 3rd year | 55 | 20 | 12 | 11 | 2 | |
| 1st year of teaching | 34 | 26 | 4 | 24 | 11 | |

50 - Less attention is paid to teaching practice

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 52 | 21 | 12 | 8 | 8 | Sig. .0034 |
| 3rd year | 42 | 14 | 17 | 20 | 7 | |
| 1st year of teaching | 40 | 18 | 13 | 21 | 7 | |

The following table shows the similarities and differences between males and females in the items listed above.

Table 8.3 Items Showing Significant Decrease Across Stages

| | For Total Sample | Not for Total Sample |
|---------------------------|----------------------|----------------------|
| For males and females | 8, 41, 50 | - |
| For males but not females | 9, 17, 22, 24, 27 | 35, 44 |
| For females but not males | 25, 33 | 16, 19, 47 |

It is clear from the above table that the individual items for which there are successive decreases of concern are mostly quite different for males and females. Nonetheless, there does not appear, from examination of the items, to be any meaningful differences between males and females in the kinds of problems which become of steadily decreased concern. For both sexes, the focus is mainly on some of the basic skills required for teaching and on matters of students' security and confidence. There are items which focus on various other issues, but they do not form any pattern, and certainly not contrasting patterns for the two sexes.

The remaining items that showed significant differences across stages within the male sample showed an increase

of concerns as they move from second to third year but a decrease in concern during the first year of teaching. The following are these items:

2 - Inadequate salary

| | R1 | R2 | R3 | R4 | R5 | |
|-------------------------|----|----|----|----|----|---------------|
| 2nd year | 73 | 16 | 5 | 4 | 2 | Sig. .0228 |
| 3rd year | 80 | 10 | 5 | 3 | 2 | |
| 1st year of teaching | 63 | 16 | 14 | 6 | - | |

19 - Lack of suitable furniture in the school

| | R1 | R2 | R3 | R4 | R5 | |
|-------------------------|----|----|----|----|----|---------------|
| 2nd year | 57 | 22 | 10 | 6 | 5 | Sig. .0154 |
| 3rd year | 70 | 16 | 4 | 4 | 5 | |
| 1st year of teaching | 67 | 15 | 6 | 10 | 2 | |

23 - Difficulty of the institute's course

| | R1 | R2 | R3 | R4 | R5 | |
|-------------------------|----|----|----|----|----|---------------|
| 2nd year | 28 | 24 | 17 | 28 | 4 | Sig. .0001 |
| 3rd year | 43 | 16 | 11 | 24 | 6 | |
| 1st year of teaching | 15 | 7 | 26 | 46 | 7 | |

25 - How to prepare the lesson plan

| | R1 | R2 | R3 | R4 | R5 | |
|-------------------------|----|----|----|----|----|---------------|
| 2nd year | 58 | 21 | 8 | 7 | 5 | Sig. .0127 |
| 3rd year | 66 | 10 | 8 | 14 | 1 | |
| 1st year of teaching | 43 | 14 | 18 | 24 | - | |

47 - Density of the institute's course

| | R1 | R2 | R3 | R4 | R5 | |
|-------------------------|----|----|----|----|----|-------|
| 2nd year | 38 | 29 | 11 | 21 | 1 | |
| 3rd year | 51 | 16 | 10 | 19 | 4 | Sig. |
| 1st year of teaching | 14 | 31 | 16 | 33 | 6 | .0189 |

Two of the above problems have to do with the course characteristics in particular those which have to do with coping with it in terms of its difficulty and density. Concerns about such problems tend to be heightened during third year for males but as one might expect, concerns about such problems tend to fade after students leave the institute. It is less easy to interpret the results for the other items. With regard to females there are no items with such a trend of change in concerns. The above items either showed successive decreases (items 19, 25 and 47) or showed stability (items 2 and 23).

There was not a single item out of the fifty-two for which males showed significantly increased concern in the first year of teaching. In contrast the majority of the items that were found to differ significantly across stages within the female sample showed a decrease in concern for third year student teachers, but an increase for first-year beginning teachers. The following is a list of the items with the scores of the three stages in percentages:

7 - Unco-operative parents

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 75 | 8 | 5 | 5 | 6 | Sig. .0466 |
| 3rd year | 70 | 16 | 8 | 3 | 2 | |
| 1st year of teaching | 85 | 6 | 6 | 4 | - | |

10 - Maintaining class discipline

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 87 | 8 | 5 | - | - | Sig. .0082 |
| 3rd year | 72 | 15 | 3 | 8 | 2 | |
| 1st year of teaching | 82 | 9 | 4 | 4 | - | |

12 - How to face pupils

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 59 | 20 | 10 | 10 | 1 | Sig. .0001 |
| 3rd year | 29 | 18 | 15 | 29 | 8 | |
| 1st year of teaching | 39 | 19 | 12 | 24 | 6 | |

17 - How to make pupils understand

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 75 | 14 | 5 | 1 | 5 | Sig. .0117 |
| 3rd year | 58 | 13 | 10 | 9 | 10 | |
| 1st year of teaching | 64 | 9 | 7 | 10 | 9 | |

20 - How to know pupils' needs

| | R1 | R2 | R3 | R4 | R5 |
|----------------------|----|----|----|----|----|
| 2nd year | 69 | 23 | 4 | 2 | 2 |
| 3rd year | 48 | 27 | 10 | 7 | 9 |
| 1st year of teaching | 56 | 17 | 11 | 4 | 11 |

Sig.
.0061

22 - Short lesson periods in schools

| | R1 | R2 | R3 | R4 | R5 |
|----------------------|----|----|----|----|----|
| 2nd year | 57 | 25 | 8 | 3 | 6 |
| 3rd year | 40 | 28 | 11 | 15 | 6 |
| 1st year of teaching | 46 | 15 | 9 | 21 | 10 |

Sig.
.0134

26 - Poorly motivated pupils

| | R1 | R2 | R3 | R4 | R5 |
|----------------------|----|----|----|----|----|
| 2nd year | 74 | 17 | 1 | 4 | 4 |
| 3rd year | 60 | 21 | 10 | 3 | 6 |
| 1st year of teaching | 63 | 13 | 8 | 4 | 11 |

Sig.
.0425

27 - Curriculum unsuitability to pupils' standards

| | R1 | R2 | R3 | R4 | R5 |
|----------------------|----|----|----|----|----|
| 2nd year | 72 | 15 | 2 | 3 | 8 |
| 3rd year | 57 | 20 | 8 | 7 | 7 |
| 1st year of teaching | 63 | 13 | 8 | 13 | 3 |

Sig.
.0124

28 - Unavailability of teaching aids

| | R1 | R2 | R3 | R4 | R5 | |
|-------------------------|----|----|----|----|----|---------------|
| 2nd year | 85 | 10 | 3 | 1 | 1 | Sig. .0475 |
| 3rd year | 75 | 14 | 6 | 4 | 1 | |
| 1st year of teaching | 77 | 10 | 6 | 7 | - | |

30 - Not being introduced to primary school curriculum

| | R1 | R2 | R3 | R4 | R5 | |
|-------------------------|----|----|----|----|----|---------------|
| 2nd year | 59 | 20 | 5 | 10 | 6 | Sig. .0168 |
| 3rd year | 44 | 23 | 12 | 14 | 7 | |
| 1st year of teaching | 60 | 16 | 10 | 10 | 4 | |

32 - Lack of time to spend with individual pupils

| | R1 | R2 | R3 | R4 | R5 | |
|-------------------------|----|----|----|----|----|---------------|
| 2nd year | 76 | 12 | 3 | 3 | 6 | Sig. .0001 |
| 3rd year | 53 | 24 | 11 | 6 | 6 | |
| 1st year of teaching | 75 | 15 | 7 | 7 | - | |

39 - Poor relations among teachers

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 50 | 17 | 9 | 8 | 17 | Sig. .0009 |
| 3rd year | 34 | 20 | 16 | 18 | 12 | |
| 1st year of teaching | 52 | 13 | 7 | 13 | 15 | |

40 - Unhelpful inspectors

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 37 | 27 | 5 | 8 | 22 | Sig. .0072 |
| 3rd year | 38 | 24 | 11 | 20 | 7 | |
| 1st year of teaching | 54 | 7 | 7 | 11 | 20 | |

44 - How to interest pupils in one's lesson

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 89 | 7 | 2 | 1 | 1 | Sig. .0038 |
| 3rd year | 72 | 15 | 7 | 4 | 3 | |
| 1st year of teaching | 84 | 3 | 4 | 9 | - | |

Examination of the above items shows that five of them focus on competencies of teaching, that is maintaining class discipline, facing pupils, promoting their understandings knowing their needs and maintaining their interest. Such problems tend to be aggravated during the first year of teaching for female beginning teachers.

Three of the items which showed a decreased concern for third year and an increased concern for first year female beginning teachers, are associated with professional relationships with parents, inspectors and other teachers.

Three other items were concerned with some of the demands imposed by the school system such as the time constraints and the unsuitability of pupils' curriculum.

The remaining items, i.e. 26, 28 and 30, that showed decreases followed by increases seem to focus on different issues, pupils' motivation to learn, the unavailability of teaching aids and the failure of the course to introduce them to the primary school curriculum.

It should be emphasized that there are no items for which there is such a pattern of changes in concern for the male sample. While items 17, 22, 27 and 44 showed a decrease in concerns during third year and an increase during the first year of teaching for the female sample, they exhibited successive decreases within the male sample. The remaining items showed stability across stages for the male sample.

Among the items that showed significant differences between stages within the female sample, one item showed an increase in concerns during third year but a drop during first year of teaching. This was item 5.

5 - Lack of promotion opportunities

| | R1 | R2 | R3 | R4 | R5 | |
|-------------------------|----|----|----|----|----|---------------|
| 2nd year | 33 | 21 | 14 | 12 | 21 | Sig. .0118 |
| 3rd year | 54 | 15 | 10 | 9 | 12 | |
| 1st year of teaching | 48 | 9 | 6 | 29 | 9 | |

From the above result it can be seen that as female students move from second to third year, concern about promotion tended to increase, but during the first year of teaching it tended to decrease. Concern about such problems tended to remain stable across stages for the male sample.

The comparisons between male and female trends of change may be summarized in the following numerical tables:

Table 8.4 Stability and change of the problems across stages among male students








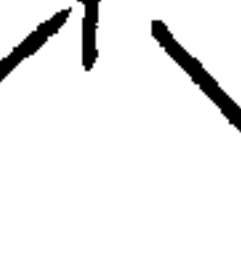
| Category | No Sig. Differences | Sig. Decrease |   |   |
|---------------------------|---------------------|---------------|---|---|
| <u>Working conditions</u> | | | | |
| Materials | 4 | 0 | 0 | 1 |
| Demands | 5 | 3 | 0 | 0 |
| Relationships | 9 | 0 | 0 | 0 |
| Pupils | 1 | 1 | 0 | 0 |
| <u>Security</u> | 1 | 2 | 0 | 0 |
| <u>Competencies</u> | 5 | 3 | 0 | 1 |
| <u>Courses</u> | 9 | 2 | 0 | 2 |
| <u>Rewards</u> | 2 | 0 | 0 | 1 |

Table 8.5 Stability and change of the problems across stages among female students

| Category | No Sig. Differences | Sig. Decrease |   |   |
|---------------------------|---------------------|---------------|---|---|
| <u>Working conditions</u> | | | | |
| Materials | 3 | 1 | 1 | 0 |
| Demands | 4 | 1 | 3 | 0 |
| Relationships | 6 | 0 | 3 | 0 |
| Pupils | 1 | 0 | 1 | 0 |
| <u>Security</u> | 2 | 1 | 0 | 0 |
| <u>Competencies</u> | 2 | 2 | 5 | 0 |
| <u>Courses</u> | 9 | 3 | 1 | 0 |
| <u>Rewards</u> | 2 | 0 | 0 | 1 |

From the above presentation it seems that the comparison between males and females shows at least two broad trends:

(a) For about half the items there are no significant changes across stages for either sex. The nature of these items has already been discussed for the whole population, and it involves largely the same items for the two sexes.

(b) The dramatic difference is in females admitting to increased concern about problems on entry to the first year of teaching. These problems have to do with teaching competencies and conditions of work. For such problems males are much more likely to show either a decrease in concern or stability over the three stages.

In this section the patterns for the development of female and male problems were discussed. It might be worthwhile to ask whether these overall patterns for the development of female and male problems are hiding different trends for different institutes. Therefore, the following section will explore the different trends for different female and male institutes.

3. Stage Differences Within Institutes

At the outset it should be pointed out that the sizes of the student populations in the different institutes differ very widely and that this is reflected in the number of respondents in the institute samples. Despite the

inclusion of the total population in some institutes, the samples are so small that it will not be possible to use the Median Test. Therefore, attention will be focused only on the larger institutes.

The large differences in sample size also raise another problem: should the reporting of results focus on the actual proportional increases and decreases from one stage to another, or on the statistical significance of differences? Up to this point in the thesis, the emphasis has consistently been on statistically significant differences, so as to minimize the extent to which patterns may be confused or distorted by purely chance variations; and for the same reasons the same approach will be used here. It is important to remember, however, that much larger differences will be necessary to attain statistical significance in the smaller institutes than will be needed in the larger institutes.

The table below shows the size of the sample in each institute. The institutes for which the statistical analyses have been separately conducted are shown with asterisks.

Table 8.6 Sample Size in Each Institute

| City Sex | Sana'a | Taiz | Al- Hodeidah | Zabid | Ibb | Hajjah | Total |
|-------------|--------|------|-----------------|-------|-----|--------|-------|
| Male | 100* | 183* | 75* | 0 | 68* | 18 | 444 |
| Female | 84* | 100* | 113* | 13 | 23 | 12 | 345 |
| Total | 184 | 283 | 188 | 13 | 91 | 30 | 789 |

3.1 Stage Differences Within Male Institutes

a) Sana'a

The frequency counts and percentages of scores for the three stages within Sana'a male institute were obtained.

The Median Test was applied to the data to find out whether significant differences exist between stages.

The results revealed that forty-four of the items were common to all stages of Sana'a male students and beginning teachers. Only eight items showed significant differences according to stages. Four of these showed a decrease as Sana'a male students move from second to third year but rise during the first year of teaching. The following are these items with the scores in percentages and the level of significance.

16 - Inability to put into practice some of the theoretical guidance

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 52 | 20 | 8 | 2 | 18 | Sig. .0101 |
| 3rd year | 20 | 32 | 22 | 17 | 10 | |
| 1st year of teaching | 29 | 14 | 29 | - | 29 | |

18 - Lack of guidance and help

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 44 | 38 | 2 | 10 | 6 | Sig. .0226 |
| 3rd year | 45 | 13 | 28 | 13 | 3 | |
| 1st year of teaching | 57 | 29 | 14 | - | - | |

22 - Short lesson periods in schools

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 27 | 25 | 24 | 12 | 12 | Sig. .0349 |
| 3rd year | 15 | 15 | 29 | 32 | 10 | |
| 1st year of teaching | 29 | 43 | 14 | 14 | - | |

39 - Poor relations among teachers

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 37 | 20 | 16 | 4 | 24 | Sig. .0126 |
| 3rd year | 24 | 12 | 34 | 15 | 15 | |
| 1st year of teaching | 57 | 14 | 14 | 14 | - | |

It is not obvious what, if anything, these problems have in common.

It should be noted here that none of these items showed the same pattern of change within the overall results of the male sample. Three of these items, i.e. 16, 18 and 39, were among the overall stable problems across stages within the male sample. While item 22 showed a decrease followed by an increase for Sana's male sample, it showed successive decreases across stages within the whole male sample.

The other four items that were among the items showing significant differences across stages for Sana's male sample, appeared to show successive decreases in concern. These items were:

8 - Lack of time to prepare lessons adequately

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 41 | 27 | 16 | 8 | 8 | Sig. .0446 |
| 3rd year | 15 | 38 | 18 | 28 | 3 | |
| 1st year of teaching | - | 50 | 17 | 33 | - | |

24 - Embarrassment in the class

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 46 | 29 | 10 | 8 | 6 | Sig. .0029 |
| 3rd year | 28 | 10 | 8 | 44 | 10 | |
| 1st year of teaching | 20 | 40 | - | 40 | - | |

47 - Density of the institute's course

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 39 | 29 | 12 | 18 | 2 | Sig. .0387 |
| 3rd year | 31 | 17 | 24 | 24 | 5 | |
| 1st year of teaching | 14 | 14 | 29 | 43 | - | |

50 - Less attention is paid to teaching practice

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 45 | 22 | 6 | 14 | 14 | Sig. .0080 |
| 3rd year | 21 | 17 | 17 | 26 | 19 | |
| 1st year of teaching | - | 29 | 43 | 14 | 14 | |

Thus, as the proportions of scores above the Median indicate, and as the above percentages show, concerns about course density and the course failure to pay much attention to teaching practice, tend to decrease steadily across stages. Also, concerns about the problem of lack of time to prepare lessons and the problem of embarrassment in the class tend to decrease as Sana'a male students move from one stage to another. All of these problems reflected changes within the overall development of the male sample at national level. Items 8, 24 and 50, had the same pattern of change, i.e. they showed successive decreases for stages within the male sample nationally but item 47 showed a marked decrease during the first year of full-time teaching.

b) Taiz

The Median Test revealed an agreement between the three stages, within the male sample in Taiz, on thirty-three of the items. The remaining nineteen showed significant differences. Eight out of the nineteen items showed successive decrease across stages. The following are the results of these items:

8 - Lack of time to prepare lessons adequately

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 29 | 30 | 22 | 9 | 11 | Sig. .0001 |
| 3rd year | 32 | 25 | 15 | 15 | 12 | |
| 1st year of teaching | 5 | 10 | 10 | 60 | 15 | |

16 - Inability to put into practice some of the theoretical guidance

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 40 | 18 | 9 | 9 | 25 | Sig. .0370 |
| 3rd year | 43 | 25 | 11 | 14 | 8 | |
| 1st year of teaching | 23 | 27 | 18 | 32 | - | |

22 - Short lesson periods in schools

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 33 | 22 | 21 | 12 | 12 | Sig. .0011 |
| 3rd year | 22 | 25 | 28 | 22 | 5 | |
| 1st year of teaching | 9 | 9 | 36 | 41 | 5 | |

24 - Embarrassment in the class

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 42 | 5 | 15 | 33 | 6 | Sig. .0014 |
| 3rd year | 25 | 13 | 20 | 34 | 8 | |
| 1st year of teaching | 5 | - | 14 | 77 | 5 | |

27 - Curriculum unsuitability to pupils' standards

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 57 | 12 | 9 | 6 | 16 | Sig. .0102 |
| 3rd year | 48 | 14 | 8 | 13 | 17 | |
| 1st year of teaching | 30 | 26 | - | 39 | 4 | |

33 - Being criticised by pupils

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 32 | 20 | 13 | 24 | 12 | Sig. .0037 |
| 3rd year | 16 | 11 | 25 | 38 | 11 | |
| 1st year of teaching | 9 | 9 | 13 | 65 | 4 | |

44 - How to interest pupils in one's lesson

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 72 | 13 | 7 | 2 | 5 | Sig. .0038 |
| 3rd year | 65 | 17 | 10 | 3 | 5 | |
| 1st year of teaching | 39 | 9 | 9 | 43 | - | |

50 - Less attention is paid to teaching practice

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 45 | 18 | 10 | 12 | 15 | Sig. .0228 |
| 3rd year | 28 | 31 | 14 | 20 | 6 | |
| 1st year of teaching | 32 | 9 | 27 | 32 | - | |

As the above results show, it seemed that as male students in Taiz move from one stage to another, concerns about problems related to demands imposed by the system such as the lack of time to prepare lessons adequately, the short lesson periods and unsuitability of the pupils' curriculum tended to decrease. Competencies regarding the implementation of theories taught in the institute's course and getting pupils interested also tended to show continuing decreases. Similarly, the problems that affect student teachers' security in the class such as embarrassment and criticism by pupils also become of less concern to them as they move from one stage to the next. Concerns about the problem of the course's shortcomings regarding the insufficient attention given to methods of teaching also seemed to decrease successively for the Taiz male sample.

Apart from items 16 and 33, all the above items were reflected in the development within the national male sample in that they showed continuing decreases across stages. Item 16, which is concerned with the inability to implement the theories studied in the institute, and item 33 which is concerned with criticisms by pupils were not reflected in any direction within the national sample of male students, i.e. they were among the stable problems.

The remaining eleven items, representing the majority which were significantly different across stages for Taiz male students, showed an increase of concerns as the students move from second to third year but a drop in the first year of teaching.

The following are the results of these items:

2 - Inadequate salary

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 65 | 19 | 5 | 6 | 4 | Sig. .0213 |
| 3rd year | 83 | 9 | 6 | 2 | - | |
| 1st year of teaching | 57 | 17 | 17 | 9 | - | |

9 - The disorder in the classroom

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 45 | 23 | 20 | 7 | 4 | Sig. .0002 |
| 3rd year | 60 | 12 | 15 | 8 | 5 | |
| 1st year of teaching | 22 | 9 | 4 | 65 | - | |

11 - How to present the lesson

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 66 | 16 | 6 | 3 | 9 | Sig. .0295 |
| 3rd year | 70 | 13 | 3 | 9 | 5 | |
| 1st year of teaching | 45 | 5 | 9 | 41 | - | |

13 - Irregular attendance of pupils

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 55 | 16 | 10 | 10 | 10 | Sig. .0370 |
| 3rd year | 63 | 17 | 9 | 5 | 6 | |
| 1st year of teaching | 35 | 39 | - | 26 | - | |

23 - Difficulty of the institute's course

| | R1 | R2 | R3 | R4 | R5 |
|----------------------|----|----|----|----|----|
| 2nd year | 26 | 18 | 15 | 35 | 5 |
| 3rd year | 55 | 8 | 11 | 20 | 6 |
| 1st year of teaching | 14 | 9 | 18 | 59 | - |

Sig.
.0005

25 - How to prepare the lesson plan

| | R1 | R2 | R3 | R4 | R5 |
|----------------------|----|----|----|----|----|
| 2nd year | 60 | 18 | 6 | 9 | 6 |
| 3rd year | 75 | 9 | 8 | 8 | - |
| 1st year of teaching | 35 | 13 | 17 | 35 | - |

Sig.
.0022

35 - Knowing what AVAs to use in teaching

| | R1 | R2 | R3 | R4 | R5 |
|----------------------|----|----|----|----|----|
| 2nd year | 48 | 26 | 13 | 5 | 9 |
| 3rd year | 65 | 12 | 11 | 12 | - |
| 1st year of teaching | 26 | 30 | 13 | 26 | 4 |

Sig.
.0090

41 - Weakness in teaching some subjects in the institute

| | R1 | R2 | R3 | R4 | R5 |
|----------------------|----|----|----|----|----|
| 2nd year | 63 | 11 | 8 | 11 | 8 |
| 3rd year | 73 | 14 | 3 | 3 | 6 |
| 1st year of teaching | 36 | 23 | 5 | 32 | 5 |

Sig.
.0039

43 - Supervisors' disagreement on evaluation

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 32 | 13 | 7 | 12 | 36 | Sig. .0119 |
| 3rd year | 44 | 14 | 5 | 14 | 23 | |
| 1st year of teaching | 9 | 22 | 17 | 35 | 17 | |

46 - Not being adequately prepared as a subject teacher

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 50 | 16 | 11 | 9 | 14 | Sig. .0258 |
| 3rd year | 60 | 14 | 3 | 12 | 11 | |
| 1st year of teaching | 30 | 22 | 4 | 35 | 9 | |

47 - Density of the institute's course

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 35 | 29 | 13 | 23 | - | Sig. .0001 |
| 3rd year | 60 | 20 | 5 | 12 | 3 | |
| 1st year of teaching | 9 | 22 | 17 | 43 | 9 | |

Four of the above items seem to focus on the course. The results imply that problems related to coping with the course regarding its density and difficulty, and problems related to course adequacy regarding weakness in teaching subjects and failure of the course to prepare them as subject teachers, tended to create high concern for third year male students in Taiz, but were of less concern to first year beginning teachers. Similarly, competency-related problems such as lesson planning and presentation and using AVAs were of high concern to third year students but decreased during the first year of teaching. The rest of the problems for which there was increased concern as the students move from second to third year and decreased concern as they leave the institute seem to focus on different issues such as the assessment by supervisors, disorder in the class, salary and the irregular attendance of pupils.

Nationally, within the male sample, only items 2, 23, 25, and 47 were reflected by changes in the same direction. Items 9, 35, and 41 showed changes nationally within the male sample but in a different direction. While these items tended to decrease steadily across stages within the national male population, within the males in Taiz, as observed above, they tended to increase from second to third year but decrease in the first year of teaching. The rest of the items, that is items 11, 13, 43 and 46, were not among the items that showed changes across stages within the national male sample.

c) Al-Hodeidah

The Median Test showed that male students at different stages in Al-Hodeidah tended to have similar concerns about thirty-two of the problems. But they tended to differ significantly on the remaining twenty problems. The majority demonstrated an increase of students' concerns as they move from second to third year but a drop in their concern as they leave third year and work as full-time teachers. The following seventeen items demonstrated such a change:

1 - Inadequate school buildings

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 67 | 11 | 11 | 3 | 8 | Sig. .0457 |
| 3rd year | 93 | 4 | - | - | 4 | |
| 1st year of teaching | 60 | 20 | 10 | 10 | - | |

4 - Mixed ability classes

| | R1 | R2 | R3 | R4 | R5 |
|----------------------|----|----|----|----|----|
| 2nd year | 29 | 31 | 23 | 3 | 14 |
| 3rd year | 55 | 31 | 7 | 3 | - |
| 1st year of teaching | 10 | 30 | 40 | 10 | 10 |

Sig.
.0363

9 - The disorder in the classroom

| | R1 | R2 | R3 | R4 | R5 |
|----------------------|----|----|----|----|----|
| 2nd year | 67 | 8 | 17 | 8 | - |
| 3rd year | 66 | 14 | 7 | - | 14 |
| 1st year of teaching | 22 | 11 | 33 | 33 | - |

Sig.
.0068

10 - Maintaining class discipline

| | R1 | R2 | R3 | R4 | R5 |
|----------------------|----|----|----|----|----|
| 2nd year | 75 | 14 | 6 | 6 | - |
| 3rd year | 86 | 7 | 7 | 7 | - |
| 1st year of teaching | 33 | 22 | 33 | 11 | - |

Sig.
.0023

11 - How to present the lesson

| | R1 | R2 | R3 | R4 | R5 |
|----------------------|----|----|----|----|----|
| 2nd year | 45 | 30 | 15 | 6 | 3 |
| 3rd year | 93 | - | 7 | - | - |
| 1st year of teaching | 40 | 10 | 20 | 30 | - |

Sig.
.0001

22 - Short lesson periods in schools

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 26 | 26 | 12 | 29 | 6 | Sig. .0161 |
| 3rd year | 50 | 25 | 14 | 11 | - | |
| 1st year of teaching | 10 | - | 40 | 20 | 30 | |

25 - How to prepare the lesson plan

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 39 | 31 | 17 | 3 | 11 | Sig. .0034 |
| 3rd year | 86 | 4 | 7 | 4 | - | |
| 1st year of teaching | 40 | 10 | 20 | 30 | - | |

27 - Curriculum unsuitability to pupils' standards

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 57 | 14 | 20 | - | 9 | Sig. .0001 |
| 3rd year | 90 | 3 | - | 3 | 3 | |
| 1st year of teaching | 20 | 40 | 20 | 20 | - | |

29 - Less attention is paid to methods of teaching

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 44 | 22 | 17 | 14 | 3 | Sig. .0294 |
| 3rd year | 76 | 10 | 3 | 7 | 3 | |
| 1st year of teaching | 50 | 20 | - | 20 | 10 | |

33 - Being criticised by pupils

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|-------|
| 2nd year | 36 | 14 | 14 | 28 | 8 | |
| 3rd year | 75 | 7 | 11 | 7 | - | Sig. |
| 1st year of teaching | - | - | 50 | 40 | 10 | .0001 |

35 - Knowing what AVAs to use in teaching

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|-------|
| 2nd year | 44 | 28 | 22 | 6 | - | |
| 3rd year | 75 | 18 | - | 7 | - | Sig. |
| 1st year of teaching | 40 | 20 | 30 | 10 | - | .0480 |

39 - Poor relations among teachers

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|-------|
| 2nd year | 38 | 15 | 12 | 29 | 9 | |
| 3rd year | 79 | 7 | 4 | 11 | - | Sig. |
| 1st year of teaching | 50 | 10 | 30 | 10 | - | .0146 |

42 - Less attention is being paid to pupils' assessment

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|-------|
| 2nd year | 61 | 19 | 8 | 6 | 6 | |
| 3rd year | 72 | 17 | 3 | - | 7 | Sig. |
| 1st year of teaching | - | 30 | 40 | 20 | 10 | .0002 |

43 - Supervisors' disagreement on evaluation

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 50 | 14 | 14 | 6 | 17 | Sig. .0389 |
| 3rd year | 59 | 10 | 10 | 17 | 3 | |
| 1st year of teaching | 11 | 22 | 22 | 22 | 22 | |

46 - Not being adequately prepared as a subject teacher

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 46 | 20 | 11 | 17 | 6 | Sig. .0147 |
| 3rd year | 79 | 7 | - | 14 | - | |
| 1st year of teaching | 40 | 60 | - | - | - | |

49 - Not being adequately prepared as a class teacher

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 43 | 11 | 14 | 11 | 20 | Sig. .0299 |
| 3rd year | 72 | 7 | 7 | 10 | 3 | |
| 1st year of teaching | 30 | 10 | 40 | 20 | - | |

51 - Brevity of the institute's course

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 23 | 20 | 20 | 34 | 3 | Sig. .0197 |
| 3rd year | 48 | 17 | 10 | 21 | 3 | |
| 1st year of teaching | 10 | 40 | - | 20 | 30 | |

Among the seventeen problems which generated an increase in the concerns of third year male students in Al-Hodeidah, followed by a decrease during the first year of teaching, items 29, 43, 46, 49 and 51 tend to focus on the institute's courses, its failure to prepare them as subject teachers or class teachers, its failure to pay more attention to aspects of training such as methods of teaching and pupil assessment and finally the brevity of the course. Three others were concerned with demands imposed by the system such as teaching mixed-ability classes, having short lesson periods, and teaching a curriculum which is not suitable to pupils' standards. Items 10, 11, 25 and 35 appeared to be concerned with competencies associated with teaching such as maintaining class discipline, preparing the lesson and presenting it, and using AVAs. Also among the items that showed an increase in third year male students' concerns in Al-Hodeidah, followed by decreases for first year teachers, items 9 and 33 seem to be concerned with the students' security in the class, indicating third year student teachers were more concerned with pupils' misbehaviour and criticism than those in second year and the first year of teaching. Similar changes were found for the problems associated with supervisors' evaluation and relations among teachers. Finally one of the problems was associated with the material condition of schools, i.e. inadequate buildings.

Of these seventeen problems, only item 25 was reflected

as significantly different between stages within the national male population with changes in the same directions. But items 9, 22, 27 and 35 exhibited changes in different directions; they showed successive decreases in concern across stages within the male sample. Items 1, 4, 10, 11, 29, 33, 39, 42, 43, 46, 49, and 51, did not show any significant change in the national sample in any direction.

Two of the items on which stages within the male students in Al-Hodeidah differed significantly showed an increased concern as the student went through their training and become full-time teachers. These items were:

32 - Lack of time to spend with individual pupils

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 39 | 28 | 17 | 14 | 3 | Sig. .0024 |
| 3rd year | 79 | 10 | 3 | 7 | - | |
| 1st year of teaching | 80 | 20 | - | - | - | |

52 - Lack of libraries in primary schools

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|-----|----|----|----|----|---------------|
| 2nd year | 62 | 18 | 9 | 6 | 6 | Sig. .0235 |
| 3rd year | 83 | 10 | 7 | - | - | |
| 1st year of teaching | 100 | - | - | - | - | |

Thus, as Al-Hodeidah male students move from one stage to another, problems related to lack of libraries and time to attend to individual pupils, become of paramount importance. Neither of these problems were reflected in the items on which male students differed significantly at the national level in any direction. In fact such a trend of development, i.e. successive increase in students' concerns, did not occur nationally at all.

Successive decrease in concerns across stages within the Al-Hodeidah male sample was exhibited in relation to the problem of the inadequacy of teaching some subjects in the institute. This at the same time was among the problems that showed successive decreases within the male sample nationally. The following are the results related to this item:

41 - Weakness in teaching some subjects in the institute

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 75 | 11 | 3 | 3 | 8 | Sig. .0050 |
| 3rd year | 69 | 14 | 3 | 10 | 3 | |
| 1st year of teaching | 10 | 30 | 10 | 10 | 10 | |

d) Ibb

Those at different stages within the Ibb male sample tended to be in agreement on forty-four of the problems. That is only eight problems showed significant differences across stages. Half of these items showed an increase in concern as students moved from second to third year, but a decrease as they left the final year of training and worked as full-time teachers. These items were:

2 - Inadequate salary

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 66 | 26 | 5 | - | 3 | Sig. .0317 |
| 3rd year | 95 | - | 5 | - | - | |
| 1st year of teaching | 63 | 13 | 25 | - | - | |

5 - Lack of promotion opportunities

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 62 | 15 | 8 | 8 | 8 | Sig. .0007 |
| 3rd year | 95 | 5 | - | - | - | |
| 1st year of teaching | 63 | 25 | - | 13 | - | |

23 - Difficulty of the institute's course

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 41 | 22 | 16 | 22 | - | Sig. .0101 |
| 3rd year | 45 | 30 | - | 20 | 5 | |
| 1st year of teaching | 14 | - | 71 | 15 | - | |

47 - Density of the institute's course

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 46 | 26 | 8 | 18 | 3 | Sig. .0226 |
| 3rd year | 81 | 5 | 5 | 10 | - | |
| 1st year of teaching | 14 | - | 71 | 14 | - | |

Thus, problems related to the job reward, i.e. salary and promotion, expressed in items 2 and 5, and problems related to coping with the course in terms of its difficulty and density, tended to rise in concern as the students move from second to third year and decrease during the first year of teaching.

With the exception of item 5 which was concerned with the lack of promotion opportunities and which showed stability nationally, three of the above problems showed the same pattern of change within the male population. These were 2, 23 and 47.

Three of the items showed successive decreases in concern. The following are these items:

17 - How to make pupils understand

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 59 | 8 | 10 | 8 | 15 | Sig. .0125 |
| 3rd year | 48 | 24 | 10 | 10 | 10 | |
| 1st year of teaching | 13 | 63 | 13 | 13 | - | |

36 - Criticism by supervisors in the class

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 74 | 13 | - | 5 | 8 | Sig. .0485 |
| 3rd year | 70 | 10 | 5 | 10 | 5 | |
| 1st year of teaching | 38 | 25 | 13 | 25 | - | |

41 - Weaknesses in teaching some subjects in the institute

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 74 | 16 | - | 8 | 3 | Sig. .0235 |
| 3rd year | 76 | 5 | - | 5 | 14 | |
| 1st year of teaching | 38 | 50 | - | 13 | - | |

The above three problems seem to focus on different issues. As Ibb male student teachers move from one stage to another, they tend to become less concerned with problems of promoting pupils' understanding, supervisors' criticism and the weakness of teaching some subjects in the institute. Items 17 and 41 had similar trends of change within the national population of males but item 36 was among the unchanging ones.

The eighth item that showed significant differences according to stages among male students in Ibb city showed a different direction of development in that there tended to be a decrease in concern for students in the third year but an increase for first year beginning teachers. The following are the results of this item:

10 - Maintaining class discipline

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|-----|----|----|----|----|---------------|
| 2nd year | 74 | 10 | 10 | 5 | - | Sig. .0489 |
| 3rd year | 55 | 15 | 15 | 10 | 5 | |
| 1st year of teaching | 100 | - | - | - | - | |

It should be noted here that there was no such pattern of development within the national male sample.

e) Hajjah

Due to the small number of students in stages within the male sample in Hajjah, particularly first year teachers, the Median Test can not be justified. Therefore, the trends of changes in the concerns of male students in Hajjah are not discussed.

3.2 Stage Differences within Female Institutes

It has been stated earlier that the development of student teachers' problems within the female sample at the national level might hide different trends for each female institute in the country. Therefore in this section attention is paid to the development of student teachers' problems in those female institutes with sufficiently large numbers for significance testing to be possible.

a) Sana'a

According to the Median Test different female stages in Sana'a showed an agreement on thirty-eight of the problems. The remaining fourteen showed significant differences across stages. Eleven of these representing the majority, appear to show a decrease in students' concerns as they move from second to third year but increase again during the first year of teaching.

These items were:

13 - Irregular attendance of pupils

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 70 | 20 | - | 3 | 8 | Sig. .0202 |
| 3rd year | 46 | 21 | 25 | - | 7 | |
| 1st year of teaching | 77 | 15 | 8 | - | - | |

24 - Embarrassment in the class

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 28 | 10 | 13 | 28 | 21 | Sig. .0499 |
| 3rd year | 14 | 14 | 11 | 54 | 7 | |
| 1st year of teaching | 31 | 8 | 15 | 15 | 31 | |

26 - Poorly motivated pupils

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 80 | 13 | - | - | 8 | Sig. .0031 |
| 3rd year | 52 | 17 | 21 | 7 | 3 | |
| 1st year of teaching | 69 | 8 | 8 | - | 15 | |

27 - Curriculum unsuitability to pupils' standards

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 65 | 8 | - | 8 | 20 | Sig. .0240 |
| 3rd year | 47 | 17 | 13 | 17 | 7 | |
| 1st year of teaching | 69 | - | 23 | 8 | - | |

30 - Not being introduced to primary school curriculum

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 54 | 26 | - | 10 | 10 | Sig. .0441 |
| 3rd year | 34 | 21 | 10 | 31 | 3 | |
| 1st year of teaching | 69 | 15 | - | 15 | - | |

35 - Knowing what AVAs to use in teaching

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 80 | 15 | 5 | - | - | Sig. .0070 |
| 3rd year | 48 | 26 | 16 | 10 | - | |
| 1st year of teaching | 85 | 8 | - | 8 | - | |

39 - Poor relations among teachers

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 46 | 15 | 5 | 10 | 23 | Sig. .0383 |
| 3rd year | 27 | 17 | 13 | 30 | 13 | |
| 1st year of teaching | 54 | 8 | 8 | 8 | 23 | |

45 - Institute's negligence of the primary school practical realities

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 58 | 15 | 5 | - | 23 | Sig. .0010 |
| 3rd year | 33 | 13 | 27 | 20 | 7 | |
| 1st year of teaching | 85 | 8 | 8 | - | - | |

49 - Not being adequately prepared as a class teacher

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 61 | 5 | 5 | 8 | 21 | Sig. .0452 |
| 3rd year | 45 | 14 | 17 | 17 | 7 | |
| 1st year of teaching | 77 | 8 | 8 | 8 | - | |

50 - Less attention is paid to teaching practice

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 35 | 25 | 18 | 13 | 10 | Sig. .0452 |
| 3rd year | 32 | 10 | 19 | 32 | 6 | |
| 1st year of teaching | 38 | 38 | - | 15 | 8 | |

51 - Brevity of the institute's course

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 26 | 21 | 10 | 26 | 18 | Sig. .0336 |
| 3rd year | 31 | 10 | 7 | 31 | 21 | |
| 1st year of teaching | 62 | 23 | - | 8 | 8 | |

Five of the above items tend to focus on problems related to the course such as items 30, 45, 49, 50 and 51. Thus, concerns about the course's failure to introduce students to and to train them for, roles they are supposed to play, or in order to be competent teachers, seem to decrease as female students in Sana'a move from second to third year but increase as they become full-time teachers in their first year. This trend is also applied to the problem related to the course brevity. Items 13 and 26 appear to focus on pupils' behaviour in response to teaching in terms of their irregular attendance and their motivation to learn. The remaining four problems that showed a decreased concern for third year student teachers and an increased concern for first year beginning teachers, tended to focus on several issues: embarrassment in the class, pupils' curriculum unsuitability, the use of AVAs and the relations among teachers.

Two of the problems that showed significant differences according to stages within the female sample in Sana'a showed successive decreases across stages. These problems were:

8 - Lack of time to prepare lessons adequately

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 62 | 18 | 5 | 8 | 8 | Sig. .0327 |
| 3rd year | 59 | 14 | 14 | 10 | 3 | |
| 1st year of teaching | 23 | 31 | 38 | 8 | - | |

41 - Weaknesses in teaching some subjects in the institute

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 72 | 13 | 8 | - | 8 | Sig. .0094 |
| 3rd year | 44 | 26 | 4 | 19 | 7 | |
| 1st year of teaching | 38 | 8 | 31 | 15 | 8 | |

Concerns about lack of time to prepare lessons adequately and weaknesses in teaching some subjects in the institute tended to decrease successively across stages within female students in Sana'a.

According to the Median Test, only one item appeared to cause an increased concern as students moved from second to third year but decreased during the first year of teaching. This problem is concerned with the lack of promotion opportunities. The following are the scores for this item:

5 - Lack of promotion opportunities

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 20 | 20 | 15 | 13 | 33 | Sig. .0199 |
| 3rd year | 58 | 23 | 6 | 3 | 10 | |
| 1st year of teaching | 31 | 15 | 8 | 31 | 15 | |

Of the eleven problems that showed a decrease in students' concerns as they moved from second to third year, but an increase during the first year of teaching, only three items were reflected in the development of problems within the national population of female students. These were

items 26, 27 and 39. Item 30 showed an opposite direction of change, i.e. while within the female students in Sana'a it showed a decrease in concerns as they go from second to third year and then an increase in the first year of teaching, within the national population of females it showed an increase as the students move from second to third and then a decrease in the first year of teaching. Item 50 showed a successive decrease within the female sample. The items that showed successive decreases within the female students in Sana'a reflected the pattern for the national population of female students, and so did the item that showed an increase in the students' concerns as they move from second to third, and a decrease during first year of teaching.

b) Taiz

Forty-seven of the problems tended to have stability across stages among the female students in Taiz. Only five items showed significant differences; all of them showed a decrease in the female students' concerns during the third year but a rise during the first year of teaching. The following are these items with the scores of the three stages:

4 - Mixed ability classes

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 58 | 13 | 15 | 3 | 13 | Sig. .0109 |
| 3rd year | 33 | 33 | 13 | 16 | 4 | |
| 1st year of teaching | 64 | 21 | 7 | 7 | - | |

6 - Lack of consultation by administration

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 62 | 23 | - | 5 | 10 | Sig. .0198 |
| 3rd year | 33 | 29 | 14 | 10 | 14 | |
| 1st year of teaching | 57 | - | 14 | 29 | - | |

8 - Lack of time to prepare lessons adequately

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 54 | 21 | 8 | 5 | 13 | Sig. .0037 |
| 3rd year | 38 | 12 | 14 | 33 | 2 | |
| 1st year of teaching | 36 | 14 | 14 | 29 | 7 | |

32 - Lack of time to spend with individual pupils

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 75 | 10 | 3 | 3 | 10 | Sig. .0042 |
| 3rd year | 50 | 25 | 14 | 7 | 5 | |
| 1st year of teaching | 79 | 14 | 7 | - | - | |

48 - Less attention is paid to clerical training

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 45 | 28 | 5 | 10 | 13 | Sig. .0310 |
| 3rd year | 36 | 23 | 16 | 18 | 7 | |
| 1st year of teaching | 57 | 14 | - | 7 | 21 | |

Four of the above problems appear to relate to the working conditions either in terms of the demands of working in The Yemen's primary schools (items 4, 8, 32), or in terms of the relationship with administration (item 6). The results of these items indicate that student concerns about having to teach in mixed ability classes, lack of time to prepare lessons and to spend with individual pupils, and the lack of consultation by administration, tended to decrease during the third year but to rise again during the first year of full-time teaching. The fifth item showed that students' concerns about the course's negligence of clerical training tended to decrease during the third year but increase during the first year of teaching.

From among the above five items, only item 32 was reflected nationally by changes within the female sample in the same direction, but item 8 showed a different change, i.e. successive decrease across stages. The other three items were among the stable ones.

c) Al-Hodeidah

Thirty-seven of the items showed stability across stages within the female sample in Al-Hodeidah. Fifteen items

showed significant differences between stages. About half of these (eight items) showed successive decrease across stages. These items were:

8 - Lack of time to prepare lessons adequately

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 74 | 9 | 4 | 11 | 2 | Sig. .0209 |
| 3rd year | 56 | 9 | 9 | 18 | 9 | |
| 1st year of teaching | 31 | 8 | 15 | 27 | 19 | |

12 - How to face pupils

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 82 | 12 | 6 | - | - | Sig. .0002 |
| 3rd year | 43 | 14 | 17 | 23 | 3 | |
| 1st year of teaching | 38 | 12 | 15 | 31 | 4 | |

22 - Short lesson periods in schools

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 69 | 22 | 2 | 2 | 4 | Sig. .0426 |
| 3rd year | 44 | 38 | 6 | 3 | 9 | |
| 1st year of teaching | 44 | 8 | 20 | 12 | 16 | |

24 - Embarrassment in the class

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 54 | 15 | 10 | 21 | - | Sig. .0353 |
| 3rd year | 35 | 19 | 13 | 5 | 16 | |
| 1st year of teaching | 30 | 7 | 11 | 52 | - | |

25 - How to prepare the lesson plan

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|-----|----|----|----|----|---------------|
| 2nd year | 100 | - | - | - | - | Sig. .0001 |
| 3rd year | 71 | 6 | 9 | 14 | - | |
| 1st year of teaching | 67 | 4 | 7 | 15 | 7 | |

28 - Unavailability of teaching aids

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 96 | 2 | 2 | - | - | Sig. .0225 |
| 3rd year | 80 | 9 | 6 | 3 | 3 | |
| 1st year of teaching | 75 | 11 | 7 | 7 | - | |

33 - Being criticised by pupils

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 64 | 4 | 12 | 20 | - | Sig. .0314 |
| 3rd year | 43 | 14 | 9 | 23 | 11 | |
| 1st year of teaching | 22 | 15 | 11 | 22 | 30 | |

50 - Less attention is paid to teaching practice

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 73 | 16 | 6 | 2 | 2 | Sig. .0076 |
| 3rd year | 59 | 12 | 12 | 9 | 9 | |
| 1st year of teaching | 40 | 16 | 20 | 20 | 4 | |

As the above data demonstrates, as female student teachers in Al-Hodeidah move from one stage to the next, they become less concerned about some of the competency-related problems, in particular the problems which are concerned with facing pupils and lesson preparation. Student concerns about their personal security in the class also tend to decrease successively. This is shown in items 24 and 33. Two of the problems that tended to decrease steadily in the emphasis attached to them were related to the time allocated to lessons and the time required to prepare lessons adequately. Concerns about issues such as the unavailability of teaching aids and the lack of attention given to teaching practice by the institute also tended to decrease successively. Only four of these items exhibited the same trend of change within the female sample nationally. These were items 8, 25, 33 and 50. Items 12, 22, and 28 exhibited changes nationally, but showed a different trend, i.e. they showed a decrease in concern as the students move from second to third and an increase during the first year of teaching. Item 24 was among the 'stable ones.

Five of the items that showed significant differences between stages within Al-Hodeidah female sample showed increases in concern for third year students and decreases during the first year of teaching. The following are the results of these items:

2 - Inadequate salary

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 60 | 22 | 2 | 16 | - | Sig. .0183 |
| 3rd year | 77 | 9 | 3 | 9 | 3 | |
| 1st year of teaching | 44 | 19 | 7 | 26 | 4 | |

15 - Neglect of specialization in the institute's course

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 47 | 14 | 14 | 16 | 8 | Sig. .0201 |
| 3rd year | 79 | 12 | 6 | - | 3 | |
| 1st year of teaching | 68 | 7 | 7 | 7 | 11 | |

21 - Unhelpful head teachers

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 82 | 12 | 6 | - | - | Sig. .0292 |
| 3rd year | 80 | 6 | 6 | - | 9 | |
| 1st year of teaching | 61 | 7 | 4 | 11 | 18 | |

43 - Supervisors' disagreement on evaluation

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 31 | 31 | 13 | 6 | 19 | Sig. .0393 |
| 3rd year | 63 | 31 | 3 | - | 3 | |
| 1st year of teaching | 52 | 15 | 7 | 11 | 15 | |

47 - Density of the institute's course

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 72 | 20 | 9 | - | - | Sig. .0214 |
| 3rd year | 71 | 26 | 3 | - | - | |
| 1st year of teaching | 36 | 36 | 4 | 18 | 7 | |

From the above results it appears that concerns about supervisors' evaluation and relations with head teachers tend to increase during the third year but they tend to decrease for first year beginning teachers. Similar trends of change occurred in relation to problems associated with salary and course density and neglect of specialization.

It is perhaps important to point out that none of these trends was reflected nationally within the female sample. Only item 47 exhibited a change, showing successive decreases.

Among the items that showed significant differences across stages in Al-Hodeidah, items 17 and 44 showed a decrease in students' concerns as they move from second to third year, but an increase during the first year of teaching. The following are these items:

17 - How to make pupils understand

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|----|----|----|----|----|---------------|
| 2nd year | 81 | 13 | 4 | - | 2 | Sig. .0338 |
| 3rd year | 55 | 16 | 16 | - | 13 | |
| 1st year of teaching | 74 | 7 | - | 7 | 11 | |

44 - How to interest pupils in one's lesson

| | R1 | R2 | R3 | R4 | R5 | |
|----------------------|-----|----|----|----|----|---------------|
| 2nd year | 100 | - | - | - | - | Sig. .0004 |
| 3rd year | 76 | 12 | 9 | 3 | - | |
| 1st year of teaching | 86 | - | 7 | 7 | - | |

As can be seen, both of these problems seem to focus on competencies concerned with promoting pupils' understanding and maintaining their interest. Both of these items showed a similar trend at the national level within the female sample i.e. they showed decreased concern for third year students and increased concern for first year beginning teachers.



It should be noted that the trends of changes within the remaining institutes for females, i.e. Zabid, Ibb and Hajjah could not be established because the number of respondents was not large enough, particularly in some stages, to justify the Median Test. Thus, as mentioned earlier, only institutes of large numbers were considered in the discussions of trends of changes across stages.

From the results presented above, it can be seen that there are wide differences among the male institutes in terms of the number of items for which there are significant differences and also in terms of which items show significant differences. There were none of the fifty-two items on which there were significant differences for all four institutes. On the other hand, there was some consistency in that nineteen

of the items showed no significant differences for any of the four institutes; and all of these except one were also non-significant for the national male sample.

There were noticeable differences between the institutes not only in the particular items for which there were significant differences and in the number of such items, but in the nature of the changes. In Sana'a in particular, half the significant differences were on items for which there was increased concern in the first year of teaching, a pattern almost completely absent elsewhere. In Sana'a also, there were no items for which there was an increase in concern from second year to third year of the course. At the other extreme, in Al-Hodeidah there were nineteen items showing increased concern from second to third year but on almost all of these there was a decrease in the first year of teaching. The most general tendency was that found for the national male sample, most significant differences showing either steady decreases in concern or else an increase followed by a decrease. The overall results are shown in Table 8.7.

Table 8.7 Types of significant change for national male sample and for individual male institutes

| Type of Change | Number of Items | | | | |
|---|-----------------|--------|------|-------------|-----|
| | National Sample | Sana'a | Taiz | Al-Hodeidah | Ibb |
| Stable | 37 | 44 | 33 | 32 | 44 |
| Steady decrease | 10 | 4 | 8 | 1 | 3 |
| Steady increase | 0 | 0 | 0 | 2 | 0 |
|  | 0 | 4 | 0 | 0 | 1 |
|  | 5 | 0 | 11 | 17 | 4 |

Most of the significant changes, both for the national sample and for most individual institutes, involved decreased concern in the first year of teaching. Table 8.8 examines how far these decreases in concern were for the same types of item in different institutes:

Table 8.8 Types of item showing decreased concern in the first year of teaching for national male sample and individual male institutes



| Type of Item | Number of Items | | | | |
|---------------|-----------------|--------|------|-------------|-----|
| | National Sample | Sana'a | Taiz | Al-Hodeidah | Ibb |
| Material | 1 | 0 | 0 | 1 | 0 |
| Demands | 3 | 1 | 3 | 3 | 0 |
| Relationships | 0 | 0 | 1 | 2 | 1 |
| Pupils | 1 | 0 | 1 | 0 | 0 |
| Security | 1 | 1 | 3 | 2 | 0 |
| Competencies | 4 | 0 | 5 | 4 | 1 |
| Courses | 4 | 2 | 5 | 6 | 3 |
| Rewards | 1 | 0 | 1 | 0 | 2 |

The most obvious pattern in these results is the consistent decrease in concern about institute courses in the first year of teaching. Taiz and Al-Hodeidah institutes also reflect the national male sample in that the other main categories for which there is such a decrease in concern are Competencies and Demands. The number of items involved for the other two institutes is too small for major trends to be apparent. These results seem consistent with a conclusion that, so far as the decreases on entry to teaching are concerned, the general differences between institutes are in the scale rather than the focus of the changes.

From the results for the three female institutes, as for the male institutes, wide differences are apparent in terms of the number of items for which there are significant differences. There was only one of the fifty-two items item 8, for which there were significant differences for all three institutes. On the other hand, again, like the male institutes, there was some consistency in that twenty-two of the items showed no significant differences for any of the three institutes; however, six of these items did show significant differences for the national female sample.

The nature of the changes at the three institutes was also different. While Sana'a and on a much smaller scale Taiz, largely followed the pattern for the national female sample, the pattern at Al-Hodeidah female institute was much more similar to that typical of the male institutes.

Table 8.9 Types of significant change for national female sample and for individual female institutes

| Type of Change | Number of Items | | | |
|---|-----------------|--------|------|-------------|
| | National Sample | Sana'a | Taiz | Al-Hodeidah |
| Stable | 29 | 38 | 47 | 37 |
| Steady Decrease | 8 | 2 | 0 | 8 |
| Steady Increase | 0 | 0 | 0 | 0 |
|  | 14 | 11 | 5 | 2 |
|  | 1 | 1 | 0 | 5 |

Most of the significant changes, both for the national female sample, and for most of the individual female institutes, involved increased concern in the first year of teaching.

Table 8.10 examines how far these increases were for the same types of item in the different institutes.

Table 8.10 Types of item showing increased concern in first year of teaching for national female sample and individual female institutes

| Type of Item | Number of Items | | | |
|---------------|-----------------|--------|------|-------------|
| | National Sample | Sana'a | Taiz | Al-Hodeidah |
| Materials | 1 | 0 | 0 | 0 |
| Demands | 3 | 1 | 3 | 0 |
| Relationships | 3 | 1 | 1 | 0 |
| Pupils | 1 | 2 | 0 | 0 |
| Security | 0 | 1 | 0 | 0 |
| Competencies | 5 | 1 | 0 | 2 |
| Courses | 1 | 5 | 1 | 0 |
| Rewards | 0 | 0 | 0 | 0 |

It seems that there is very little in common between the institutes in the type of items for which there is increased concern on entry to teaching. The Sana'a Institute, which is quantitatively most similar to the national sample, is not at all similar qualitatively. Taiz reflects the national sample's increased concern about demands, and Al-Hodeidah similarly reflects the national sample's increased concern about competencies. But it seems that the results for the national sample represent averages across institutes which each show increased concern on entry to teaching on different kinds of item.

It can be seen that the degree of change and stability tended to vary between institutes. For example, while forty-four of the problems showed stability within Sana'a and Ibb male institutes, in Al-Hodeidah only thirty-two showed stability. Similar variation occurred between female institutes. For example, while forty-seven of the items showed stability across stages in Taiz, only thirty-seven of the items were stable in Al-Hodeidah. The changes which occurred within institutes also seemed to vary between institutes. For example, while in Al-Hodeidah male institute seventeen items showed increase in the third year student teachers' concerns but a decrease in the concerns of first year beginning teachers, in Sana'a male institute no such trend of change occurred. Another example is from female institutes. While eleven items showed decrease in concerns followed by increases in Sana'a institute, only two items

showed the same trend of change in Al-Hodeidah female institute.

It was also noticed that each institute seemed to have distinctive qualitative patterns which distinguished it from all the others. For example, in Al-Hodeidah male institute there is a tendency for concerns about some of the course-related problems to increase during the third year and decrease during the first year of teaching, and in Taiz male institute there is a tendency for concerns about some of the demands related problems to decrease successively. In Sana'a female institute there is a tendency for concerns about course related problems to decrease as students move from second to third year but to increase during the first year of teaching.

CONCLUSION

The evidence presented in this chapter indicates that, whether one looks at the whole sample or at any sub-samples, there are no significant differences across stages for the majority of items. As is apparent from the results for the whole sample, such stability is especially apparent for items concerned with:

Materials

Relationships, especially those of a hierarchical type

Pupils' Behaviour

and Courses, especially in terms of their adequacy for meeting students' needs.

The most consistent change for the whole sample was in successive decreases in concern about security. More generally the tendency was much more for there to be successive decreases than for successive increases.

The results for different sexes showed strikingly different patterns for males and females, especially in terms of whether concerns were reported to increase or decrease between the third year of training and the first year of teaching. While there were decreases for males, there were increases for females. These differences concentrated on Competencies, Demands and Relationships.

At the level of individual institutes, there were large differences among institutes in the number of items for which changes were significant (and this was not primarily due to different sample sizes) in the particular items for which there were changes, and in some respects in the kinds of changes which occurred.

It seems sensible to take seriously all three levels of analysis, and the trends which are apparent at each level. There seem to be some meaningful patterns which pervade the whole sample and emerge most clearly in the results for the whole sample. Other pervasive patterns emerge most clearly in the different results

for the two sexes. At the same time some of the differences in the results for different institutes are sufficiently striking and consistent to persuade one that they are not merely chance variations but do reflect genuine differences in the experiences of the students at the different institutes.

CHAPTER NINE

STUDENT TEACHERS' AND BEGINNING TEACHERS'
BELIEFS: VARIATIONS, STABILITY AND CHANGE

CHAPTER NINE

STUDENT TEACHERS' AND BEGINNING TEACHERS' BELIEFS:
VARIATIONS, STABILITY AND CHANGE

This chapter reports the variations in student teachers' and beginning teachers' beliefs according to sexes, cities and job location of first year beginning teachers. It also examines the stability and change in the beliefs across the different stages within the total sample, the male and female samples, and within the individual male and female institutes.

It should be pointed out here that the Median Test was the test of significance used to determine if any differences exist and that the 'Not Sure' category is excluded from these tests.

The report of the results will take a summary form for several reasons:

- (1) The central concern of the thesis was with the student teachers' and beginning teachers' concerns and the study of the beliefs was for the purpose of illumination of these concerns. But the results of the factor analysis and the overall results for the whole sample have made it difficult to see how this purpose could be satisfactorily fulfilled.
- (2) The beliefs questionnaire was longer than the problems questionnaire i.e. it consisted of more statements.

- (3) It did not seem desirable to engage the reader of the thesis with large amounts of data which were difficult to interpret.

However, I shall provide all the evidence necessary to allow the reader to test the claims I am making and also to allow him to search for patterns that I have not been able to detect.

(1) Sex Differences

To determine whether the two sexes differed significantly in their beliefs relating to teaching, the Median Test of significance was used. It showed no significant differences on fifty-three of the belief statements and significant differences on eighteen of the statements.

On sixteen of these eighteen statements, the males showed a stronger tendency than the females to agree to the general validity of statements. These statements, with the level of significance of the difference shown in brackets, were as follows:

- 7 - Without AVAs the outcomes of the teacher's efforts are reduced (.0001)
- 12 - Writing good lesson plans requires a great deal of time and effort (.0151)
- 13 - The teacher is not given useful advice by inspectors (.0001)
- 18 - The teacher can not fulfil his work properly if his salary is postponed (.0001)

- 31 - The quality of ready-made AVAs is better than the ones made by the teacher (.0030)
- 32 - Carrying out certain activities in the school is restricted by unqualified head teachers (.0053)
- 34 - It is difficult to teach certain lessons because the content is unfamiliar to the teacher (.0070)
- 40 - The guidance and instruction that are given to student teachers in the institute do not agree with the reality (.0004)
- 42 - Teacher training institute's curriculum should prepare students for university specialization (.0004)
- 45 - Wrong conduct arises from unqualified head-teachers (.0001)
- 51 - The subjects taught in the institute are brief compared to the subjects taught in general secondary school (.0009)
- 57 - Little time is allocated to teaching practice (.0001)
- 61 - The administration does not take the teacher's opinion in some matters (.0156)
- 63 - Primary school teacher does not get promotion which would increase his/her salary (.0010)
- 66 - Some supervisors and inspectors (external examiners) expect the students to do some things which are difficult to do (.0008)
- 68 - One should satisfy supervisors with the lesson he/she teaches in order to get good grades (.0481)

There were only two statements of beliefs which females tended significantly more than males to agree with as generally valid. These statements were:

- 37 - Sharing textbooks makes it difficult for pupils to study (.0017)
- 41 - Large classes are a source of disorder (.0050)

Examination of the beliefs held by males to be generally valid shows that these relate more to some themes than to others.

First, six of these belief statements are among the eight in the complete list which are concerned with relationships with other adults. These are statements 13, 32, 45, 61 66 and 68 listed above and concern beliefs about the behaviour and effects of unqualified headteachers, inspectors and supervisors.

Next, four of the belief statements agreed to more generally by males focussed on criticism of the institutes' courses, these being statements 40, 42, 51 and 57. The criticisms being made in these statements do not appear to be of any particular kind, but these statements do represent exactly half of the eight in the list of seventy one which are concerned with institutes' courses.

Two of the statements agreed to more by males concerned salaries, statements 18 and 63. These were the only belief statements among the seventy-one which focussed on material job rewards.

Of the five remaining statements agreed to more by males than females, two statements - 7 and 31 - were concerned with materials for teaching, and in particular AVAs. But this has to be seen against the thirteen other statements concerned with quantities and qualities of materials, such as textbooks, buildings, furniture and AVAs, on which there were no significant differences between the sexes.

Statements 12 and 34, which males, more than females, agreed

to as generally valid, are about the demands of the job of teaching. On the other hand, the two statements which females more than males agreed to as generally valid, statements 37 and 41, are also about demands of the job of teaching. And there are fourteen other statements concerned with teaching demands, and especially with conditions of teaching, such as large and mixed-ability classes, on which there are no significant differences.

In general then there seems to be no clear tendency for the sexes to differ in their beliefs concerning materials or those concerning the demands of teaching. Even more clearly, there are no significant differences between the sexes on any of the six statements about competencies, or any of the seven statements about teachers' or student-teachers' security and confidence, or any of the three statements about pupils' responses to teaching.

In summary then, these results show an absence of differences between the sexes in their beliefs concerning the job of teaching in the classroom and they also show that males tend in their beliefs to be more critical than females of the external support given to teachers and student teachers in their relationships with more powerful fellow professionals in their courses in the institutes, and in the material rewards provided.

(2) First Year Teachers' Beliefs According to Job Location

According to the Median Test there were no significant differences between rural and urban first year beginning teachers on sixty-two of the belief statements. They differed significantly only on the remaining nine statements. Eight of them were considered as more generally valid by urban schools beginning teachers. The following are these statements with the level of significance in brackets:

- 21 - In classes of large numbers, pupils can not understand easily (.0373)
- 25 - To avoid embarrassing situations one should prepare the lesson well (.0033)
- 41 - Large classes are a source of disorder (.0187)
- 43 - Without parents support the teachers' efforts are futile (.0189)
- 49 - Maintaining order in the class is necessary in order to pass the teaching practice (.0025)
- 53 - Controlling the class is essential for giving supervisors a good impression (.0087)
- 60 - The unavailability of textbooks makes it difficult for pupils to study (.0390)
- 68 - One should satisfy supervisors with the lesson he/she teaches in order to get good grades (.0496)

Only one statement of belief was considered to be more generally valid for rural beginning teachers as compared to urban school beginning teachers. This statement was:

- 67 - Certain theoretical guidance is needed after graduation (.0350)

Examination of the beliefs considered by urban schools

first year teachers to be more generally valid shows that they appeared to feel more threatened and more insecure than rural school teachers. This is partly in their relationships with pupils and the need to maintain control and order and avoid embarrassment (items 25, 41, 44, 53). This threat and insecurity is increased because of the need to impress supervisors (items 53 and 68); and it is brought about as a problem because of the difficulties of large classes and perhaps because of the lack of parental support and lack of textbooks. In contrast, rural school first year teachers seem to find more need for theoretical guidance after graduation, which could be due to the neglect of rural schools beginning teachers by inspectors where they get less frequent visits by inspectors compared to urban schools.

It must be remembered in interpreting the above results that there is a very high correlation between job location and sex. A plausible way of interpreting these results might therefore be to attribute the urban school beginning teachers' general acceptance of the above statements to the much higher proportion of females among them.

(3) City Differences

According to the Median Test, forty-three of the belief statements showed no significant differences between the six cities. These beliefs were 1, 2, 4, 6, 7, 8, 12, 13, 14, 15, 16, 17, 19, 20, 21, 23, 24, 25, 27, 29, 34, 36,

38, 39, 41, 43, 44, 45, 46, 49, 52, 54, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 67. The remaining twenty-eight beliefs showed significant differences between the cities. The following are these statements with the level of significance and the name of the cities rank-ordered for each statement in terms of the strength of agreement as reflected in proportions above the Median.

- 3 - Preparation of lessons makes it easier to explain lessons to pupils (.0452)
(Hajjah - Sana'a - Ibb - Taiz - Al-Hodeidah - Zabid)
- 5 - Pupils can not have mastery of the content because of the density of the curriculum (.0280)
(Zabid - Al-Hodeidah - Ibb - Hajjah - Taiz - Sana'a)
- 9 - It is difficult to teach certain lessons because some textbooks do not present full information about the lesson (.0029)
(Al-Hodeidah - Ibb - Taiz - Sana'a - Hajjah - Zabid)
- 10 - The presence of the supervisor in the class causes embarrassment (.0249)
(Ibb - Taiz - Sana'a - Al-Hodeidah - Hajjah - Zabid)
- 11 - Without textbooks it is difficult to teach certain subjects (.0375)
(Hajjah - Zabid - Al-Hodeidah - Ibb - Sana'a - Taiz)
- 18 - The teacher can not fulfil his/her work properly if his/her salary is postponed (.0091)
(Ibb - Hajjah - Taiz - Sana'a - Al-Hodeidah - Zabid)
- 22 - Large classes are difficult to control (.0377)
(Sana'a - Taiz/Al-Hodeidah - Ibb - Zabid - Hajjah)
- 26 - The good teacher is the one the majority of whose pupils pass the exam (.0001)
(Hajjah - Zabid - Taiz - Ibb - Al-Hodeidah - Sana'a)
- 28 - The good teacher is the one who controls the class (.0232)
(Zabid - Hajjah - Ibb - Taiz - Al-Hodeidah - Sana'a)
- 30 - The attainments are reduced in teaching mixed-ability classes (.0355)
(Ibb - Sana'a/Taiz - Al-Hodeidah - Hajjah - Zabid)

- 31 - The quality of ready made AVAs is better than the ones made by the teacher (.0012)
(Ibb - Zabid - Taiz - Hajjah - Al-Hodeidah - Sana'a)
- 32 - Carrying out certain activities in the school is restricted by unqualified head teachers (.0240)
(Ibb - Taiz - Al-Hodeidah - Zabid - Sana'a - Hajjah)
- 33 - Teaching large classes is exhausting (.0398)
(Ibb - Al-Hodeidah - Sana'a - Taiz - Zabid - Hajjah)
- 35 - Supervisors' criticism in front of pupils contributes to student teachers' embarrassment (.0040)
(Hajjah - Ibb - Sana'a/Zabid - Taiz - Al-Hodeidah)
- 37 - Sharing textbooks makes it difficult for pupils to study (.0247)
(Zabid - Hajjah - Al-Hodeidah - taiz - Ibb - Sana'a)
- 40 - The guidance and instructions that are given to student teachers in the institute do not agree with the reality (.0002)
(Sana'a - Hajjah - Ibb - Al-Hodeidah - Taiz - Zabid)
- 42 - Teacher training institutes' curriculum should prepare students for university specialization (.0287)
(Sana'a - Al-Hodeidah - Ibb - Taiz - Hajjah - Zabid)
- 47 - To answer pupils' questions one should acquaint himself/herself with the content of the lesson beforehand (.0464)
(Al-Hodeidah - Hajjah - Ibb - Taiz - Sana'a - Zabid)
- 48 - AVAs are a prerequisite for teaching (.0223)
(Zabid - Al-Hodeidah - Taiz - Sana'a/Ibb - Hajjah)
- 50 - When one is faced with problems he/she does not find sources to refer to in order to solve them (.0388)
(Sana'a - Hajjah - Ibb - Taiz - Al-Hodeidah - Zabid)
- 51 - The subjects taught in the institute are brief compared to the subjects taught in general secondary school (.0004)
(Sana'a - Taiz - Al-Hodeidah - Ibb - Hajjah - Zabid)
- 53 - Controlling the class is essential for giving supervisors a good impression (.0131)
(Al-Hodeidah - Hajjah - Taiz/Zabid/Ibb - Sana'a)
- 55 - Being corrected by supervisors in front of pupils is frustrating (.0007)
(Hajjah - Ibb - Sana'a - Al-Hodeidah - Taiz - Zabid)

- 66 - Some supervisors and inspectors (external examiners) expect the students to do some things which are difficult to do (.0157)
(Sana'a/Ibb - Zabid/Hajjah - Taiz - Al-Hodeidah)
- 68 - One should satisfy supervisors with the lesson he/she teaches in order to get good grades (.0157)
(Hajjah - Ibb - Taiz - Al-Hodeidah - Sana'a - Zabid)
- 69 - When the student teacher teaches for the first time he/she fears that pupils might not understand him/her (.0322)
(Ibb - Zabid - Taiz - Hajjah - Sana'a - Al-Hodeidah)
- 70 - Covering the syllabus is difficult because of the density of the curriculum (0.181)
(Zabid - Ibb - Al-Hodeidah - Sana'a - Taiz - Hajjah)
- 71 - Pupils' criticism of the teacher causes embarrassment (.0186)
(Hajjah - Zabid - Ibb - Al-Hodeidah - Sana'a - Taiz)

From the above results it can be seen that in the city of Ibb there is a tendency for student teachers and beginning teachers to agree more than others with the above statements: for the great majority of statements Ibb takes one of the first three ranks in terms of the proportion above the Median. In Taiz there are a few statements that they agreed to most often (first and second highest). For the other four cities the quantitative patterns are different. For Zabid and Hajjah there is a tendency for student teachers and beginning teachers to express opinions that are relatively strongly in agreement or the opposite i.e. there are few intermediate statements (third and fourth rank). For Sana'a and Al-Hodeidah the statements were distributed fairly evenly between the different ranks.

If we look at the patterns for the cities of Zabid and Hajjah in terms of what they tended to agree with most and least strongly, it appears that Zabid respondents tend to agree

more than those in other cities to statements about the damaging effects of poor conditions or unavailability of materials, simple criteria for evaluating teaching and some causes of insecurity in the class, and they tended to agree less to critical statements about rewards, institutes' courses, teaching large size classes, and relationships with adults.

Hajjah respondents seem to agree most often (highest/second highest) with statements relating to coping with supervisors, rewards, criteria for good teaching and the gap between theory and practice and they seemed to be less concerned about demands/conditions of teaching.

Sana'a students seem to show criticism of courses and demands of supervisors more than others. They also seemed to be interested more than other cities in using the institute's courses for purposes other than professional training. The intermediate statements (third/fourth rank) seem to be about causes of insecurity. But they seemed to agree less with statements about simple criteria for evaluating teaching and with statements about basic views of what is necessary for good teaching like supplies of textbooks and AVAs.

Al-Hodeidah students tended to agree most often (highest/second highest proportion above the Median) to statements about difficulties involved in teaching, particularly in teaching large classes and they tend to favour preparation

preparation for purposes of university specialization. They tended to agree less often to critical statements about relationships and demands of supervisors, criteria for evaluating teaching. Intermediate statements (third/fourth rank) tended to be about the general conditions of teaching and causes of embarrassment.

(4) Stability and Change of Student Teachers' and Beginning Teachers' Beliefs

To test whether there were any significant differences between stages, for the total population, in the beliefs student teachers and beginning teachers hold, the Median Test for K independent samples was applied to the data. It revealed stability of forty-nine of the statements. These were statements 1, 2, 3, 4, 5, 6, 7, 11, 12, 13, 15, 16, 19, 20, 21, 24, 25, 26, 27, 28, 30, 31, 32, 35, 36, 37, 38, 39, 40, 42, 44, 48, 49, 50, 51, 52, 53, 54, 55, 56, 58, 59, 60, 61, 62, 64, 65, 66, 69.

The remaining twenty-two statements, according to the Median Test, showed significant differences across stages.

Eight of these twenty-two statements showed successive decreases across stages. These statements, with the level of significance of the difference shown in brackets, were as follows:

- 8 - Large classes demand the teacher to consider age differences among pupils (.0036)
- 9 - It is difficult to teach certain lessons because some textbooks do not present full information about the lesson (.0005)
- 10 - The presence of the supervisor in the class causes embarrassment (.0001)
- 29 - Gaining experience during teaching practice is necessary to avoid the embarrassing situations in the future (.0475)
- 34 - It is difficult to teach certain lessons because the content is unfamiliar to the teacher (.0022)
- 45 - Wrong conduct arises from unqualified head teachers (.0001)
- 47 - To answer pupils' questions one should acquaint himself/herself with the content of the lessons beforehand (.0245)
- 70 - Covering the syllabus is difficult because of the density of the curriculum (.0097)

Eight statements showed a decrease from second to third year and then an increase during the first year of teaching:

- 14 - One can not attend to every pupil in the class because of limited period (.0282)
- 22 - Large classes are difficult to control (.0001)
- 23 - Young pupils cannot understand the curriculum (.0075)
- 41 - Large classes are a source of disorder (.0032)
- 43 - Without parents' support the teacher's efforts are futile (.0027)
- 51 - The subjects taught in the institute are brief compared to the subjects taught in general secondary schools (.0174)
- 57 - Little time is allocated to teaching practice (.0006)
- 67 - Certain theoretical guidance is needed after graduation (.0328)

Three showed successive increases across stages:

- 17 - Pupils achieve less when they do not receive support from parents (.0491)
- 33 - Teaching large classes is exhausting (.0150)
- 46 - Unqualified head teachers represent constraint to applying new ideas in education (.0236)

Finally, three showed an increase from second to third year and then a decrease during the first year of teaching:

- 18 - The teacher can not fulfil his work properly if his salary is postponed (.0474)
- 63 - Primary school teacher does not get promotion which would increase his/her salary (.0085)
- 68 - One should satisfy supervisors with the lesson he/she teaches in order to get good grades (.0002)

Examination of these results shows that the largest group of beliefs that were maintained throughout different stages seems to focus on materials. In fact such stability was found for all the fifteen statements that focussed on material conditions of schools or resources, either in terms of quantity or quality. A large proportion of these belief statements relate to teaching aids and text-books focussing on the importance, absence and poor quality of teaching aids and the difficulties and problems these can lead to. The rest of the maintained beliefs in this group tend to focus on buildings' physical conditions either in terms of their availability or quality and the consequences these can lead to.

All the beliefs, except one, concerned with competencies of teaching, were among the beliefs which remained unchanged across stages. These beliefs focus on why certain competencies are necessary. In particular they focus on the necessity of these competencies for passing teaching practice and satisfying others. The single belief for which stages differed significantly is concerned with advance knowledge of the lesson for the purpose of answering pupils' questions. The results showed a steady decrease in agreeing to its validity across stages.

Among the seventy-one belief statements, all but two of the statements that related to the courses were maintained across stages. These are beliefs about what student teachers should have studied, i.e. what the courses should offer, courses' shortcomings and courses' characteristics. One of the two beliefs that showed significant differences between stages is concerned with the insufficient time allocated to teaching practice (item 57), the other is concerned with the brevity of the courses' content compared to the general secondary schools (item 51). Both of these beliefs were considered to be less valid by third year student teachers but tended to be seen as generally more valid by first year beginning teachers.

Similarly, all the beliefs (1, 56, 58) related to pupils' behaviour or responses to teaching and the effects these entail for pupils and the teacher appear to remain stable.

Among the beliefs that tended to be maintained across stages were also statements 26 and 28. These are the statements that relate to teacher evaluation i.e. criteria for evaluating teaching.

The majority of the statements of belief related to students' security and confidence were also among the stable beliefs. These are mainly beliefs about causes of insecurity. Only two statements showed significant differences and showed successive decreases across stages; there is nothing which obviously distinguishes these two from the other statements in this category.

About half of the beliefs related to teaching demands remained unchanged across stages. Most of these maintained beliefs seem to focus on the difficulties large classes and mixed ability classes entail for the teacher and the pupil. The remaining half, i.e. eight of the beliefs associated with teaching demands were significantly different across stages. Statements 8, 34 and 70 showed successive decreases across stages. There does not seem to be any specific connection between these beliefs. Statements 14, 22, 23 and 41 showed a decreased agreement to their general validity by third year student teachers and then an increased agreement by first year teachers. These beliefs seem to be concerned with the demands in relation to dealing with large classes particularly the disorder and the difficulty of control they cause, time to attend to individual pupils, and mixed ages. The eighth

statement that showed significant difference was statement 33, concerned with the exhaustion caused by large class teaching, showed a steady increase across stages.

Half of the beliefs about relationships with other professionals, concerning their attitudes and behaviour towards student teachers and beginning teachers, tend to remain stable across stages, the remaining half showed different trends of change. Statement 45, concerned with wrong conduct of headteachers, showed successive decrease. Statement 43, concerned with the effect of absence of parents' support on the teacher's efforts, showed decrease followed by an increase. Statement 17, concerned with the effect of parents' neglect of their children's achievement and statement 46, concerned with the constraints unqualified headteachers represent to applying new ideas in education, both showed a steady increase across stages.

All the beliefs that seem to focus on the job rewards, i.e. statements 18 and 63, showed significant differences across stages. Agreement to these beliefs tended to increase for third year student teachers and then decrease in the first year of teaching.

Finally, three unrelated beliefs showed different trends. These are statement 50 showed stability, 67 showed decrease followed by increase, and 68 showed steady increase.

The results presented above could be summarised in the

following table:

Table 9.1 Stability and Change of Beliefs
Across Stages within the Total
Population

| Category of Beliefs | No.Sig. Differences | Sig. De-crease | Sig. In-crease | Decrease followed by Increase | Increase followed by Decrease |
|---------------------|---------------------|----------------|----------------|-------------------------------|-------------------------------|
| Materials | 15 | 1 | 0 | 0 | 0 |
| Demands | 8 | 3 | 1 | 5 | 0 |
| Relationships | 4 | 1 | 2 | 0 | 1 |
| Pupils | 3 | 0 | 0 | 0 | 0 |
| Competencies | 5 | 1 | 0 | 0 | 0 |
| Courses | 7 | 0 | 0 | 2 | 0 |
| Security | 4 | 2 | 0 | 0 | 0 |
| Teacher evaluation | 2 | 0 | 0 | 0 | 0 |
| Job rewards | 0 | 0 | 0 | 0 | 2 |
| Diverse | 1 | 0 | 1 | 1 | 0 |

It is clear then that the above categories are helpful in showing several groups of belief statements with similar focusses which remain stable across the three stages. For change is apparent in responses to a third or more of the statements in four categories. As might be expected, there is some tendency for change in the security category, with decreased belief that embarrassment necessarily results from such things as the presence of supervisors. Less expectedly, the perceived effects of inadequate or delayed material rewards tend to decrease as students enter teaching. However, the two categories which account for the majority of the statements for which there are significant changes, Demands

and Relationships, show complex patterns which are difficult to interpret. Analysis of the trends separately for the two sexes may throw some light on these complexities.

(5) Stage differences within the male and female samples

According to the Median Test, fifty-six of the beliefs were maintained across stages among the male sample. Only fifteen showed significant differences. For the female sample, fifty-five of the beliefs remained unchanged across stages. The remaining sixteen showed significant differences. Only four statements show significant differences across stages for both males and females, and in each of these cases the pattern of differences is quite different for the two sexes.

For males, all but three of the beliefs on which there are significant differences across stages show decreases in agreement between the third year of student teaching and the first year of teaching; seven of these show a steady decrease across the three stages, and five show an increase from second to third year of student teaching followed by a decrease.

The three exceptions are statements which receive decreased agreement from second to third year, but increased agreement on entry to teaching.

These are:

- 4 - Without AVAs it is difficult to impart information to pupils (.0299)
- 19 - The insufficient number of rooms in school makes it difficult to carry out certain parts of the curriculum activities (.0315)
- 32 - Large classes are difficult to control (.0001)

All these three statements (4, 19, 32), seem to have a common focus on practical difficulties of the task of teaching. However, when one compares them with the statements on which there is a steady decrease in agreement, it is not easy to see any clear contrast. These items are:

- 9 - It is difficult to teach certain lessons because some textbooks do not present full information about the lesson (.0229)
- 10 - The presence of the supervisor in the class causes embarrassment (.0001)
- 34 - It is difficult to teach certain lessons because the content is unfamiliar to the teacher (.0023)
- 41 - Large classes are a source of disorder (.0039)
- 53 - Controlling the class is essential for giving supervisors a good impression (.0003)
- 62 - The teacher training institutes' graduates feel that they are not adequately qualified for teaching in some of the higher primary classes (.0266)
- 70 - Covering the syllabus is difficult because of the density of the curriculum (.0078)

These statements too seem to be concerned generally with the difficulties of teaching, with not being sufficiently well informed (statements 9, 34 and 62), class control problems

(statements 41 and 53), the presence of supervisors (statements 10 and 53) and teaching conditions (statements 41 and 70).

Finally there are the five items for which agreement is greater in third than in second year of students' training, but is less again in the first year of teaching.

- 1 - The disorder in the class prevents pupils from learning (.0125)
- 8 - Large classes demand the teacher to consider the age difference among pupils (.0086)
- 16 - The instructions provided by the institute are intense to the extent that one does not fully benefit from them (.0102)
- 18 - The teacher cannot fulfil his/her work properly if his/her salary is postponed (.0334)
- 63 - Primary school teacher does not get promotion which would increase his/her salary (.0002)

Apart from the clear pattern for statements 18 and 63, concerned with material rewards, there does not seem to be any meaningful pattern here.

Thus, it is difficult to see distinctive trends in the differences across stages in the beliefs shown by males, apart from the clear tendency for these to be decreases in agreement from the final year of institute study to the first year of teaching.

For females, all but two of the beliefs on which there are significant differences across stages show increases in

agreement between the third year of student teaching and the first year of teaching; ten of these show a decreased agreement from second to third year but increased agreement on entry to teaching and four show a steady increase across stages.

The two exceptions are beliefs which showed successive decrease in agreeing to their general validity across stages.

These are:

- 8 - Large classes demand the teacher to consider age difference among pupils (.0001)
- 45 - Wrong conduct arises from unqualified headteachers (.0108)

These two statements do not seem to have anything in common. Nor do the four belief statements which received a steady increase in agreement. It is not easy to see any clear pattern. The following are these statements:

- 31 - The quality of the ready-made AVAs is better than the ones made by the teacher (.0064)
- 33 - Teaching large classes is exhausting (.0038)
- 63 - Primary school teacher does not get promotion which would increase his/her salary (.0012)
- 68 - One should satisfy supervisors with the lesson he/she teaches in order to get good grades (.0001)

Finally there are the ten statements for which agreement decreases in the third year and then increases in the first year of teaching. These are:

- 9 - It is difficult to teach certain lessons because some textbooks do not present full information about the lesson (.0001)
- 14 - One can not attend to every pupil in the class because of limited period (.0085)
- 23 - Young pupils cannot understand the curriculum (.0024)
- 39 - Unless education is carried out in proper buildings, educational development can not be achieved (.0010)
- 41 - Large classes are a source of disorder (.0195)
- 43 - Without parents' support the teacher's efforts are futile (.0001)
- 47 - To answer pupils' questions one should acquaint himself/herself with the content of the lessons beforehand (.0035)
- 51 - The subjects taught in the institute are brief compared to the subjects taught in general secondary school (.0089)
- 57 - Little time is allocated to teaching practice (.0001)
- 67 - Certain theoretical guidance is needed after graduation (.0030)

The pattern detected here is one in which most of these beliefs tend to focus on constraints and difficulties within the school and classroom. Two of these statements (51 and 57) are concerned with criticism of the institutes' courses, concerning their brevity and neglect of teaching practice.

The contrasting trends for males and females to agree respectively less and more about the general validity of the belief statements seems to reflect the clear findings in relation to concerns where females expressed increased concern about diverse aspects of classroom teaching and

males showed a total absence of such increases.

(6) Stage differences within male and female institutes

Due to the small populations of some institutes, which is reflected in the samples involved, to the extent that the use of the Median Test cannot be justified, only the institutes with bigger samples will be considered here.

(6.1) Stage differences within male institutes

(a) Sana'a

According to the Median Test, fifty-nine of the beliefs remained unchanged across stages within the Sana'a males sample. Only twelve statements showed significant differences across stages. Four of these showed successive decreases.

These were:

- 10 - The presence of the supervisor in the class causes - embarrassment (.0003)
- 22 - Large classes are difficult to control (.0018)
- 57 - Little time is allocated to teaching practice (.0079)
- 58 - Many pupils lack motivation for learning (.0369)

Three showed successive increases:

- 20 - Some textbooks lack sufficient illustration (.0213)

- 28 - The good teacher is the one who controls the class (.0246)
- 68 - One should satisfy supervisors with the lesson he/she teaches in order to get good grades (.0343)

Three showed an increase from second to third year and then a decrease in the first year of teaching:

- 5 - Pupils can not have mastery of the content because of the density of the curriculum (.0253)
- 48 - AVAs are a prerequisite for teaching (.0098)
- 63 - Primary school teacher does not get promotion which would increase his/her salary (.0136)

Finally, two statements showed a decrease from second to third year and then an increase in the first year of teaching:

- 49 - Maintaining order in the class is necessary in order to pass the teaching practice (.0388)
- 54 - Teaching in the open air reduces the pupils' gains (.0291)

Examination of these statements shows no clearly contrasting patterns between those for which the changes are in different directions, nor between any of these groups and those for which there are no significant differences.

(b) Taiz

Stages within the Taiz males sample tended to have similar agreement to fifty-five of the beliefs. They

differed significantly on the remaining sixteen. Nine of these showed successive decrease across stages. These were:

- 10 - The presence of the supervisor in the class causes embarrassment (.0180)
- 35 - To avoid embarrassing situations one should prepare the lesson well (.0045)
- 34 - It is difficult to teach certain lessons because the content is unfamiliar to the teacher (.0043)
- 41 - Large classes are a source of disorder (.0076)
- 53 - Controlling the class is essential for giving supervisors a good impression (.0380)
- 62 - The teacher training institutes' graduates feel that they are not adequately qualified for teaching in some of the higher primary classes (.0038)
- 69 - When the student teacher teaches for the first time he/she fears that pupils might not understand him/her (.0237)
- 70 - Covering the syllabus is difficult because of the density of the curriculum (.0214)
- 71 - Pupils' criticism of the teacher causes embarrassment (.0038)

Five showed an increased agreement during the third year of students' training and then a decrease in the first year of teaching:

- 1 - Disorder in the class prevents pupils from learning (.0077)
- 16 - The instructions provided by the institute are intense to the extent that one does not fully benefit from them (.0067)
- 44 - In large classes, which comprise different ages, the older children lose interest (.0431)
- 54 - Teaching in the open air reduces the pupils' gains (.0252)

- 63 - Primary school teacher does not get promotion which would increase his/her salary (.0313)

The remaining two showed a decreased agreement from second to third year and then an increase in the first year of teaching.

- 22 - Large classes are difficult to control (.0360)

- 67 - Certain theoretical guidance is needed after graduation (.0355)

Apart from the pattern that can be seen in some of the statements (10, 35, 69, 71) showing successive decreases where they tend to focus on the causes of insecurity in the class and ways of avoiding it, there are no clearly contrasting patterns between items for which the changes are in different directions, or for those which show no significant differences.

(c) Al-Hodeidah

The Median Test revealed no significant differences for sixty-two of the belief statements across stages within the Al-Hodeidah males sample. Only nine statements showed significant differences, seven of which showed an increased agreement for the third year student teachers and then a decreased one for first year teachers. The following are these seven statements:

- 3 - Preparation of lessons makes it easier to explain lessons to pupils (.0289)

- 28 - The good teacher is the one who controls the class (.0146)
- 29 - Gaining experience during teaching practice is necessary to avoid embarrassing situations in the future (.0001)
- 36 - Large classes require the teacher to deal with pupils of different abilities (.0044)
- 47 - To answer pupils' questions one should acquaint himself/herself with the content of the lesson beforehand (.0001)
- 49 - Maintaining order in the class is necessary in order to pass the teaching practice (.0001)
- 64 - Textbooks save the teacher's time and efforts (.0360)

One of the remaining two beliefs for which there were significant differences between stages for Al-Hodeidah showed a decrease from second to third year and then an increase. This was:

- 22 - Large classes are difficult to control (.0494)

The other one showed a steady decrease across stages. This was:

- 52 - Controlling the class is essential for giving supervisors a good impression (.0001)

The only clear pattern emerging from these statements, for which the changes are in different directions, seems to be in the focus of the majority of the beliefs showing an increased agreement for the third year student teachers and a decreased agreement for the first year teachers. The focus of these statements is on the necessity of certain teaching competencies, particularly for passing teaching practice, avoiding embarrassment, and controlling the class

(3, 29, 47, 49).

(d) Ibb

Sixty-two of the beliefs showed stability across stages within the Ibb males sample. Only nine statements showed significant differences. Three of these showed successive decreases. These were:

- 9 - It is difficult to teach certain lessons because some textbooks do not present full information about the lesson (.0303)
- 10 - The presence of the supervisor in the class causes embarrassment (.0340)
- 53 - Controlling the class is essential for giving supervisors a good impression (.0041)

Three showed an increased agreement in the third year of student teaching and then a decrease in the first year of teaching. These were:

- 13 - The teacher is not given useful advice by the inspector (.0299)
- 18 - The teacher can not fulfil his/her work properly if his/her salary is postponed (.0161)
- 63 - Primary school teacher does not get promotion which would increase his/her salary (.0449)

Finally, three statements received less agreement by the third year student teachers but greater agreement by first year beginning teachers. These were:

- 4 - Without AVAs it is difficult to impart information to pupils (.0423)
- 41 - Large classes are a source of disorder (.0388)

51 - The subjects taught in the institute are brief compared to the subjects taught in general secondary school (.0033)

Examination of the statements showing different kinds of changes shows that agreement to beliefs related to job rewards in terms of the consequences of delaying the salary and the lack of promotion for the primary school teachers tend to increase in the third year of training but decrease on entry to teaching. But it is not easy to see what the beliefs showing successive decreases have in common except perhaps that they imply that as a result of gaining experience competence and confidence in themselves, the student teachers tend to see the presence of supervisors or the inadequacies of textbooks as not inevitable sources of difficulties. It is even more difficult to see any clear pattern in the beliefs showing decreased agreement in the third year and then increased agreement in the first year of teaching.

The following table summarizes the stability and the changes in the beliefs across stages within the male institutes:

| Category of Beliefs | No Sig. differences | | | | Sig. decrease | | | | Sig. increase | | | | | | | |
|---------------------|---------------------|------|-------------|-----|---------------|------|-------------|-----|---------------|------|-------------|-----|--------|------|-------------|-----|
| | Sana'a | Taiz | Al-Hodeidah | Ibb | Sana'a | Taiz | Al-Hodeidah | Ibb | Sana'a | Taiz | Al-Hodeidah | Ibb | Sana'a | Taiz | Al-Hodeidah | Ibb |
| Materials | 13 | 14 | 15 | 14 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Demands | 14 | 12 | 14 | 15 | 1 | 2 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 |
| Relationships | 8 | 8 | 8 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Pupils | 2 | 2 | 3 | 3 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Competencies | 5 | 6 | 1 | 5 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Courses | 7 | 6 | 8 | 7 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Security | 6 | 3 | 7 | 6 | 1 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Teacher Evaluation | 1 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Job Rewards | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Diverse | 2 | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |

Table 9.2 Stability and change in the beliefs within the male institutes

Most of the changes seem idiosyncratic, perhaps reflecting very specific characteristics of institutes, their contexts or the types of students they each attract, but equally some are likely to be purely chance. On average, twelve significant differences are found for each institute, four of which could be expected by chance.

What the male institutes most clearly have in common is the general stability of the student-teachers' and beginning teachers' beliefs across stages.

(6.2) Stage differences within female institutes

(a) Sana'a

Within the Sana'a female sample, sixty-one of the beliefs showed stability across stages. Only ten beliefs showed significant differences. Seven of these showed a decrease from second to third year and then an increase in the first year of teaching. These were:

- 9 - It is difficult to teach certain lessons because some textbooks do not present full information about the lesson (.0304)
- 20 - Some textbooks lack sufficient illustration (.0185)
- 23 - Young pupils can not understand the curriculum (.0087)
- 39 - Unless education is carried out in proper buildings, educational development can not be achieved (.0483)

- 43 - Without parents' support, the teacher's efforts are futile (.0021)
- 54 - Teaching in the open air reduces the pupils' gains (.0130)
- 57 - Little time is allocated to teaching practice (.0136)

Among the remaining three statements showing significant differences, two showed a decreased agreement in the third year of students training and then an increase in the first year of teaching. These were:

- 50 - When one is faced with problems he/she does not find sources to refer to, to solve them (.0288)
- 53 - Controlling the class is essential for giving supervisors a good impression (.0278)

The tenth belief showed a steady increase across stages:

- 13 - The teacher is not given useful advice by inspectors (.0377)

Inspection of the above statements shows that apart from the clear pattern formed by statements 9, 20, 39, and 54, which are concerned with materials and resources, and for which agreement tended to decrease in the third year and then increase in the first year of teaching, there does not seem to be any clear contrasting patterns between the statements which showed changes in different directions.

(b) Taiz

Within the female sample in Taiz there were no significant differences across stages for sixty of the beliefs. But

the remaining eleven showed significant differences. Four of these showed steady decreases across stages.

These were:

- 8 - Large classes demand the teacher to consider age difference among pupils (.0149)
- 9 - It is difficult to teach certain lessons because some textbooks do not present full information about the lesson (.0349)
- 47 - To answer pupils' questions one should acquaint himself/herself with the content of the lesson beforehand (.0006)
- 71 - Pupils criticism of the teacher causes embarrassment (.0377)

Five showed a decreased agreement in the third year and then an increase in the first year of teaching. These were:

- 14 - One cannot attend to every pupil in the class because of the limited period (.0018)
- 43 - Without parents' support the teacher's efforts are futile (.0330)
- 56 - The teacher can not sequence the information to pupils if they do not attend regularly (.0101)
- 63 - Primary school teacher does not get promotion which would increase his/her salary (.0384)
- 70 - Covering the syllabus is difficult because of the density of the curriculum (.0336)

Finally, two of the statements showing significant differences across stages within the female sample in Taiz showed an increase from second to third year and then a decrease in the first year of teaching.

- 17 - Pupils' achieve less when they do not receive support from parents (.0273)
- 42 - Teacher training institutes' curriculum should prepare students for university specialization (.0432)

Examination of these results shows no obvious patterns.

(c) Al-Hodeidah

According to the Median Test fifty-four of the beliefs showed stability across stages for the female sample in Al-Hodeidah. The remaining seventeen showed significant differences. Seven of these showed a decreased agreement in the third year but an increase in the first year of teaching. These were:

- 1 - Disorder in the class prevents pupils from learning (.0144)
- 9 - It is difficult to teach certain lessons because some textbooks do not present full information about the lesson (.0203)
- 19 - The insufficient number of rooms in school makes it difficult to carry out certain parts of the curriculum activities (.0261)
- 20 - Some textbooks lack sufficient illustration (.0157)
- 23 - Young pupils can not understand the curriculum (.0189)
- 43 - Without parents' support the teacher's efforts are futile (.0406)
- 51 - The subjects taught in the institute are brief compared to the subjects taught in general secondary school (.0135)

Five attracted an increased agreement in the third

year of students' training and then a decreased agreement in the first year of teaching:

- 32 - Carrying out certain activities in the school is restricted by unqualified head teachers (.0024)
- 34 - It is difficult to teach certain lessons because the content is unfamiliar to the teacher (.0339)
- 40 - The guidance and instructions that are given to student teachers in the institute do not agree with the reality (.0121)
- 55 - Being corrected by supervisors in front of pupils is frustrating (.0158)
- 63 - Primary school teacher does not get promotion which increases his/her salary (.0021)

Four showed successive decreases:

- 24 - Without AVAs pupils might not understand the lesson properly (.0001)
- 30 - The attainments are reduced in teaching mixed-ability classes (.0327)
- 45 - Wrong conduct arises from unqualified head teachers (.0065)
- 46 - Unqualified headteachers represent constraint to applying new ideas in education (.0177)

Finally, one statement showed steady increase across stages. This was:

- 31 - The quality of the ready-made AVAs is better than the ones made by the teacher (.0391)

These results show that among the seven beliefs that showed decreased agreement for third year student teachers and then increased agreement for first year teachers, only three statements (9, 19 and 20) seem to form a pattern in that these statements are materially oriented. It

can also be seen that two of the four statements (45 and 46), that showed steady decrease seem to focus on some aspects of the unqualified headteachers' undesirable behaviour. But there does not seem to be any other clear patterns in the changes.

The following table summarises the stability and the changes in the beliefs across stages within the female institutes:

| Category of Beliefs | No Sig. differences | | | Sig. decrease | | | Sig. increase | | | ↑ | | | ↑ | | | ↑ | | |
|---------------------|---------------------|-------|-------------|---------------|-------|-------------|---------------|-------|-------------|--------|-------|-------------|--------|-------|-------------|--------|-------|-------------|
| | Sana'a | Tatiz | Al-Hodeidah | Sana'a | Tatiz | Al-Hodeidah | Sana'a | Tatiz | Al-Hodeidah | Sana'a | Tatiz | Al-Hodeidah | Sana'a | Tatiz | Al-Hodeidah | Sana'a | Tatiz | Al-Hodeidah |
| Materials | 12 | 15 | 11 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 4 | 0 | 3 | 0 | 0 | 0 |
| Demands | 15 | 12 | 14 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 2 | 1 | 0 | 0 | 0 |
| Relationships | 6 | 7 | 4 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 |
| Pupils | 3 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| Competencies | 5 | 5 | 6 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Courses | 7 | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| Security | 7 | 6 | 6 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Teacher Evaluation | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Job Rewards | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Diverse | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |

Table 9.3 Stability and change in the beliefs across stages within the female institutes

Thus, as for the male institutes, most of the changes within the female institutes seem to suggest the idiosyncrasy of the institute i.e. these changes might reflect specific characteristics of institutes, their contexts or the types of students they each attract. But also some of these changes are likely to be purely chance so that they would not recur in other years. As for the male institutes, there are on average twelve significant differences for each institute, four of which could be expected solely by chance. What all the institutes, male and female, have most in common is the general stability of beliefs across stages.

CHAPTER TEN

THE FOLLOW UP STUDY

CHAPTER TEN

THE FOLLOW UP STUDY

It has been mentioned earlier that the initial study sample was followed up into other stages; students at the Taiz institute for male student teachers who were interviewed in the second year were interviewed once again in the third year and those who were interviewed in the third year were interviewed once again during the first year of teaching. This follow up study was conducted for the following reasons:

- (1) The survey respondents responded to statements formulated by the researcher himself and that might give a different impression from when they spontaneously express their own concerns.
- (2) In the survey the study was cross sectional in nature, therefore, one can not be certain that the differences between stages were due to the different stages people were at and not to other factors. Therefore, the small group was followed up in order to see if the same people's problems changed in the course of the year.
- (3) I will be able to compare the differences between stages that are apparent from the follow up study

at that institute with the statistical survey for that institute. Although it is a small sample, in so far as the trends are the same the follow up study should give a better understanding of why these trends are occurring since the reasons behind the problems expressed are sought. But if the trends are not the same for the follow up study and the survey then the differences will not be obvious for there are different possible explanations for these differences, some of which are the size of the samples, the research techniques used (questionnaire versus interviews), and the nature of the study (cross-sectional versus longitudinal).

The follow up study employed informal interviews, the same data gathering procedure as used with these students during the initial study. The same open-ended questions used in the initial study were used again. In some cases where respondents did not express the problems the group had talked about the previous year, they were reminded of these problems and asked whether or not these continued to represent problems for them a year later. The categories I used in analysing the exploratory study I used again in reminding the students and beginning teachers of their earlier problems when I interviewed them the second time. For this reason alone I should use these categories for analysing the second set of interviews; but in any case this is desirable so that change or lack of change from the previous year can

be most clearly seen and described.

It should be mentioned again that the whole sample of the second year was followed up into the third year, that is six student teachers. When the third year sample of the initial study was followed up into their first year of teaching, one of them was dropped because he was totally involved in administrative work. Only five were interviewed during their first year of teaching. One of them was involved in administrative work as well as teaching some classes. Another was found to have worked as a head-teacher in two schools before working as a teacher (as he was when he was interviewed). The other three took teaching jobs from the start.

Teaching Requirements

By teaching requirements is meant how student teachers and beginning teachers view teaching and what it demands from them.

In the initial exploratory study it was found that the majority of second and third year student teachers viewed teaching as involving difficulties and requiring effort, and consequently this entailed good preparation of lessons and AVAs. Such views appeared to be maintained for some of them when they were interviewed in the third year a year later. The following are some of their statements:

... teaching is good but of course the efforts we make are not simple...

When we teach we do not know pupils and their levels. We need at least five or six days to get to know pupils... pupils have got used to the class teacher and in order to make them get on well with you, you have to do something. This of course needs effort...

Another third year student teacher saw teaching as varying from one class to another. In some classes it is seen as difficult, but in others it is easy, depending on the level of pupils and their abilities.

... if the class level is good, teaching is restful, but if the level is not good, if one pupil understands and one does not then teaching is difficult...

Being well prepared, equipped with AVAs and having control of the classes were emphasised by these third year student teachers as important tools for the student teacher during teaching practice and as important aspects of teaching practice:

The important thing is that one should be well prepared for the class.

... in the teaching practice we plan fully. We use AVAs. It requires controlling the class. These are all important aspects of teaching practice.

For beginning teachers the view of teaching as hard seemed to be maintained for some time at the beginning of the first year of teaching. After that it gets easier, but mastering

the content, having a strong personality, controlling the class are still important requirements.

When I came to school, teaching was hard for the first two or three months, but it gradually becomes easier, particularly if the teacher is acquainted with the subject, has a strong personality and can control the class...

At the beginning one had some fear but when one exercises teaching for some time one becomes better...

One of the beginning teachers saw teaching this year as different from last year's. This seems to be so because the tensions imposed by teaching practice assessment and by being watched all the time by others in the previous year have disappeared.

Teaching is different from last year. Last year we used to do things unnaturally because we wanted to be seen, we were under a test, but now you are watching yourself, no body is watching you...

Another beginning teacher saw teaching as good but was looking for guidance:

I am teaching in the same school I was in as a pupil, teaching is OK but we lack guidance here in rural areas...

One beginning teacher seemed to be enthusiastic about teaching. He expressed love for teaching and he was working in the morning and in the evening classes for one salary:

... I love teaching and I find that I do not get tired and I am teaching in the morning and in the evening for one salary.

It ought to be noted here that there does not seem to be anything comparable in the survey results to these results.

Teaching Objectives

In the report of the initial exploratory study we saw that the majority of second year student teachers did not believe that any objective can be achieved in relation to teaching during teaching practice, apart from the lesson objectives. In the following year when they were on block teaching practice objectives such as gaining experience were expressed by the majority of them.

The aim is to practice teaching because this is the last year, then the student will graduate and work.

We want to know how to teach. It is a trial, we want to get experience.

The purpose is training how to teach.

I want to know what goes on in primary school so that when I teach in the next two years I will have some experience and know pupils and their problems.

As well as training and learning from experience, and in some cases mentioned side by side with these objectives, seeking success in teaching practice seemed to be a major

objective:

... teaching practice has grades, therefore each one of us is trying to show himself in the field so that he could get a reasonable reward...

I want pupils to understand my lesson and the aspiration of my friends and I is for our teaching practice to be a great success.

... the objective of everyone is also to finish teaching practice successfully and get the grades that one deserves because the rest of the things you want to do have no rewards...

The initial exploratory study third year sample predominantly expressed objectives relating to passing the teaching practice successfully, i.e. getting good grades. A year later, during the first year of teaching, being a successful teacher was one of the objectives expressed by them:

The only objective I wish to achieve is to be a successful teacher.

I want to be prominent in the first year of teaching and to avoid failure as far as possible...

The objective is to improve education and upgrade ourselves...

One of these beginning teachers seemed to regard the first year of teaching as an extension of the training, and explicitly made it clear that the training in the institute was not sufficient for what he needs.

My objective is to gain practical experience which will help me in my career as a teacher because I regard what I have studied in the institute as a very small part of what I need...

Other beginning teachers expressed long term objectives, possibly ideal ones due to the difficulty in achieving such objectives, particularly within the two years service these beginning teachers might spend in schools.

I want to raise a generation in whose minds I want to implant the love of creativity and expressing oneself.

I want to raise a generation who are educated in order to serve the country.

As for teaching requirements there is nothing comparable in the results of the survey to the above mentioned results.

Discipline and Class Control

For the majority of the third year student teachers, discipline problems, one of the threats about which they were complaining the previous year when they were in the second year, seem to remain. Among the problems expressed, disorder in the classroom was referred to by the majority of third year student teachers. This problem was either

referred to spontaneously or as a result of reminding them of it as a problem they had expressed the previous year, and asking them whether it continued to represent a problem for them. The following are examples of their responses:

There are some problems, e.g. the trouble-makers in the class.

... we found many pupils who make disorder.

This is a problem. Everybody faces it in the primary school.

Although it was mentioned by the majority of third year student teachers, for some it seemed to be a serious problem only at the beginning of teaching practice. The following quotations illustrate these views:

I gradually knew the pupils who were making disorder and I concentrated on them and I could make them quiet...

... it is at the beginning when we started teaching practice. There were disturbances due to the unfamiliarity between you and the pupils ... but we could control them.

But these discipline problems were not overcome by some of the student teachers:

You cannot solve the problem except if you continue with them and know every pupil, but if you teach two

or three lessons a day they might keep quiet in some lessons but not in others.

Some of my friends could not control the class; we hear supervisors talking to them always about class control.

The school was blamed for not doing anything to try to solve discipline problems from the start of the year. Also pupils themselves were blamed for not behaving well.

This is because the school did not try to know these pupils' families and meet parents and do the necessary things.

The pupils themselves are anarchic.

You find some pupils originally disruptive, whatever punishment you use or however much you punish them they do not stop...

Being firm and frightening pupils through assessment questions are strategies used by third year student teachers to control disruptive pupils.

We could control them through not laughing or joking with them, also by your appearance.

By questioning and assessing them so that they fear you and pay attention to you and remain always expecting you to ask them questions.

For first year beginning teachers the problem of pupils' disorder seemed to have disappeared. When they were reminded of this problem which was of concern to them the previous year their responses indicated that it is no longer of concern to them. The following responses are examples:

This is not a problem for me at all.

This year is different from last year.

Beginning teachers suggested that their status the previous year as student teachers, the way class teachers treated them, and the way pupils perceived them was the cause of the problem.

... last year the class teacher used to give us lessons to teach which already have been taught and they used to indicate to pupils that the students have no authority over them. They did not give any value to the student teacher.

During teaching practice pupils say 'this teacher is coming only for a few days, he is not giving us any grades. Therefore they do not give him any importance.'

The problem of 'the disorder in the classroom' according to the survey results of the male sample in Taiz was among the problems that showed successive decrease across stages. But 'maintaining class discipline' appeared to be stable across stages.

Teaching Aids

It was mentioned elsewhere that using AVAs is an important aspect of third year student teachers' assessment during teaching practice. This has been made clear by one of the third year student teachers:

To succeed, every one of us has to prepare AVAs every day for every lesson you teach.

There seems to be a noticeable shift in the problems expressed in relation to AVAs in that in the third year the student teachers have expressed more problems than they did the previous year when they were in the second year. The various problems that have been of concern to third year student teachers have to do with difficulties of making AVAs, inventing or choosing suitable AVAs for lessons, the lack of AVAs, and the time constraints. More than one of these problems have been mentioned by most of the student teachers. The following quotations are examples:

The student does not know how to make it, also he does not know how to choose the AVAs for the lesson.

The lack of AVAs, as you know, the student teacher does not have money to buy ... We wanted for example to buy a cassette to record on it. We could not get it....

... a lot of time is spent and efforts in making AVAs and preparing lessons. One needs to revise for the exam, one remains always depressed with regard to the time...

Many students borrowed money in order to buy materials. We did not find help or response from the administration, they did not provide us with anything.

We try hard in making AVAs, and preparing the lesson. A lot of time is wasted, they demand time and efforts.

In relation to the difficulties student teachers face in making AVAs, reasons were expressed by some as due to neglect by the institute and its staff in paying attention to AVAs.

Supervisors emphasised that every-day AVAs must be used but they themselves did not teach us such things.

Some AVAs, we do not know how to make them, because in some years there were not good AVAs teachers, there was no attention paid to this subject although it is important.

Several solutions to the problems relating to AVAs have been proposed by third year student teachers. These concentrated on making available the AVAs for students to use during teaching practice, allocating a specific sum of money as an aid for student teachers during this period, and giving students more free time, and at a time not too close to the final exam. The following are examples of such suggestions:

In the third year the AVAs take all of our time. If there were AVAs, one would not get all the trouble.

The institute should make available the AVAs for the student to take and return them.

The education office or the institute should allocate a specific sum of money to help students during this period to buy materials and make AVAs ... everyone who joined the institute has a financial problem.

The student should be completely free for teaching practice and at a time other than the exam time.

Only one student teacher does not see any solution to the problems except that the student has to make efforts and make AVAs since it is a prerequisite for the success of the lesson and hence for success in teaching practice.

There is no solution. It is necessary that for every lesson you have to use AVAs. One should make efforts and make them...

For the first year teachers, although they generally reported the unavailability of AVAs in schools, they do not seem to be obsessed by this as they were a year earlier, possibly because the pressure of using AVAs has been lifted. This can be seen in the following response:

... when I was a student I used to spend 200 or 300 Rials on AVAs in order to get good grades but now one can not spend his salary to make available AVAs ... Now we have the time but we do not have materials...

There are not ready-made AVAs in the school but you can cover the lesson by anything...

There are not AVAs but we try to use things that could be utilized...

The educational authorities are blamed for not providing schools with AVAs.

The Education Office is very neglectful in this respect. We do not have any AVAs and you know how much our salary is. We cannot buy AVAs because you need a lot of things...

The problem of unavailability of AVAs included in the survey questionnaire was among the problems that was of similar concern to the different stages within the male sample in Taiz.

Unqualified Head Teachers

Interviews with student teachers the previous year when they were in the second year did not reveal any concern regarding unqualified head teachers. This remained true a year later when they were interviewed in the third year except for one student teacher who became concerned with the

way unqualified head teachers treat Yemeni teachers. This was expressed when he was talking about the problems faced during teaching practice. The following is his response:

... there are some educationally unqualified head teachers who do not give the Yemeni teacher any value or freedom to act...

But there was an observable shift when beginning first year teachers were interviewed on their concerns regarding the unqualified head teachers and their relationship with them in general. While only a few of them have anticipated problems with unqualified head teachers when they were students in the third year the previous year, a year later as beginning teachers they became overwhelmed with problems relating to unqualified head teachers, the only exception being one who had administrative work as well as teaching some classes.

Various complaints were mentioned regarding the unqualified head teachers, most of which tend to focus on the disagreements between beginning teachers' and head teachers' views and the restrictions imposed by head teachers. The following are some responses which illustrate such complaints:

The graduate might have in his mind certain ideas or activities he wants to do but he finds himself either with an unqualified head teacher or one who has less qualifications than him, e.g. preparatory school certificate, so he looks upon you as his enemy, thinking that one day you will take his place.

Up to now in many rural areas there is not educationally qualified administration, most of them hold equivalent (non-formal certificates) ... If you want to make him understand or tell him something he is not convinced. He regards himself superior to you and his professional status is higher than yours and this is a very big problem...

The administration has just started to be flexible. Previously you could not agree with them. As you know, in villages there are not head teachers who know anything about the educational process, we started to explain to them...

The above complaints were made by rural school beginning teachers. One of the problems unqualified head teachers in rural areas can cause for beginning teachers was mentioned by one of these rural school first year beginning teachers as the provoking of parents and pupils against the teacher:

Because the head teacher knew parents and pupils before you knew them, he provokes them to act against the teacher so you have problems of parents and pupils becoming displeased with you...

Further, head teachers in rural areas were described by one beginning teacher as being contented with the way things are; they are reluctant to follow what is new in the field or around them.

They do not try to acquaint themselves with what goes on in the city in the education field. He lives in the village and stays always like stone. He does not know what is happening or what is new.

Training for these unqualified head teachers was seen to be essential by this beginning teacher. Of similar importance was the instruction that should be provided by the educational authorities to those head teachers to improve themselves.

There should be in-service training by the government at least every six months and they should be given instruction in the form of leaflets to their schools. Training is very important because there are some administration which are totally rotten, they do not serve the purpose of education at all.

With regard to urban school beginning teachers, one of them who was involved in administrative work as well as teaching some classes did not refer to any problem regarding the administration. In fact he described the head teacher as being 'co-operative with him'. But the other urban beginning teacher expressed complaints about the kind of treatment he gets from the administration. He described it as a 'dry' treatment, lacking in consideration and encouragement for the beginner who is teaching for the first year:

You find some dry treatment by the administration. I mean there is not encouragement because one is a beginner who is teaching for the first year...

This beginning teacher believes that he has been treated by the school administration in a similar way as experienced teachers, while he believes that beginning teachers should have special treatment.

You are a beginner - there should be special treatment for you, but you find they treat you as the beginner and the teachers who have been teaching for 20 years similarly in everything...

This treatment was further explained by this beginning teacher when he indicated that he had been assigned some responsibilities without being clear about them.

They might give you a responsibility and you do not know its purpose. I mean there are things you do not know and he comes and tells you that you are responsible and he did not guide you...

Further, this beginning teacher referred to the lack of attention a first year beginning teacher is given by the school administration. He complained about the lack of visits by the administration to him in his classes for the purpose of knowing his problems and giving him guidance.

... if you have a head teacher or deputy head teacher who visits you regularly and pays attention to you and guides you until many of the problems disappear...

In the survey study results, the problem of the unhelpfulness of head teachers showed a stable concern across stages for the Taiz male sample.

Curriculum Inappropriateness

When the second and third year student teachers were interviewed in the initial exploratory study there was no mention of problems relating to the pupils' curriculum.

When second year student teachers were followed up into the third year a year later, only one of them referred to pupils' curriculum as one of the problems he was encountering during teaching practice. This student teacher was teaching primary first year. He referred to the unsuitability of the content to pupils' ages and mental abilities.

The problem we face is in the first year in particular, there is a subject called Natural and Social Environment for the primary first year. This curriculum is not suitable for young pupils who have just come from home and know nothing...

He exemplified this by some topics with which this subject deals.

For example, natural phenomena like the sun, the moon and the universe etc. This is not suitable for the child's level and his mental abilities. You explain to him, he understands nothing.

It has been mentioned that in the initial exploratory study the third year student teachers sample did not explicitly express problems in relation to pupils' curriculum. But when they were interviewed again in the first year of teaching, concerns related to pupils' curriculum emerged for some of them. Different concerns were expressed,

possibly depending on the location of the school in which the beginning teacher was working and the year he was teaching.

One rural school beginning teacher raised the issue of the curriculum's irrelevance to the children's environment. This made it difficult for the teacher to make pupils understand the curriculum they study.

I am teaching a first year class. I have noticed that the Natural and Social environment subject, some of it is suitable for children in cities but not suitable for rural areas children, e.g. we teach about the traffic lights in the streets, in the village the child does not know anything called traffic lights, there is nothing called street... it is difficult to make pupils understand what the Yemeni Central Bank is ... so you can not make pupils understand, by whatever means.

Other beginning teachers teaching different years pointed out the density of the pupils' curriculum as well as its unsuitability to their standards:

There are science and religious studies subjects. These are higher than the level of pupils and they are crammed up...

We have two subjects which are above the level of pupils. These are maths and science. Maths is a very long subject, it has diverse subjects and each subject has several sections. When pupils see some problems they become puzzled. In science the experiments described in the textbook are not easy to understand for pupils. These two subjects are dense and we do not have time to explain.

There is some vocabulary which is difficult for the pupils to understand. The teacher is forced to search for the meaning of these words in order to explain them to pupils.

The curriculum's unsuitability to pupils' standards was among the problems about which the concerns of the Taiz male sample tended to decrease with successive stages

Size and Composition of Classes

a) Class size

Class size was one of the problem areas emphasised by a few of the second and third year student teachers but it was expressed by the majority of beginning teachers in the initial exploratory study. When the second year student teachers moved to third year, their perception of problems relating to class size was maintained. Problems of large numbers of pupils was an area of concern for the majority of third year student teachers.

The numbers of pupils in classes are 70, 80. This requires the teacher to be skilled.

There are some obstacles in the first year. The class is overcrowded and there is not good ventilation.

When one third year student teacher was asked about what prevented them from achieving their aims, the number of pupils was mentioned as one of the problems he faced during

teaching practice.

The large number of pupils inside the class and the big differences in abilities.

The problem of the large number of pupils seems to lie in the demands it involves and the difficulties it represents for the student teacher and the pupil. Difficulties such as controlling pupils, and the negative effects on pupils' learning were mentioned:

When the classes are large the teacher can not direct his attention to every pupil ... the class is in an uncontrolled state, they cannot understand, you can not know who has weak hearing or short sight. You spend too much time trying to control them...

When the number of pupils is 64, you can not control them. You can not know them, you can not make all of them understand. This is what we face during the teaching practice.

... pupils remain busy talking with their partners. This does not allow pupils to learn.

Some of these third year student teachers proposed that the number of pupils in classes should be decreased so as to make it possible to control pupils and to allow pupils to learn better.

In my opinion the solution is to put smaller numbers of pupils in classes so that they can understand the lesson and stay in a healthy atmosphere...

They might put smaller numbers so that one can control them.

Another student teacher seemed to have confidence in overcoming the problem through firmness, questioning and making pupils busy:

We faced this problem. If there is not firmness, questioning and observation of pupils, and making them busy with work, everything will be lost because you have 70, 80 pupils.

Only one third year student teacher did not seem to have such problems. It was understood, through reminding him that the previous year they mentioned class size as a problem and whether this remained a problem for him, that he has been to classes of smaller numbers compared to the previous year:

I have been to classes where the number is not big but last year we went to classes where half of the pupils were sitting on the floor and half on chairs...

While in the first interview only a few of the third year student teachers referred to class size as one of their problems, in the second interview with them in their first year of teaching the problem seemed to be more emphasised, with the majority of them referring to it as a problem:

One of the problems is the large number of pupils. I am teaching in classes where there are 80 pupils. The room is very small and they are very small children.

We have 65, 70 pupils and the rooms are so small...

I have in the third year 54 pupils. This pressure affects pupils...

The rooms are very small. I have 50 pupils in the class. You can not move inside the class to reach the pupils at the back of the class...

Although the large number of pupils was mentioned as a problem, it seems that the seriousness of such a problem would be lessened if rooms were large:

... the big number does not matter if the room is large...

But when the room is large it is not a big problem...

Among the difficulties mentioned as resulting from the large number of pupils was class control:

... you spend all the time trying to quieten them.

... the maximum number could be 40 pupils but more than that - there is no benefit. Ten of the small children make disorder.

The uselessness of the teacher's efforts was also mentioned as one of the outcomes of teaching a large number of pupils:

If the number of pupils is large, the efforts of the teacher are futile. He might get half of the outcomes...

The problem is when you explain to 60 pupils inside the class some of them do not hear you, some of them are preoccupied with something else.

Other difficulties were also mentioned such as the efforts required from teachers because of the big number of pupils as well as the time limits where the time allocated to lessons is not enough to deal with classes of large numbers.

One needs his handwriting to be corrected, another needs his pronunciation to be corrected. It is not an easy job. The time is not enough. If you divide the 45 minutes between pupils, each pupil gets less than one minute...

... you can not make all pupils read individually. If you do this you will spend the whole day...

In the survey results, students in Taiz male institute showed similar concern in relation to the large class size across the different stages.

b) Mixed Ages

None of the second or third year student teachers saw mixed ages in primary school classes as a problem when they were interviewed during the previous year. It was only beginning teachers who showed concern regarding classes which comprise different ages. In the second interview, the following year, when second year student teachers were followed into the third year mixed ages remained of no concern to them. Only two of the student

teachers who were followed into their first year of teaching expressed problems in this area:

... there are no similar ages. I think this problem is in The Yemen as a whole ... I have pupils in the third year who are more than 17 years old, and I have pupils who are only 9 years old...

You find pupils are older than the rest of the children, e.g. one of them is 17 years old and he is in the fifth year...

Classes of mixed ages are seen to have bad effects on pupils, particularly older children, and on the objectives of education in general:

I tried to understand why older pupils are introverted. They said 'how are we studying with small children?' This is a problem.

This gives bad results and does not serve the objective of education... the older children feel embarrassed when they sit with small children, particularly if the small children are doing well...

c) Mixed Abilities

In the first interview teaching pupils of different abilities did not seem to represent a problem for either second or third year student teachers; no explicit reference was made to it. But it was a major concern for beginning teachers. In the follow up interview

when second year were in the third year, two of them referred to ability differences as one of the problems they were encountering during teaching practice:

There are some problems. One of these is that pupils differ in their abilities. Some of them are weak, some of them are in the middle. This is one of the things we faced.

The very big differences in pupils' abilities inside the class. You find one pupil is more able, perhaps he is from a well off family and lives a good life, while you find another pupil without breakfast, his situation is very difficult. This is painful...

When the third year student teachers were followed up into their first year of teaching, the majority became preoccupied with the problem of mixed abilities:

Some of the pupils are low in their abilities, you can not do anything to them. Some of them are retarded mentally, some of them with hearing problems, some others with sight problems.

One of the serious problems is the ability differences among pupils...

I do not have any idea up to now of how to deal with different abilities.

Most difficult to deal with seems to be the less able pupils:

... up to now you find dealing with these pupils very difficult.

The family's education and financial position are seen by some of the beginning teachers as playing an important part in affecting pupils' achievement in the school. This was referred to when they were explaining the problem of mixed abilities and why some pupils are less able:

Some of the pupils say 'why do I not have money, why does the son of so and so have money and wear good clothes?' ... they cannot concentrate in the class. They remain playing, whatever you try to make them understand, you can not...

This is the effect of the families, whether they are educated or not. Also the social status of the families plays a part when people treat the children according to the social status the family enjoys...

Pupils' lack of interest and motivation to learn was also seen to play a part in pupils' low ability:

Some of the pupils are forced by their parents to study, e.g. some pupils say 'I want a passport to emigrate, I want to work and earn money...'

One of these beginning teachers seemed to have sought help from the head teacher regarding how to deal with mixed ability classes. But he did not seem to find the advice given by the head teacher as useful. He saw it as damaging to the pupils' morale:

The head teacher tells you to divide the class into three groups, the weak ones, the middle ones and the more able ones. This is a problem, you kill the pupils' morale, you cannot separate them...

This judgement seems to be based on a trial of the head-teacher's advice:

When we grouped them according to their abilities we found that the weak pupils become worse...

One of the difficulties referred to by two beginning teachers has to do with pupils' inability to read or write in fourth and third year of the primary school.

I found pupils in the fourth year, they are very bad at reading. One of the problems is that some of the pupils are not at the level of fourth year...

The difficulty I am facing is that some of the pupils cannot read or write. This is of course the biggest problem...

Other teachers are blamed for transferring pupils from lower classes to higher classes without ensuring the right levels for pupils:

Some of the teachers transfer pupils from one year to another and they are not at the right level. This is a bad thing. They transfer pupils because they know their families or for other reasons...

The teacher wants to get rid of the pupils and transfers them to the next stage for another teacher. This is due to the carelessness of the administration and the influence of parents...

Mixed ability teaching was a problem about which students in different stages in Taiz male institute were similarly concerned.

Fear and Embarrassment

It ought to be noted that when conducting the initial exploratory study this problem was identified as a result of using a strategy in which some of the second year student teachers were asked to talk about their friends' problems and the things they and their friends discussed. Thus problems of fear and embarrassment were discussed only in relation to the second year student teachers. When these students moved to third year they were reminded of this problem and whether it was still a problem for them in the third year. From their replies, it seems that for the majority of them the problem is either gradually decreasing or for some has disappeared completely, possibly due to the confidence and the experience they gained. The following are some of their responses:

Now, (during the third year teaching practice) only the first few days, but as a result of experience it disappears... previously I was very embarrassed. I could not do what I wanted. I used to be frightened that I would make mistakes and the supervisor would criticise me...

Some of my friends used to be embarrassed to a large extent but I have observed this year the embarrassment has lessened... with more practice this embarrassment disappears...

I had this embarrassment. I could not stand in front of pupils and I feared the inspector when he came to the class, but gradually it disappears.

I do not know the problem of embarrassment even when the supervisors are in the class...

For me I did not have this embarrassment.

The main causes of embarrassment or fear are believed to be inadequate preparation and the lack of knowledge of the content of the lesson.

There might be some of the students who get some fear because they did not prepare properly...

Some students feel embarrassed because of the lack of information about the lesson, e.g. sometimes he makes mistakes and some of the pupils embarrass the student when they correct his spelling or missing words.

If the teacher does not understand the lesson and if you do not prepare well, this will cause embarrassment.

Other reasons for embarrassment have been referred to such as not knowing the purpose of the inspector and the unfamiliarity between him and the students, and the kind of children the student teacher is teaching i.e. whether he is teaching pupils of young age or older age:

The reason is the lack of unfamiliarity between the student and the inspector ... you tend to wonder what he is going to do so you get embarrassed... when you know him and know what he wants the embarrassment disappears.

In primary school you find one pupil is 12, another is 18, and another is 16. The age of some pupils might be the same as that of the student teacher. This is a cause of some embarrassment...

According to the survey study results, problems relating to fear and embarrassment appeared to decrease successively across stages within the Taiz male sample.

Evaluation

In the initial exploratory study the issue of evaluation by supervisors was not raised by second year student teachers. It was raised only by a few of the third year student teachers. When the second year student teachers were interviewed again in the third year they raised the same issues raised a year earlier by third year student teachers. The problem that the majority of the third year student teachers were complaining about was the discrepancies and disagreements among supervisors in guiding and evaluating student teachers during teaching practice.

The difficulties we are facing are in the differences in the ways supervisors (including inspectors who are external examiners during teaching practice) direct us. I mean, one wants teaching to go like this, the other gives another opinion and so forth. One is forced to go as they want...

A very clear aspect of assessment, on which the supervisors tend to disagree and which worries third year student teachers seems to be lesson planning:

We get different opinions regarding lesson planning...

... supervisors want you to plan in a certain way and the inspector wants you to plan differently. We do not know whether to follow this or that...

... we find that some of the students used to plan lessons. The inspector used to say 'this is wrong...'
Another inspector comes and says 'This is good'.

This is seen by some student teachers as confusing and affecting the student teachers.

... this has a bad effect on the student teacher. It makes the student teacher have no value.

... one takes from all, but it is worrying for the trainee because he is following one way and someone comes and abolishes it. It confuses him...

One of the students seemed to have made compromises between what he was given by the inspectors and what he was taught in the institute:

The inspector gives his methods for planning the lesson and we were taught also by the institute ... we took both and put them together...

The inspectors' specialization is seen by one of these student teachers as the cause for their disagreement. It is believed the inspector of a certain subject might have

different methods of planning lessons from those of another inspector who is specialized in another subject:

The inspector might be an inspector of maths. in secondary school. He comes to evaluate the group who are teaching different subjects ... he has specific methods for his subject and he wants all the planning to follow his pattern...

Another student teacher seemed to be very dissatisfied with the way inspectors supervise, guide or instruct students during teaching practice. He described them as showing off and as not guiding them in a way that is encouraging:

We found the way many inspectors guide you is by showing off. It is very rare that one of them advises you in an encouraging way.

Another complaint about inspectors is their behaviour in front of the class where they seem to ignore the authority of the student teacher when trying to correct him. This seems to be hurtful according to the student teacher:

Some of the inspectors try to hurt the student teacher in front of his pupils. They stand in front of pupils and ignore the students and explain to pupils instead. This is not good...

Therefore he sees that any advice given by the inspector should not take place in front of pupils in the classroom.

The inspector should explain or advise the teacher not in front of his pupils.

He also sees that in selecting inspectors the criteria should

not be, for example, the number of years he has been working. Rather, inspectors should possess qualities such as understanding and sensitivity:

... in my opinion they should not depend on the number of years the person has been working as an inspector and take him as a model who understands everything, he should understand this process and have a way of dealing with the teacher inside the class.

To overcome the problem of discrepancy and disagreement among supervisors (including inspectors) regarding the way lessons should be planned, two of the student teachers proposed that they should meet and decide on what they are looking for:

The solution is that they should meet and agree on a certain plan, instead of troubling the students with everyone wanting them to work according to his plan.

They should meet together and take one opinion instead of every one wanting something different.

Problems regarding evaluation, particularly the disagreement between supervisors, was of high concern to the sample of third year student teachers in Taiz institute in the survey study.

Textbooks

When second year student teachers were interviewed in the initial exploratory study, they did not show any concern in relation to textbooks, nor did they show any concern a

year later when they were interviewed again in the third year. This was also true for the third year student teachers interviewed in the initial exploratory study. But when they moved to their first year of teaching, several problems were expressed in relation to textbooks. It is the unavailability of an adequate number of textbooks and the problems this leads to for the teacher and the pupil that beginning teachers have emphasised. The following response by one of the beginning teachers exemplifies the complaint about the insufficient number of textbooks in schools:

... the textbooks are very few.

This necessitates sharing the textbooks among pupils and here lies most of the problems about which beginning teachers are concerned. Sharing textbooks among pupils entails some problems for pupils, according to beginning teachers:

... the problem is that pupils do not exchange these books between them. You find one pupil takes the textbooks and does not give them to the other...

You find that when two or three pupils share textbooks this causes problems between children, one takes the textbooks and does not give them to the rest.

There is a problem in relation to textbooks. When there are 70 pupils you give them homework. The textbooks are shared, therefore most of the pupils come without doing their homework.

Insufficient quantity of textbooks and sharing them among pupils also seems to entail some problems for the beginning teachers. These problems are expressed by beginning teachers in terms of the time and the effort spent on writing the lessons for pupils on the blackboard.

When there are not enough textbooks, the teacher is forced to make more efforts, summarize the lessons and write it on the blackboard.

The problem for the teacher is when they give four pupils one textbook - you have to summarize and write for them...

In reading lesson, if I want, for example, the class to read the topic silently and then ask them questions, I find difficulty in this respect. I find only seven or eight have textbooks, the rest do not have them...

Another problem mentioned by one of the rural beginning teachers and related to textbooks, is the high prices for the textbooks taken from pupils by the school administration:

The textbooks are given by the education office at very cheap prices, but they are sold by the administration for very high prices, although not all the textbooks are available.

Another problem was mentioned in relation to textbooks by another rural school beginning teacher. This problem has to do with the late arrival of textbooks in schools:

They distribute the textbooks in December and sometimes they give new books (new content). This is one problem: you have to start again in this case...

The problem of the 'inadequate supply of textbooks' was of similar concern to the Taiz student teachers in the different stages.

Inadequate Salary

None of the second year student teachers explicitly expressed any concern regarding salary. When they were followed up into the third year, only some of them have referred to the teacher's salary as a problem. The limited salary was mentioned by one of the third year student teachers as likely to deter or discourage him from continuing to work as a teacher.

I feel that teaching is difficult.
I am not convinced that I will continue teaching ... for several reasons.
First of all the financial aspect, the salary is limited...

Another third year student teacher has referred to the increase of the teacher's salary as one of the means to upgrade his morale:

There is not attention by the educational authorities to give the teacher some priority, such as facilitating the routine that you have to go through in order to get your salary, receiving the salary in due time, and increase the salary of the teacher...

In the initial exploratory study only two of the third year student teachers expressed worries about the insufficient amount of money the teacher is paid. When they graduated and became teachers, low salary seemed to be of concern to those who are married or have families to look after. This was made clear by one of the beginning teachers:

I have graduated and I have a family who are not well off. I am looking after my parents and brothers and sisters from 1900 Rials which is not enough...

Another beginning teacher seemed to complain of the inequality between the Yemeni and the non-Yemeni teacher where he compared the salary he gets and the salaries paid to the non-Yemeni teachers, despite the fact that it is the same job they are doing.

... you know that the Yemeni teacher does what the non-Yemeni teacher does but you find the non-Yemeni teacher receives three thousand Rials and the Yemeni teacher receives one thousand six hundred - just half of what this non-Yemeni teacher receives. The one who is married and has children, this is a problem for him, he is unable to look after his family. He might resort to another means, they might look for another job, or might teach private lessons...

Although beginning teachers who are not maintaining families have referred to the salary as low, it does not seem to be of major concern to them:

Because I do not have a family, I find it OK...

It is not a problem for me.

Another problem that appeared to relate to the salary was raised by one of the rural school beginning teachers. He was complaining of the huge amount being deducted from his salary where his salary did not reach him in full.

... When my salary reaches me, a lot has been deducted from it. This is a problem. I work and make efforts and some one else takes it while he is sitting on the chair.

This is because of the way the teachers' salaries are being handled: it goes through several channels until it reaches the teacher's hands. First the Treasurer of the education office receives it from the bank, then the salaries of the teachers in each district are received by someone who is responsible for that district, then it goes to the head teacher or the school representative and finally the teacher receives it. Each of these channels, as the teacher indicated, tends to deduct some of his salary.

The variety of hands that handle it take a lot of it.

He commented that the salaries should be directly received by the teacher, from the education office.

I do not think it is necessary to have fourteen channels to pay the salary. The Treasurer in the education office should receive it from the bank and each teacher comes and takes his salary...

As well as the problem of deduction of his salary, the delay of paying the salary through these channels was also considered as a problem:

Sometimes the school correspondent (representative) is engaged and goes absent for three weeks and I need my money. This is one of the problems...

For the survey sample problems in Taiz institute the problem of inadequate salary showed an increased concern as the students moved from second to third but a decrease for first year beginning teachers.

Inadequate School Buildings and Conditions

When the second year initial exploratory study sample was interviewed it did not show any concern in relation to school buildings or its conditions. When they were interviewed again during the third year, only two of them seemed to have explicit concerns regarding school buildings. For instance, when one of them was talking about the overcrowdedness of pupils in the classroom he talked of the inadequate ventilation of the classrooms and its effect on pupils.

The pupil does not listen to what you say because he is not comfortable in the class because there is not adequate ventilation...

When the other third year student teacher was asked about how he found teaching during teaching practice, in his

answer he referred to the school physical conditions and the problems they represented:

There are some rooms which were not originally built to be classrooms. They were built as stores to store things but were used as classrooms. As a result, you find it very difficult to teach because in it there are three or four classes together without any dividing walls between them, there are no windows for good ventilation...

The existence of three classes under one roof without any dividing walls is seen by this third year student teacher as tiring because of the disruptions and disturbances caused by the different classes:

... by the time the teacher finishes his lesson he is very tired because different teachers are shouting at their classes at one time. Every pupil sees the other and every teacher sees the others. I find it very tiring...

The lack of furniture was also referred to as one of the problems by this third year student teacher:

Also the lack of materials inside the school and the lack of chairs and tables inside the classrooms...

In the initial exploratory study only a few of the third year sample have referred to school buildings and conditions as problems they were either experiencing or anticipating when they graduated, particularly in rural areas. However, a year later when they were in schools as beginning teachers, problems regarding school buildings and conditions were emphasised by the majority

and in particular by those who were working in rural areas. The unsuitability of the building has been referred to by some of these beginning teachers as one of the problems affecting the pupil and the teacher:

... the building is not suitable ...
the ventilation is not good, small
windows and they are broken. The
dust falls off the walls...

My classroom is built of Zinc Oxide
and because we are on the top of a
mountain the wind gives sounds and
noises, therefore the pupils cannot
understand. I try to make a lot of
efforts, by the time I finish the
lesson my throat is about to burst.
We do not have suitable buildings
at all...

Lack of enough rooms or small rooms in schools and the effects this causes were also referred to:

One of the problems I repeat always
is the school building. We do not
have enough rooms ... we had a room
for the head teacher, we divided
it into two classrooms. The head
teacher has no room, he is holding
his cane and staying in the street.

Also the rooms are too small. They
cannot take more than 20 chairs and
the class is sixty pupils; you are
forced to make them sit one above the
other. This is disturbing, they
disturb each other. If there is
a disruptive child he upsets the
rest of the class.

... the classrooms are too small...
you cannot move to reach the pupils
who are at the back of the class...

Lack of furniture and facilities such as chairs, tables, blackboards and the difficulties they entail were also among the things about which beginning teachers appeared to complain:

... the blackboard is very small and broken. To write on it you have to write only two or three lines. There are no chairs, it is overcrowded. Some of the pupils sit on the floor, some of them sit in the window...

... there are not enough chairs, the floor is not cemented or anything spread on it. The pupils are sitting on the dust. You can not ask the pupil to come to the blackboard because when he moves he stirs up the dust. This is a problem...

...There are no chairs, no blackboards. I write on a blackboard which has no paint, just a board. The chalk is rationed. I cannot dispose of it freely unless I save from my money and buy chalk and because the boards are without paint, they take a lot of chalk. The teacher cannot work without chalk and a suitable blackboard...

According to one of these beginning teachers' comments, the uncovered floor causes difficulty for pupils:

... the pupil cannot breath. He is disturbed mentally and physically...

One of the urban school beginning teachers was complaining about the lack of water supply in the school:

We have the problem of the lack of water. We buy it at the moment in tanks...

The survey of student teachers in this institute showed a stability of the concerns that seem to relate to school buildings and conditions.

Lack of Guidance

In the initial exploratory study, neither second nor third year student teachers expressed any concern in relation to guidance. Only beginning teachers explicitly referred to lack of guidance as one of their problems. When the second year sample moved into the third year, only one of them tended to talk in length about lack of guidance during teaching practice. The problem expressed by this third year student teacher was that of going to schools for practice without guidance. This was described by him as an unsatisfactory procedure:

I see going to teaching practice as wrong. We went without any instructions or guidance.

The guidance and instruction that this student teacher felt they were in need of has to do with the nature of teaching in primary schools and the problems they are expected to face and how they should cope with them. He seems to indicate that during teaching practice they did not get the help and the support they needed to overcome the problems encountered.

... they should give us enough information about teaching in primary school, what problems we are going to face ... what

we should do. They should give us all the help and the support we need in order to overcome these problems, but we did not find anything...

Under such circumstances, i.e. the absence of guidance and instructions, student teachers, according to this beginning teacher, have resorted to their personal judgement:

... it was all no more than our personal judgement, e.g. no one has told us what problems the children will cause or what problems can happen to them...

While, as I have mentioned above, the third year student teachers in the initial exploratory study did not explicitly express problems relating to guidance, they became overwhelmed by such problems after graduation. All of them appeared to be obsessed by the lack of guidance received after graduation:

There is a lack of guidance by the education office ... the inspector came only once. He saw my lesson plans notebook and that is all. He came and did not guide me - whether to do things or not to do them, he did not even go with you to the class...

We lack guidance. There is no one to come to direct you to the right way, because training is different from the actual work...

The graduate works without guidance. He teaches and does not know what mistakes he is making.

There are no visits by inspectors to the classes. This is one of the problems because when you remain working on your own, relying on your own efforts only, you do not know. It is very rare that the inspector comes to the class...

Even the beginning teacher, who was found to have administrative work as well as teaching some classes of physical education, and who taught for three months at the beginning of the year, has mentioned the same problem:

I taught for three months at the beginning. I was waiting for an inspector to tell me if there were certain ways I could follow or if there were any mistakes I was making, but no one came...

The above responses seem to reflect the beginning teachers' uncertainty about what they are doing in their first year of teaching. This is further made clear by some of their comments. One beginning teacher summed up his position like a person walking in the dark:

I walk in the dark. There is no light to light my way...

I have just graduated. I want to know whether I am following the right way or not. I want them to direct me to the right way...

These beginning teachers seemed to feel that relying on the training in the institute is not enough to produce a teacher. As one of them argued, experience at work plays an important role in moulding the teacher, and if the experience acquired is not of the right kind, then the

teacher will be moulded that way.

The teacher is moulded through the years by experience, this experience we are having might involve a lot of mistakes and these mistakes will continue if not corrected...

Another two beginning teachers seemed to feel that getting visits and attention by inspectors or school administrators would enhance their effectiveness and enthusiasm to work, and would help in solving some of their problems:

...if the inspector gives attention and comes to see you at least once a month one will work better and be more active...

... the headteacher or the deputy or the inspectors should visit classes and try to understand the teachers and know what problems they are suffering from...

The Ministry of Education has changed the name or the title of inspectors into what they called 'guides' which theoretically implies that they are supposed to offer and provide guidance for teachers. One of the beginning teachers was critical of the role of the inspectors. He saw their role as limited to inspection of financial and administrative aspects rather than guidance in teaching.

I observe that the inspector is the same inspector. There is nothing called a guide or guidance. He comes and sees how many days you were present and how many days you were absent. If you were absent, they deduct money from your salary, but there is no guidance, particularly in rural areas...

Further, he believes that inspectors themselves lack experience in teaching and this is perhaps why they neglect teaching:

He comes just to impose things like financial matters, he does not pay attention or give any importance to the educational aspect. Most of them might not have experience.

It should be pointed out that the lack of help and guidance by others were among the stable concerns of the student teachers across stages within the Taiz Institute according to the survey results.

Lack of Parents' Support

In the initial exploratory study it was found that none of the second or third year student teachers talked about the lack of parents' support or their relationships with them in general. It was only beginning teachers who appeared to be obsessed by such a problem. The same trend appeared in the follow up study. When the second year student teachers were followed up into the third year, none of them complained about parents' lack of support. It was only for the majority of those who were followed into their first year of teaching that this kind of problem seemed to be a major concern. It was the lack of help and co-operation by parents that beginning teachers put emphasis on:

We get very little co-operation from parents regarding pupils' absence and misbehaviour.

Parents are not co-operative at all, he throws his child to the school and says 'I want my child to learn' and puts the responsibility on the teacher.

We faced some problems with parents. For example, there are some who do not respond to you at all.

One important aspect of parents' lack of co-operation appears to be their neglect of their children as regards their education and home studies.

There is no guidance from parents to their children.

After finishing school, some parents tell their children to graze the sheep. If you tell him to let his child study, he says 'I do not want my son to be a doctor, I want him to graze my sheep'. With some you cannot talk at all, whatever you try...

One of the biggest problems and obstacles is the parents. They are not concerned with their children. It is very rare that you find one who sits with his child and finds out what he is studying...

According to one of these beginning teachers, parents tend to neglect their children to the extent that they do not know in what year their children are studying.

... some of them do not even know in what year their children are. Some come to the school and ask about their children. If the headteacher asks him 'in what year is your child' he says, 'I do not know...' To this extent...

Not only parents' neglect of their children was a cause of concern to first year beginning teachers, but also their behaviour in dealing with the teachers was a cause of concern to them. According to some of the beginning teachers they do not receive respect from parents which is seen as affecting the beginning teachers' work:

... if anything happens to his child, for example, if his child fought with the children outside the school, he (the father) comes to the school and mocks the teacher. Of course this affects the teacher's work...

... if there is a problem with his child, for example if he plays truant, or comes late, we send for the father to come to school. When he comes he does not talk with you in a proper manner. They come and shout at you and they blame the teacher.

The parents' neglect of their children, their lack of respect for teachers, were attributed to illiteracy.

... these parents are not educated.

You find most of the parents are illiterate. This causes problems. You teach the pupil in school, but at home nobody pays attention to him or tells him to do his homework.

This is because most of the parents are illiterate. This illiterate person does not know anything. If you try to talk to him and tell him his son needs attention or his son plays truant, he says 'I do not know, I send him to school. That is my duty'.

One of these beginning teachers has suggested that the literacy centres that have been established in some areas in the country can play a role in raising parents' consciousness. He also saw the mosque as a place that could play an important role in talking to parents about their children:

The literacy centres can play a role in making parents aware. Also the mosque can play an important role because they are influenced by religious matters rather than the educational aspect...

One rural school beginning teacher has attributed the problem of lack of parents' care for their children to the fathers' absence from their homes in the area in which he is working, where the majority of fathers have emigrated outside the country.

We have here the problem of emigration. It is a very big problem, children do not know what their fathers look like. Therefore the child grows without getting any affection or care.

Another beginning teacher has described the lack of attention paid by parents to their children as due to pure negligence.

This is due to their negligence because even if the father or the mother are illiterate, they can tell their child to do what he has been given in the school, encourage him, let him study, and organize his time.

The problem of unco-operative parents showed a similar concern for the three stages within the male sample in Taiz.

Professional Education

In the cross-sectional initial study, the majority of student teachers in second and third year and the majority of the beginning teachers seemed to value some of the professional education subjects. In the follow up study it seemed that the student teachers who were followed up into their third year still value some of the professional education components. They seemed to hold the same belief as when the interviews were conducted with them during the second year, that methods of teaching and psychology are the subjects that contributed to their preparation as teachers. However, viewing these subjects as useful does not necessarily mean that student teachers do not have reservations about them as will be indicated. In a reply to the question: what subjects contributed to your preparation as a teacher? the following response exemplifies the views of third year student teachers:

I think education, psychology and methods might be beneficial.

Only one of the six seemed to have felt that educational subjects did not contribute to his preparation as a teacher, but one other emphasised the limited nature of their help:

Among the educational subjects from which I benefited was psychology but my own efforts have contributed more.

Similarly, beginning teachers who were interviewed in the third year seemed to be consistent in holding the same views as before, that some of the educational subjects are of importance in their preparation:

Psychology is a very good subject but if they add to it more, it would be even better.

The educational subjects are great; methods of teaching, education and psychology are useful.

Inadequately Taught Subjects

In the initial exploratory study it was found that some of the second and third year student teachers have referred to subjects like music, art (drawing), and physical education as subjects taught in a way that they did not see their relevance. Some beginning teachers referred to these subjects as not serving them in practice.

When the second year student teachers were followed up

into the third year, only some of them maintained the complaint that the above-mentioned subjects were taught inadequately.

There is no proper study for subjects like physical education and arts so that you will be able to teach them in school...

The student does not benefit at all from some subjects, they are just a headache. For example, music and physical education - there is no one who will know anything about them when he graduates.

Another third year student teacher talked about inadequate teaching in general terms, indicating the absence of teachers who are able to relate the subject they are teaching to the future needs of the student teacher.

There is no teacher who teaches the subject in a way you feel you might benefit from it and make use of it in your teaching...

But some seemed to complain of the irrelevance of some of the subjects they study without specifying any particular subject.

We study subjects - I do not think we apply anything in primary school.

We study things like you smell a scent. You do not benefit from them, we do not apply them in practice ... you understand things but you tend to forget them quickly because you do not apply them...

For the student teacher who indicated the inadequacy of the teaching of music and physical education, these subjects are also seen as irrelevant since they are not going to teach such subjects in primary schools.

I do not think we are going to use these subjects at all when we graduate.

According to his comment this is due to neglect of such subjects by primary schools as well as the unavailability of equipment and facilities. Therefore he did not seem to feel the need for studying such subjects in the institute.

Such subjects do not receive any attention from schools and they do not have the facilities and equipment. There is no need for such subjects...

Beginning teachers tended to maintain the same belief as they had expressed the previous year, that is they saw these subjects as not relevant and not beneficial.

There are some subjects that do not benefit you at all such as physical education, art and music...

Furthermore, one of these beginning teachers described this as troublesome due to the absence of such subjects in schools:

You study textbooks, you take exams and grades like any other subject you trouble yourself and graduate and teach Arabic, or religion, or science ... you go to school where there is no physical education, no drawing, no music...

He suggested that such subjects should be made optional rather than compulsory as they are at present.

It is better that they make them optional subjects...

The survey results showed that weaknesses in teaching certain subjects in the institute represented a higher concern as the Taiz student teachers moved from second to third year, but a decrease in concern during the first year of teaching.

Inadequacy of Training

In the initial exploratory study interviews only beginning teachers have explicitly expressed 'their courses' shortcomings and failure to prepare them for some of the primary school practices. When the second year student teachers were followed up into the third year, two of them have expressed dissatisfaction with their courses indicating their failure to reflect the practices in the primary school. It is the failure to prepare them as competent teachers in different subjects taught in primary school that these two third year student teachers were concerned about:

In the institute we are not given any idea of the primary school curriculum.

The student will graduate while he is not well qualified ... he cannot teach any subject. I will be sent to one of the schools, they will tell me to teach maths or science, I might not be able to...

It is felt necessary by these student teachers that they should be introduced to the primary school curriculum due to their unfamiliarity with it. In particular, these student teachers seemed to feel the need for familiarizing themselves with the curriculum of higher classes of the primary school such as fifth and sixth year:

We did not have any idea of the fifth and sixth year curriculum. It is necessary that we have an idea about it so that we will not have embarrassment. Frankly, if any pupil asks me a question on any subject I will not be able to answer him.

As a primary school teacher you are supposed to be able to teach all subjects.

While in the previous interviews third year student teachers did not refer to problems regarding the inadequacy of their training, when they moved into their first year of teaching two of them have expressed similar problems to those expressed by the two third year student teachers, that is the failure of the institute's courses to introduce them to the primary school curriculum they teach.

While you are a student in the institute, they do not try to introduce you to the curriculum you are going to teach.

This was felt as necessary because the curriculum of the primary school might have changed from that they have studied when they were in primary school as pupils.

The curriculum might have changed while one is in the institute and he does not know anything about it, he should know before he graduates.

According to these beginning teachers, being unfamiliar with the curriculum they teach causes difficulty for the teacher and consequently for the pupils:

If I understand it with difficulty, how is the pupil expected to understand it easily? I mean, during our study they should have given us an idea of the curriculum...

... another problem is when one graduates and teaches for the first year, they make him teach the sixth year with older pupils who make him frustrated because his level is weak. If he solved one problem in maths wrongly he becomes nothing in the eyes of his pupils.

One of these beginning teachers suggested that during the three years of training the institute could gradually introduce them to the curriculum of the primary school:

While one is in the first year of the institute they might introduce him to the curriculum of primary first and second year, while he is in the second year they can introduce him to the curriculum of primary third and fourth year and while he is in the third year

they might introduce him to the curriculum of fifth and sixth year of the primary school...

Another beginning teacher has expressed some complaints regarding the methods of teaching taught in the institute. His complaint was that he was taught how to plan lessons rather than how to teach them.

I faced problems with pupils. I am teaching all subjects in the fourth year. I wanted to be told how to teach the subject rather than how to plan it.

Therefore, he suggested:

I wanted general methods of teaching all subjects. This should be taken from experienced and competent teachers so that we could follow.

The other two beginning teachers have spoken in general terms about the curriculum. They referred to some of the subjects as irrelevant to the Yemeni environment, possibly because they have been written by non-Yemeni writers:

They should change the curriculum... not to go and copy down books according to what is going on in his country (the writer's country) and say apply it to The Yemen.

Some of the subjects do not take the Yemeni environment into account, the writer could be non-Yemeni.

Therefore, one of these beginning teachers suggested:

Some of what was studied is difficult to implement...

It ought to be mentioned here that the statistical survey results in the Taiz institute appeared to show that the different stages appear to place similar emphases on the majority of the problems that relate to inadequacy of training.

Density of the Curriculum

In the first interview, only a few of the second and third year student teachers complained of the diversity of the subjects they studied. When the second year student teachers were interviewed again in the third year, a year later, some of them complained about the density of the subjects they study.

Mixing science and arts is too much.

The only problem is the big quantity of subjects.

Despite the diversity of the subjects they study, two of the third year student teachers saw the content of their curriculum as being abbreviated in contrast with the curriculum of general secondary school.

The curriculum of the teacher training institute regarding the general subjects is reduced compared to the general secondary school.

It is brief, for example if you compare maths to the subject taught in the science section in secondary school you will find it brief.

Only two of the beginning teachers saw their curriculum as dense, one saw it as dense and useless, the other believed it was dense but it was not difficult:

Because we studied arts and science, it is difficult. The curriculum is dense and you do not come up with any result because we were neither science nor arts.

The subjects are dense but they were not very difficult.

In the survey results for this institute, problems of curriculum density showed a decreased concern for third year, and brevity of the subjects was among the stable concerns across stages.

Specialization

It was observed, in the initial study, that only beginning teachers seemed to value the distinction between science and arts subjects in the same manner as for general secondary schools; none of the second and third year student teachers have referred to this. In the follow up interview with those who were in the second year, in their third year some of them appeared to be concerned with specialization. They referred to the present system as not beneficial and not taking account of student teachers' inclinations and interests.

We have a selection of science and arts which does not serve you in anything ... We prefer that science and arts subjects are separated. There are some whose hobby is science, some others want arts.

We want to study specialized subjects. For example, if you want to teach maths in primary school you could do this subject where you get to know the curriculum of maths in primary school and how to teach it.

Studying under the present system is believed to produce a paralysed teacher. Combining arts and science subjects, it was suggested, resulted in a weak curriculum which in turn produced academically weak teachers.

To take some from here and some from there, by the end you find scattered information ... you come up with no results.

You find the level of most of the graduates not even equivalent to preparatory school graduates as a result of studying a weak curriculum.

In the initial study it was observed that the sample of third year student teachers did not explicitly express any concern with regard to having to study a mixture of science and arts subjects. When they graduated and were followed into their first year of teaching, only one beginning teacher explicitly expressed concerns about mixing science and arts subjects and the way this weakens the substance of the content.

Such a curriculum, he believed, would bring about difficulties for students who want to continue their education at the university.

... what you study in the third year in chemistry is taught in the first year of secondary school ... if you want to study maths at the university the subjects taught to you in the third year in the institute are taught in the second year in general secondary school and after two years of teaching you forget everything this is a problem.

The statistical survey results of this institute showed a stability of concern across stages in relation to the negligence of specialization by the institute's courses.

Proposed Changes

In the initial exploratory study when second year student teachers were asked about the kind of change they would like to take place in the curriculum they studied, their responses indicated their uncertainty of what should be changed. This uncertainty was maintained for some of them when they were in the third year after one year, in spite of the complaints they expressed about their curriculum which were discussed earlier:

I can not judge because I do not know the things that could be added or omitted.

One has suggested that more attention should be paid to certain subjects or that they should be replaced or made optional:

In my opinion they either take subjects like art (drawing), physical education and music seriously so that the student can learn and graduate as a physical education or art, or music teacher, or change them, or make them as optional subjects without grades for any one who is interested.

Another third year student teacher advocated the establishment of science and arts as two separate sections for the purpose of meeting students' interests and inclinations:

There should be two systems, science and arts if the student wants to study science he can go to science and if he wants to study arts he can go to arts, so that he can benefit.

This system was also advocated by this student because it is seen as a necessary requirement for the institutes' graduates to complete their education in the university.

When he completes his two years' service he wants to join the university, for example, he wants to specialize in maths or in English literature. He will face difficulty because what he studied here in the institute will not benefit him in anything.

One talked in very general terms about what should be done to the curriculum:

In my opinion the Ministry of Education has established an institute to train teachers who can benefit the society. Therefore, they should plan the right curriculum that serves education in the country.

When the third year initial study sample were interviewed they too did not seem to have clear ideas of what changes should be made. When they were interviewed again during their first year of teaching, two of them have proposed changes that would serve their study in the university. For example, one said:

They might add that there should be preparation in order to continue studying in the university, for example, you do not study the general subjects properly in the institute...

Another beginning teacher advocated innovation and radical change to the curriculum he studied. According to him this kind of change should include and take into account what is suitable to the Yemeni situation of the latest theories studied elsewhere.

I see the curriculum should be changed totally. there should be some kind of innovation, it should include the latest studies and theories from elsewhere. They should take what is suitable and beneficial and leave what is not useful, instead of studying old things.

Another beginning teacher suggested the omission of some of the subjects like music, physical education, because, he believed, they are not important.

Subjects like music and physical education should be changed: they are not important...

It should be pointed out that as well as the above kinds of change proposed by student teachers and beginning

teachers, specific proposals of changes also occurred when they were talking about different problems.

These have been discussed under different headings.

The fifth beginning teacher suggested that the curriculum, educational subjects in particular, should be practical and applicable to tasks carried out by the teacher.

We want something in the heart of education, tied to reality. For example, instead of coming and telling me the story of the monkey and the banana (theories of learning in psychology) I want him to tell me what to do from where I start to plan and prepare the lessons, what methods to be used, how to direct questions to pupils, how to get the replies I wanted. This is one of the things we want.

One of the changes he would like to take place in the curriculum was that he wanted the curriculum to give him an idea of the problems he would encounter and of how to overcome them:

... we want something about the problems we might face when we graduate and how to overcome them. For example, one pupil does not do his homework, another does not bring his textbooks and jotter to school and so on, and how to deal with them and how to motivate them. This is the weakness we have...

Another kind of change this beginning teacher proposed had to do with the style of writing of the textbooks, psychology in particular. He seemed to advocate a simple prescriptive way of writing:

Instead of the complicated theories they might present it (psychology) in a simple language so that one might read and understand, as a teacher I want things like a story for example to tell me if a pupil has such and such a problem, how to deal with him... if I face a problem today I can go home and see how I can solve it...

Conclusion

The statements quoted in this chapter show the strength and fluency with which the student teachers and beginning teachers expressed themselves. This leads one to have great confidence that, on at least most of the issues, they expressed genuine and deeply felt concerns and problems.

In this chapter, the relationship between the findings of this follow up interview and those of the survey for this institute were presented. The table below shows this relationship in terms of the trends for each category shown by each of the two approaches:

Table 10.1 Trends for each category shown by each of the two approaches

| Category | Survey | Follow-up interview |
|-------------------------------|----------------------------|----------------------------------|
| Discipline | Successive decreases | Decrease in 1st year of teaching |
| Teaching Aids | Stability across stages | Increase and then decrease |
| Unqualified headteachers | Stability across stages | Increase in 1st year of teaching |
| Curriculum inappropriate-ness | Successive decreases | Increase in 1st year of teaching |
| Class size | Stability across stages | Increase 3rd year onwards |
| Mixed ages | No match | Increase in 1st year of teaching |
| Mixed ability classes | Stability across stages | Increase 3rd year onwards |
| Fear and embarrassment | Successive decrease | Decrease 3rd year onwards |
| Evaluation | Increase and then decrease | Increase and then decrease |
| Textbooks | Stability across stages | Increase in 1st year of teaching |
| Inadequate salary | Increase and then decrease | increase 3rd year onwards |
| Inadequate school building | Stability across stages | Increase 3rd year onwards |
| Lack of guidance | Stability across stages | Increase in 1st year of teaching |
| Lack of parents' support | Stability across stages | Increase in 1st year of teaching |

cont'd..

| Category | Survey | Follow-up interview |
|------------------------------|----------------------------|----------------------------------|
| Inadequately taught subjects | Increase and then decrease | Maintained across stages |
| Inadequacy of training | Stability across stages | Increase 3rd year onwards |
| Institute curriculum density | Decrease and then increase | Maintained across stages |
| Specialization | Stability across stages | Increase in 1st year of teaching |

It can be noticed that each approach showed different trends of change. The overwhelming pattern shown by the survey approach is one of stability of concerns about problems across stages in many categories. On the other hand the overwhelming pattern shown by the interview approach is one in which most of the categories showed an increase on entry into teaching or an increase from second to third year which is then sustained in the first year of teaching. There are several possible explanations for the differences of the trends shown by these two approaches. First of all there is the issue of sampling, that is, the sample involved in the interview is a small proportion of the total year-group of the Taiz Institute, virtually all of whom completed the questionnaire. Therefore, the picture emerging from this approach is not complete.

If I had been able to interview all the respondents surveyed at each stage then I would have the complete picture of the trends of change.

Second, in the cross-sectional study, different respondents were surveyed at different stages and they were asked questions they had to answer for the first time. Therefore the trends shown were for different people. In the longitudinal study the same people were followed up into different stages and they answered questions more than once. In this case they answered questions in relation to what they answered before. Therefore the trends shown were for the same people.

Third, in the interview approach respondents are more likely to express those salient problems, i.e. they are likely to talk about their immediate concerns at the moment of the interview, while in the questionnaire their responses show how important they consider the various suggested concerns to be.

Fourth, providing respondents with a list of concerns in the case of the questionnaire was likely to induce them to believe, as a result of thinking about them, that such concerns are important and therefore to feel they should be concerned about them, while in interviews they spontaneously expressed their own concerns.

A fifth possible interpretation of the differences in the results shown by the two approaches is the one suggested by Shipman (1967b) for the similar differences which he found. He considered that students were employing "impression management" in responding to his questionnaire providing answers more in line with the college views, but that in interviews their responses were more in line with the views generally held in their teaching practice schools. He tended to accept the interview responses as less 'managed' responses, partly because of the greater difficulty involved in managing the impressions given in interviews. Following the same argument in relation to the present study, it has already been mentioned that the interview responses seemed to be genuine in that it would be difficult to believe that they were calculated to give deliberate impressions to the interviewer. Thus, if the differences were due to impression management, then, as in Shipman's case, it is the questionnaire responses which must be under suspicion. It could be speculated that many issues became a source of greater concern when students left the institute and started teaching, but that male beginning teachers from Taiz (and from other institutes in the country), unlike the females, generally felt it necessary to give the impression that these issues were not of greater concern to them. This seems to be a plausible way of understanding the differences in the results of both approaches but taking into account the other four possible explanations of these differences which have been outlined above, it must remain a speculation rather than a conclusion.

A more cautious interpretation of these differences is suggested by the similarity between the results of this study and those found by Hogben and Lawson (1984).

They too found, in a number of studies, stability of attitudes across stages as a result of using a questionnaire approach, but when a few respondents were followed up using an interview approach certain changes were found.

In this study it has been noted that the results produced by the questionnaire approach appeared to show on average lack of change in concern about most of the issues. One might conclude that there are not widely shared and strongly felt changes in student teachers' concerns about these issues. But even if this is the case, the interview results showed that behind this average lack of change there are very clear changes in the concerns of individuals.

CHAPTER ELEVEN

STUDENT TEACHERS' PROBLEMS AS PERCEIVED
BY LECTURERS

CHAPTER ELEVEN

STUDENT TEACHERS' PROBLEMS AS PERCEIVED BY LECTURERS

It has been mentioned earlier that the lecturers' understandings of student teachers' problems were investigated. A sample of lecturers from each institute was interviewed for this purpose. This was sought for reasons such as knowing how aware lecturers were of their student teachers' problems and whether or not they felt able to help them to solve their problems. Thus, this chapter discusses lecturers' understandings of student teachers' problems.

Fifty-one lecturers were interviewed and each interview lasted, on average, about an hour. Each interview produced, on average, about ten pages of transcript of each lecturer's expressed opinions. If such an amount of data were to be analysed in detail, a thesis about this alone could have been generated. Therefore, a more summary approach was adopted. The researcher has thoroughly read through the transcripts twice. The first reading was used for the purpose of general familiarization with the data, or rather refamiliarization with the data, and the initial identification of major themes. The second reading was used for the purpose of clarifying these major themes in what the lecturers said, noting examples of what they said on these themes, and also any major differences in their views about them. As a result of this procedure it can be said with confidence that what

is reported in this chapter does reflect the views expressed by lecturers on the various issues identified. But aspects of lecturers' perceptions on other issues which might have been identified by a more detailed analysis have not been identified.

So that lecturers' understanding of students' problems could be understood in relation to their own ideas about the institute programmes, they were asked some basic questions about the purposes of major components of these programmes. Therefore, the report on their thinking starts with a brief account of their ideas of teaching practice objectives. The second section of the chapter reports briefly on the types of students' problems mentioned by lecturers. First the types of problems mentioned by the majority of lecturers are discussed, then those mentioned by a smaller number of them, and then very briefly some mentioned only by isolated individuals. In each case the emphasis placed on problems by lecturers is compared with the survey results showing the scale of actual students' concern about these problems. This section concludes with a discussion of the overall pattern of lecturers' emphases in comparison to students, including consideration of students problems not mentioned at all by lecturers.

In later sections of the chapter, differences among groups of lecturers are noted and finally lecturers' ideas about causes and possible solutions of student problems are briefly discussed.

(1) Teaching Practice Objectives:

It has been mentioned elsewhere that second year student teachers are sent to primary schools for one day a week for teaching practice. This is also applied to the third year student teachers except for three weeks at the end which are allocated for block teaching practice and the aim of this is to conduct the final assessment of student teachers.

The lecturers within each institute did not seem to see different objectives for sending student teachers in the two years for teaching practice, except for the block teaching practice which is seen as being allocated for the purpose of assessment by external examiners (inspectors) and institute supervisors.

In general there seems to be a consensus among lecturers in the different institutes about the general objective of teaching practice in both years which is the implementation of the theories taught to students in the institutes, such as methods of teaching and other professional subjects.

The purpose of teaching practice is basically the same for second and third year, but in the third year there is more emphasis at the end on the assessment.

... the students study general methods of teaching for each subject, all these things can not be applied except through the teaching practice. Therefore, teaching practice is a field where the student applies what he studies theoretically. He studies theoretical things about child development and things about the primary school. All these he will be able to see through the teaching practice...

When lecturers elaborated on the things they wanted the student teachers to learn from teaching practice, different skills were referred to such as standing in the class, using the blackboard, controlling the class without using corporal or verbal punishment, planning lessons, using suitable methods in presenting the lesson, and preparing and using AVAs.

(2) Student Teachers' Problems

2.1 Problems mentioned by the majority of lecturers

Generally speaking, lecturers seemed to be sensitive to some of the common problems expressed by student teachers. Among the problems on which considerable emphasis was placed by the majority of lecturers tended to be those related to classroom teaching, such as class control, class size, AVAs, embarrassment, lesson planning, and lack of co-operation by the school teacher and the administration. The following responses exemplify these:

The most important problem that bothers them very much is the disorder in the class, the inability to control the class...

... the number of pupils or the density of pupils in classes has exceeded the exaggerated limit. This is considered by the student teacher as representing one of the obstacles that faces him and stirs up his concern. We are sympathetic with him in this matter...

they complain of other problems, that the class teachers are not co-operative and provoke pupils not to listen to them, and the administration is not co-operative, some of them say that the non-Yemeni teachers cause problems and obstacles for them to prove that they are better than the Yemeni teachers...

I went to one of the schools to see the student for the first time. I sat at the back of the class and I wanted to record what the student was doing, and she got totally lost, to the extent that she could not speak or control herself. She started to sweat, and after I left she came and said immediately, 'I am not suitable to be a teacher at all', and these situations are seen with many students...

one of the problems is related to materials. We feel that the students experience the lack of materials like pens, paper, and other things to make AVAs. I mean, he comes and tells me 'how much is my allowance? they give me 400 Rials (equivalent to £40). I live from it, or I buy materials and make AVAs. I can not afford this. I have to make AVAs all the year round at my expense'. So all the materials from which he makes the AVAs are at

his expense and he feels it as a heavy burden...

We find that the student faces problems in lesson planning, how he formulates the objectives of the lessons and how to prepare the lesson, and what are suitable AVAs....

It should be noted here that among these problems which the majority of lecturers believed student teachers are experiencing, problems of discipline and class control, class size, AVAs, lesson planning, lack of help and guidance, were among the problems that were emphasised by the majority of student teachers and beginning teachers as representing a great concern. But according to the survey's overall results, the problem of embarrassment was of great concern only for a minority of student teachers and beginning teachers, yet it was emphasised just as much as the other problems by the lecturers.

The other problems commonly perceived by lecturers as being of concern to student teachers appeared to be concentrated on the institute's courses, such as courses' irrelevance to the student teachers' work, courses' difficulty, courses' density and lack of specialization.

With regard to the psychology and education, the subjects incline to the theoretical aspect more than the practical aspect. The topics are far from the practical aspect. The student feels that the topics should be felt and should touch on problems they face in their training

and the field of teaching because these are professional subjects, they should prepare him for the practical aspect. They do not contribute much to qualify people for the teaching profession.

there is the issue of doubling here, because they have to take science and arts subjects together, some of them complain about arts subjects, others complain about science subjects.

the students complain of the multitude of the subjects in the institute. You find they have to study several subjects and they have to do teaching practice...

Sometimes they complain about difficulties in some subjects like science and maths.

According to the overall statistical results among the above course related problems that were commonly emphasised by lecturers as kinds of concerns student teachers experience, only courses' irrelevance and lack of specialization were emphasised by the majority of student teachers and beginning teachers as representing great concern. Curriculum density and difficulty were of great concern to relatively few of them, but appeared to be generally perceived by lecturers as equally common problems.

2.2 Problems mentioned by a minority of lecturers

Some problems, mentioned only by a few lecturers in a few institutes, tended to focus on the job of teaching and the relation of the teacher with others such as the low professional status, difficulty of the job, and the unqualified head teachers.

through my discussions with some students they say socially the teacher has no status.

among the problems they face and think of is that the teaching profession is a hard profession.

the concerns regarding those who will work is that they always think, when we talk about the schools in rural areas and the work in them and their administrative aspect, about the unqualified head teacher. They say 'when we graduate we will face educationally unqualified administration which will deal with us in a way that precludes what we want to do. We will be in one valley and the administration in another'. These are the things they think about now ...

However, only a few lecturers in a few institutes perceived such problems of low professional status and unqualified head teachers as being of concern to student teachers, while these were in fact among the problems that were of great concern to the majority of student teachers and beginning teachers in the country.

Among the problems which were emphasised by a few lecturers in a few institutes, some appeared to relate to the institutes' courses such as the limited treatment of subjects and out of date topics included in the curriculum student teachers study.

Other kinds of problems mentioned were about student teachers' difficulty in understanding the curriculum of primary school, students' assessment and the behaviour of external examiners, the supply of textbooks in the institute caused by such factors as their late arrival in the institute and consequent needs for sharing of textbooks among students, lack of primary school textbooks for students for the purpose of lesson preparation during teaching practice, the students' worries regarding whether or not they will be admitted to the university after two years' service after graduation, and the lack of transport for student teachers during teaching practice. Apart from the university admission problem, all these problems seem to focus on students' problems in coping with the demands on them as students. They do not seem to be problems of teaching, either in or outside the classroom, i.e. they are not problems of the anticipated future as a teacher, but rather of the experienced present as a student. The following quotations exemplify these problems:

You find the curriculum is very old, the topics included are very old. It includes theories since 1807 which are not valid any more and nobody talks about them and the student is still studying them. It is not written by an educationist. The writer has no idea about science. He just copied down from other books in 1968. The topics are fragmentary they are not connected. Printing is very bad. So many mistakes. The students always complain, e.g. when he solves a problem, he finds a wrong solution in the textbooks, when he reads it is difficult because of the many mistakes. They always complain about the bad printing and the mistakes...

you find the student during teaching practice faces difficulty in understanding the information of the preparatory school. There are some lessons which are very difficult, particularly in the fifth and sixth year in Maths and Arabic...

the third year student teacher's problem is usually when the Ministry Inspectors come (as external examiners). They have different opinions in teaching and so on, which differ from what the students have learned here in the institute - perhaps this inspector is old and has very old methods of teaching. This has a negative effect on the institute.

with regard to the problems that face them in relation to their curriculum, one is the late arrival of textbooks. Even when they arrive, they arrive in insufficient number.

In some subjects they come without planning the lessons because of the absence of the primary school textbooks. They come and say 'I want to prepare

the lesson but I do not have the textbook', so he tries to cover the lesson with anything. This is because either the school said there were no textbooks or the institute did not try to make them available. This causes confusion and problems for the student teacher.

the second thing that concerns them is whether or not they can continue their education at the faculty of education. You find sometimes they (Ministry officials) said to them that they would not allow them to continue studying. They always ask these questions. This affects their morale and performance...

When the student teacher goes to school for teaching practice he has to teach two lessons and then return to the institute for discussion and to have his own classes. Because they go to far away areas, they do not manage to come for discussion immediately after teaching. This is one of the problems they face during teaching practice.

Looking at the overall results of the survey indicates that among the above perceived problems by lecturers, problems of inadequate supply of textbooks appeared, in general, to be among the top problems that were of major concern to student teachers and beginning teachers. Problems of abbreviated curriculum and the neglect of primary school curriculum in the institute were of great concern to a minority of student teachers and beginning teachers. Similarly were problems of assessment and disagreement between supervisors, that is, institute

supervisors and inspectors. The problem of university admission was perhaps not explicitly mentioned as a problem by the student teachers, but it was definitely mentioned as an aspiration. It was because of this aspiration for university admission that aspects of the institute's curriculum were seen as problematic, e.g. 'Neglect of specialization' which was of great concern to the majority of student teachers and beginning teachers. Finally, problems of transport were not among the concerns mentioned by student teachers.

2.3 Problems mentioned only once

Some of the problems were mentioned only once, i.e. by one lecturer from one of the institutes. Among these problems some relate to the institute's courses, such as neglect of teaching subjects like Music and Physical Education and the lack of usefulness of the present courses to the student teachers for continuing their education at the university. Some of these problems tend to relate to the student teacher's welfare during training, such as accommodation and allowances. One problem mentioned by one lecturer was the decrease in the student teachers' enthusiasm after a short while of teaching practice. Some of the issues that were believed by single lecturers to be of concern to student teachers as regards their future focused on job placement, employment procedures and routine. Finally, some of these problems tend to relate to the female student teachers, such as the status of the female teacher in society and the prevention by some husbands of

their graduate wives from working as teachers. The following quotations are examples of these single lecturers' responses regarding the above mentioned problems:

There are some subjects, like Physical Education and Music which are neglected. It does not serve their purposes and some student teachers complain about this. These subjects should get attention from those who are responsible (Ministry officials).

the problem that the student will encounter in relation to the curriculum is when he goes to the university. The subjects he will study in the university, he did not take the basis of in the institute. This will trouble him.

there is another problem that concerns them which is the accommodation. They do not have suitable and convenient places. They live ten in each room. For their study this is not convenient. This is one of their problems ... here they depend only on the allowances they get. They spend it quickly and they face financial problems which affect their academic achievement.

you find the student teacher, before going to teaching practice, very enthusiastic to move into the practical side. We always notice this. He goes for the first week; in the second week the problem is that the degree of activity decreases. The reason seems to me to be that the theoretical aspect concentrates on how to plan the lesson and this becomes routine. Even the inspector himself comes and looks for these things and objects to the student teacher. The student teacher comes up against a psychological conflict he cannot resolve.

those who are about to graduate - the issue of appointment after graduation is of concern to them. The question of where he will be placed, whether in rural or urban...

the students complain about the employment procedure. They complain of why the employment is central (in the capital). They say this will cost them much because of the time taken to go through the process of employment...

One of the problems girls expect is that the student feels that there are social restrictions which will restrict her and that she might not be allowed to work ... She might get married and her husband will prevent her from teaching. This kind of thing holds back the determination of the girl to teach...

Apart from the neglect of teaching subjects like Music and Physical Education, which was of great concern to the majority of student teachers and beginning teachers, the remaining problems were not among the problems mentioned by student teachers.

2.4 Overview of lecturers' emphasis

The picture emerging from the above results is that there are two relatively clearly identified sets of problems which were mentioned by the majority of lecturers. Some of these relate to classroom teaching and some relate to institutes' courses and no others. For the students' problems mentioned less frequently by lecturers, it appeared that apart from a few problems that tended to

relate to the job of teaching and institutes' courses, the majority seem to be problems focussing on students' problems in coping with the demands made on them as students. The problems mentioned by only one lecturer seem to relate to institutes' courses, student teachers' welfare, the process of employment and job placement, and problems pertaining to female students.

Among the problems expressed by student teachers but not mentioned at all by lecturers were the problems relating to school physical conditions and resources such as buildings, furniture and libraries; problems of job rewards such as status and promotion, and problems relating to pupils' responses to teaching. All of these problems were of great concern to the majority of student teachers and beginning teachers. Also among the problems that were not mentioned at all by lecturers were the majority of those relating to demands of teaching and some of those relating to teaching competencies. Most of these problems were of great concern to the majority of student teachers and beginning teachers.

However, it is observed that generally lecturers seem to place emphasis on things emphasised by student teachers and that the things mentioned only by individual lecturers are generally the things student teachers did not mention or emphasise. Nevertheless, there are a few problems which were over-emphasised by lecturers and these were problems relating to course difficulty and density, and

to embarrassment. On the other hand some problems were mentioned but under-emphasised by lecturers and these included textbooks supply, low professional status, and unqualified head teachers.

Thus, generally speaking, it seems that the problems not mentioned by lecturers but emphasised by students tended to focus on the job of teaching-demands, competencies, material conditions, rewards, whereas those mentioned by a minority of lecturers but not emphasised by students tended to concentrate on aspects of students' living and learning and on certain aspects of institutes' courses.

(3) Differences in the perceived problems:

There appeared to be some slight differences between the lecturers in the male institutes and the lecturers in the female institutes regarding student teachers' problems. Lecturers in the male institutes, in general, raised a few issues that were not reported at all by the lecturers in the female institutes and vice versa. For example, lecturers in male institutes tended to refer to the inadequate salary that the teachers receive after graduation as one of the problems student teachers expect to face.

Through my discussion with them, the second problem is the salary. They say, 'the salary we will receive is not enough' and that they think of taking other jobs as well as teaching to increase their incomes.

Lecturers in the female institutes expressed the problem of student teachers' exhaustion due to the time of teaching practice in the female institutes where it is conducted in the afternoon after the student teacher has completed her classes in the institute.

the student teacher continues studying in the institute from the first lesson until the sixth lesson one full day and then goes to teaching practice. The break she gets between the last lesson she takes in the institute, and the first lesson she has to teach, is very short. This makes her exhausted and affects her performance.

Although differences were noticeable in this respect, in most respects the two groups of lecturers seemed to emphasise similar things for both males and females.

Apart from a very few lecturers who tended to differentiate between a few of the problems in second and third year, the majority of the lecturers did not appear to be sensitive to changes in the problems of student teachers as they move from second to third year. For instance, when they were asked to specify the problems of second and third year student teachers separately, their responses indicated that the problems they talked about are common to both years.

Second and third year student teachers' problems are almost the same. Sometimes one from second year and another from the third year who did not meet each other or knew each other before they come to me and say, 'we were told by the class teachers to prepare these lessons.'

When we went to teach, we found out that the teachers have taught the lessons ... you find once the student teacher writes the date and the title on the blackboard, pupils shout "we have taken this lesson already" ... they come and complain that their positions are shakey in front of pupils ... these are problems encountered by both second and third year.

I think there are similarities between the problems of second and third years. Through my supervision of both groups I think the problems are similar because they are in the same environment and the purpose of training is the same and they teach the same lessons and they take the same timetable...

The few lecturers who appeared to differentiate a few of the problems according to stages, indicated a difference in terms of the increased degree of severity of the problem for third year. For instance, a very few lecturers believed the problems of class size and AVAs are more acute for third year student teachers due to their being in a final assessment situation.

This is a problem of course for second and third year, but because third year student teachers are placed in classes of large numbers, this disturbs them more than the second year students because they are on an assessment period at the end of the year. So being on an exam they want the classes to be quiet and small in number so that they can perform well.

this (preparation of AVAs is shared by almost all students but the third year are more concerned because they have the final exam and they do not have time.

Two concerns were referred to as not shared by both years. They were pertaining to the third year student teachers only. One of these problems has been pointed out earlier, i.e. the assessment by external examiners (inspectors) the other has to do with the timing of the teaching practice.

the third year student teacher goes to school for teaching practice with a lot of worries, how to divide his time for studying, revising for the exam and for preparation of lessons because the teaching practice is close to the exam time...

(4) Reasons of and solutions for student teachers' problems

The majority of lecturers in the different institutes appear to ascribe the problems of student teachers to conditions and attitudes and practices of people in primary schools (e.g. pupils, class teachers, head teachers) and to educational authorities (e.g. Ministry officials, inspectors, curriculum planners).

the most important problem that bothers them very much is the disorder in the class, the inability to control the class. This is due to the lack of response by pupils because they regard them (student teachers) as merely practising teaching and they are told this, so they do not give them any respect, like the class teacher.

As a trainee the student teacher might make mistakes. The head teachers see the Yemeni student teacher as an obstacle to the process of education in their schools. They perceive the student teachers as academically weak and think they cannot benefit pupils and they (head teachers) might make life complicated for them.

Also, one of the student teacher's concerns is that when he goes to school he finds that almost all the class teachers go into classes armed with canes the length of which is more than three metres. This means the pupil fears them. The student teacher is a stranger in the school and he is not allowed to use the cane therefore, pupils make disorder... Also, the number of pupils in classes is more than one can imagine...

... the curriculum is complex for them. They complain about it... the writer of the textbooks did not imagine the level of the students and on the basis of that write the curriculum, but anyone who copies down things - they call him a writer.

... the student teacher is not content with the inspectors and head teachers - they do not help, they just look for mistakes without seeing the students' positive things. Inspectors are supposed to help the trainee...

Very occasionally lecturers blamed the student teachers for their problems, where they believed the reasons behind some of the problems lay in the students' rejection and neglect of their advice:

... with regard to the issue of class control, I tell her to do such and such to attract pupils' attention but they (student teachers) do not care. All they want is to have the lesson prepared, come and present it without using exciting methods, without using any attractive AVAs.

Some of the lecturers seem to have been trying to assist student teachers to solve some of their problems through offering theoretical advice which again students do not seem to take:

We give them theoretical guidance and tell them during teaching practice 'you are supposed to control the class', but you find some students resort to some kind of ways unable to control the class because the methods he resorted to did not enable him to control the class. Some of them resort to using the cane ... we tell them to raise their voices and give them (pupils) a story instead of lecturing...

The majority of lecturers seem to believe that solutions to the student teachers' problems lie in the hands of others and they are unable to do anything about them. It is through changing or improving the existing situations, circumstances, and regulations, and making things available that they believe the problems of student teachers can be solved and they do not have the upper hand over these:

As I told you, they complain of the irrelevance ... the educational subjects are useless and difficult to apply. They study something about education, curriculum, but there is no application for them ... the style of writing is ambiguous and some subjects are above

the level of the students. Of course this is beyond our power. They come from the Ministry ...

The lack of materials is the main reason. If the materials were available, we have AVAs specialists who can help them (student teachers) ... If a specific amount is allocated to materials and making AVAs so that the student can produce and use them.

If there were model schools attached to the institutes they can be used for teaching practice purposes. So the student can perform his lesson and control the class without any problem. If there were schools of this kind the problem would be solved immediately ... We cannot go to schools and tell them to reduce the number of pupils in classes...

In my opinion they (Ministry officials) should specify part of the academic year for continuous teaching practice instead of one day a week so that the student will be responsible for the class for a certain period and the class teacher will not be able to tell lies and give the student teacher lessons he has already taught.

It should be mentioned here that from what the students have said in the interviews and their responses to the beliefs questionnaires, students appear to share to a large extent the attitudes of lecturers that the sources of both problems and solutions lie outside lecturers' control. However, there are a few problems for which lecturers are held responsible by students. These problems have to do with self respect in the class where it is believed that certain behaviour of supervisors (institute lecturers), such as criticising students in

the class, contributes to the problem of embarrassment, with evaluation during teaching practice where discrepancies between supervisors and external examiners occur, and with the lack of guidance during teaching practice.

CHAPTER TWELVE

CONCLUSION

CHAPTER TWELVE

CONCLUSION

This chapter is divided into three parts. In the first part the research questions outlined in Chapter 4 and the answers to these questions derived from the questionnaire survey and interviews are examined. The second part of the chapter looks again at some of the literature on professional socialization outlined in the review of literature in Chapter 2 with a view to better understanding of the Yemeni student teachers' and beginning teachers' problems. The third part of the Chapter discusses some possibilities to be considered for action to be taken.

The Research Questions

Before the research questions and the related answers are discussed it should be remembered that a considerable effort was put into the first phase of the empirical work (the initial exploratory study) in which issues of concern to student teachers and to beginning teachers in The Yemen were identified in an open-ended way. Thus, the intensive interviews at three different stages were the major means of generating the items in the questionnaire. This does not mean that I can claim that I have covered all the issues of concern for students in all different institutes, but it does mean that many of the items in the questionnaire

represent Yemeni concerns. However, I did not rely entirely on the interviews for generating the items in the questionnaire, but included items also to reflect a range of concerns emerging from the western literature.

Research Question 1: The first research question was concerned with the generalizability of the problems identified from the initial exploratory study's sample and from the western literature.

Responses to the questionnaire appeared to show that the great majority of the suggested problems were widely experienced by student teachers and beginning teachers. Thus as many as 34 of the 52 problems presented were rated as 'of great concern' by more than half of the respondents. Furthermore, many of the other problems were rated as of great concern by a substantial minority of the respondents and only a few problems were rated as of great concern by as few as one-third of the respondents.

It must of course be recognized that the general questionnaire approach and the specific form of the questionnaire were such as to make possible, or even encourage, a compliance reaction from respondents: it was easy for them to recognize problems suggested to them and to concur with the suggestion that these were problems of concern. It is difficult to know how far the high levels of assent to the suggested problems reflected such compliance. Informal feedback from respondents suggested

that they did indeed tend to recognize most of the problems as their own. Some evidence has also been discussed suggesting a contrary tendency, of the reluctance of some respondents to admit to concern over problems in their questionnaire responses. On balance, therefore, it seems likely that the general tendency to agree that the suggested problems are indeed of concern can be accepted at its face value. However, it is on the relative concern expressed about different problems that greatest confidence can be put.

The analysis of results in Chapter 6 showed the relative importance attached to the problems by the total sample. It showed that problems of material conditions and resources within schools were consistently of great concern to the majority of student teachers and beginning teachers. Problems relating to job rewards were, with almost equal consistency, of only slightly less concern. Problems of pupils' responses to teaching were consistently an area of moderately high concern to student teachers and beginning teachers. Students' emotional/social security was consistently an area of low concern. Among the teaching competencies those most basically essential to teaching and for success in teaching practice (e.g. 'How to prepare the lesson plan', 'How to present the lesson') attracted greatest concern from the majority of student teachers and beginning teachers, followed by concerns about the use of AVAs and promoting pupils' understanding, but of less concern within this area were those problems focusing on pupils' needs and

implementation of theories. Among problems related to the institutes' courses, concerns about student teachers' own subject knowledge were of greatest concern, followed by problems relating to practical relevance of the training for teaching, but of least concern were problems pertaining to the course characteristics (e.g. 'Density of the institute's course', 'Brevity of the institute's course').

Problems of the demands of teaching in Yemeni primary schools attracted widely different degrees of concern; of greatest importance was class size and time pressure followed by curriculum unsuitability for pupils. Others were of great concern only to a minority of the student teachers and beginning teachers. Similarly, problems of relationships with other people tended to attract widely different degrees of concern, with parents' co-operation being of greatest concern followed by head teachers' and supervisors' behaviour and help and guidance expected from others; of least concern within this area were problems related to supervisors' evaluation and inspectors' advice.

Research Question 2: This research question examined the variations in student teachers' and beginning teachers' problems according to aspects of student teachers' personal histories, different institutes and their staff's ideas and practices, types of schools where they are teaching, and their beliefs.

Before considering the evidence in relation to these

variables discussed in chapter 7 it should be pointed out that factor analysis showed that variation in student teachers' and beginning teachers' problems was complex and could not adequately be summed up in terms of a limited number of dimensions of variation. Certainly the factor analysis did identify a number of comprehensible dimensions on which individuals' concern with various related problems varied; but these dimensions accounted for only a small proportion of the total variance. As a result, it is not possible to discuss the relationships of student teachers' and beginning teachers' problems to the several independent variables in terms of any standard types or categories of problems. Instead, it has been necessary to examine the results for individual items in an attempt to find meaningful patterns in relation to each independent variable separately.

When variation in student teachers' and beginning teachers' problems according to the sex variable was examined, the evidence discussed in chapter 7 suggested that males expressed greater concern about the benefits to them from teaching, external to the task of teaching itself, i.e. they expressed greater concern only about problems of job rewards. On the other hand, females expressed greater concern for their ability to cope with the task of teaching within the classroom, where problems of teaching competencies and security and self-confidence in the classroom were of greater concern to them. Aspects of institutes' courses concerned with preparation for classroom teaching, problems of material conditions and resources central to teaching,

the demands of teaching pupils in the classroom and pupils' behaviour in the classroom were also of greater concern to females. The evidence suggested males and females tended to have similar concerns about problems of relationships with other adults and about courses' characteristics.

Variations among cities showed a tendency for problems to be of least concern to student teachers and beginning teachers in the largest cities, Sana'a and Taiz, and of greatest concern in Al-Hodeidah and Hajjah. These differences were not apparent in student teachers' and beginning teachers' perceptions of the realities of the job of teaching or of their preparation for it, but were apparent in student teachers' confidence in themselves socially and professionally where it was found that differences between cities were clear in relation to problems of students' psychological safety in the class, a large proportion of competency related problems, and those relationships problems which relate to the student teachers' and beginning teachers' felt need for guidance and encouragement and not to be publicly criticised.

With regard to differences between institutes, the evidence showed that the differences were similar to those differences between sexes and cities where male institutes in Sana'a and Taiz showed the lowest level of concern and the female institutes of Al-Hodeidah and Hajjah showed the highest level of concern. It was noticed also that the characteristics of the individual institutes themselves could have a

considerable influence on the level and nature of their students' concerns. However, the variations among institutes did not seem to fall into an understandable pattern. Apart from those differences which could be interpreted as reflecting differences between the sexes or differences between the cities, it was not possible to make sense from the evidence available of the other considerable differences between institutes. It had been hoped that the interviews conducted with staff from the different institutes about their perceptions of students' problems and their attitudes to these problems would throw light on these differences in student teachers' responses, but because no clear differences were apparent between the responses of staff in different institutes, explanations using this evidence were not possible. It would seem that in order to understand adequately the differences between the problems experienced by student-teachers at different institutes, and the causes of these differences, case studies of the individual institutes would be necessary.

As to the variation of students' problems according to their ages within stages, the evidence suggested no systematic trends.

With regard to differences according to the primary school location, the evidence showed that student teachers and beginning teachers who had their primary education in cities tended to express greatest concerns about most

of the problems. Students who had their primary education in villages or small towns expressed less concern and those who had their primary education in a combination of these types of location expressed least concern. These differences according to the location of primary education appeared to be a reflection of the differences associated with the sex of student and beginning teachers, females being predominantly from city primary schools.

Stage of entry into the institutes was found to have no systematic influence upon the student teachers' and beginning teachers' expressed concerns.

With regard to variations in student teachers' and beginning teachers' problems according to the types of schools attended during first and second teaching practice, the evidence showed differences on relatively few items at any of the three stages. There appeared to be a tendency for those who went to model schools for teaching practice to express less concern about competencies and conditions of teaching; but they expressed more concern about inadequate salary. These differences were thought to have arisen as a result of the different demands and problems student teachers would have experienced in the schools.

Differences between types of schools where beginning teachers were working showed that those who were working

in old schools seemed to express greater concern about problems of status and promotion, next came those who work in new schools, while those who were working in model schools seemed to have least concern about these problems.

Variation in beginning teachers' problems according to the job location showed that urban school beginning teachers expressed greater concern about competency-related problems, course inadequacy in preparing students for the teacher role and failure to reflect primary school practices. Problems of demands focussing on time pressure and problems of pupils' response to teaching were also of greater concern to urban school beginning teachers. But rural and urban school beginning teachers seemed to have common concerns about problems of material conditions of schools and resources and materials inside them, problems regarding the lack of others' co-operation and help and feelings of not being fully accepted and appreciated by others, failure of courses to meet their inclinations and aptitudes, demands of classroom realities, problems of social confidence and security in the class, and non-material rewards. The only area of more concern to rural school beginning teachers was material rewards (salary).

In general, differences between those teaching in urban and rural schools are similar to those between respondents who themselves attended urban and rural primary schools and also the differences between females and males, although the differences in this case are not quite so extensive.

These similarities are important because the variables themselves are closely related. In addition to the close connection already noted between location of primary school and sex, there is also a very strong tendency for beginning teachers to be employed in the urban or rural areas in which they themselves attended school. It is therefore difficult to distinguish the effects of these different variables. It seems most likely however that it is the sex variable which is the most fundamental, both because there are most differences for this variable and also because of the cultural significance of sex-role differences in Yemen and the impact they are likely to have on beginning teachers.

With regard to variations in the student teachers' and beginning teachers' beliefs, as for variation in student teachers' and beginning teachers' concerns, the beliefs varied in a very complicated way. It was observed that a low percentage of the variance was captured by the factors, some of the factors were ambiguous and some were dominated by single statements. Therefore, the factors identified from the two sets of results could not be matched. That is, the results of the beliefs were not helpful in giving an understanding of the structuring of variations in concerns within the total sample because of a lack of any apparent strong relationship between the factor structures for the two questionnaires. Due to the oversight in not collecting data to make possible matching on an individual basis of the problems and the

beliefs questionnaires, variation among individuals in terms of correlating beliefs and problems at an individual level could not be done.

Variations in student teachers' and beginning teachers' beliefs according to sexes, cities, and job location, did not appear helpful in explaining variations in student teachers' and beginning teachers' concerns according to these variables.

Question 3: The third question was concerned with the processes by which student teachers' problems develop and change as they go through their courses and become full-time teachers. The evidence discussed in chapter 8 in relation to the stability and change of the concerns across the three stages within the total sample, suggested that concerns about most of the problems were maintained across stages. Stability of concerns was apparent in relation to all the problems of material conditions of schools and the facilities and resources available, problems of relationships, in particular those of a hierarchical type and general support and encouragement, problems related to pupils' behaviour, problems of institutes' courses, particularly in terms of their inadequacies in meeting respondents' needs as students and teachers, problems relating to teaching competencies particularly those focusing on competencies involved in carrying out teaching tasks, and the problem of low status of the teaching profession. Changes in student

teachers' concerns were apparent in relation to the problems connected with security, for which there was a tendency for concern to decrease over successive stages. Problems of coping with the course and problems of job rewards (salary and promotion) showed decreased concern on entry to teaching. The only problem area that showed increased concern on entry into teaching was some of the relationship problems regarding the helpfulness of other people such as parents, inspectors, and other teachers.

Due to the differences observed between the males and females samples, development and changes in concerns were considered for males and females separately. The evidence showed that differences between males and females were apparent in the females admitting to increased concern in the first year of teaching about problems relating to teaching competencies, demands and relationships. Males showed either decreases or stability of concern about such problems across the three stages.

Examination of the stability and change of the concerns within the individual males' and females' institutes showed that the majority of the problems were maintained across stages within each institute. But there were noticeable differences between the institutes, not only in the particular problems for which there were significant differences and in the number of such problems, but in some respects in the nature of the changes which occurred.

When a sample of one of the male institutes, that of Taiz, was followed up using an interview approach, the results appeared even more complicated. The pattern of change which emerged was different not only from that of the total sample but from that of the questionnaire results for this institute. While the survey approach showed an overwhelming pattern of stability across stages for the majority of the problems both for the total sample and for the Taiz male institute, the overwhelming pattern shown by the interview approach was one in which concern about most of the issues tended to increase steadily across stages or at least in the first year of teaching. In the next section these divergent findings will be discussed in relation to theoretical ideas about teacher socialization and in relation to methodological issues.

It should be noted here that the analysis of the beliefs according to stages within the total sample showed stability for most of the beliefs, but the changes showed complex patterns which were difficult to interpret. As to the stability and changes in the beliefs within the samples of males and females, males tended to agree less and females tended to agree more about the general validity of the beliefs showing changes on entry to teaching. This trend seemed to reflect the clear findings in relation to concerns where females expressed increased concern about diverse aspects of classroom teaching and males showed a total absence of such increases.

What all individual males and females institutes seemed to have in common was the general stability of beliefs across stages. Most of the changes seemed to be idiosyncratic.

Research Question 4: The fourth research question considered the institute lecturers' understandings of student teachers' problems and the extent to which and the ways in which their practices were influenced by these understandings. The findings outlined in the previous chapter suggested an awareness by the majority of lecturers of some of the common problems expressed by student teachers. Some of these tended to relate to classroom teaching and others to institutes' courses. Some problems were referred to by only a few lecturers in a few of the institutes as being of concern to student teachers. These problems tended to focus on the job of teaching, institutes' courses, and others focused on students' problems in coping with certain demands. The majority of these problems were emphasised by only a minority of student teachers.

Some problems were only mentioned by isolated lecturers. These tended to relate to institutes' courses, student teachers' welfare, the process of employment and job placement, things student teachers did not themselves emphasise.

It has been noted that the problems not mentioned by lecturers but emphasised by student teachers tended to

focus on the job of teaching demands, competencies, material conditions and rewards, whereas those mentioned by a minority of lecturers but not emphasised by students tended to concentrate on certain aspects of institutes' courses and on aspects of students living and learning.

The evidence did not show obvious differences between lecturers in the different institutes although a very slight difference was noticed between lecturers in the male and the female institutes in the problems mentioned. They did not seem to differentiate between the problems of student teachers at each stage.

It was noted that the majority of lecturers attributed the problems of student teachers to sources other than themselves. They also believed that solutions to students problems lay outside their control. Student teachers appeared, to a large extent, to share such views. Students appeared to hold lecturers responsible for a few of their problems. These are mainly problems of self-security in the classroom, evaluation during teaching practice, and lack of guidance during teaching practice.

Theories

In this part of the chapter some of the theories outlined in Chapter 2 are referred to with a view to relating some of the findings of this study, in particular those concerned with the stability and change of student teachers' problems and concerns, to such theories.

Several researchers such as Lortie and also Hogben and Petty argue that teacher training plays little part in altering student teachers' earlier views about teaching. Such theorists hold that student teachers' traditional attitudes towards education and schooling formed earlier are not affected by teacher training programmes, and that they remain stable during and after training. Both their work and the present study involved aspects of student teachers' thinking and feeling about teaching. While these researchers tended to argue that student teachers' attitudes remain stable across stages because they depend on their own history rather than their experiences of the course, the expectation in this study was that student teachers' problems and concerns would change as a result of the experience. However, many of the problems and concerns seemed instead to show the kind of stability which these theorists claim for attitudes: only concerns about security seemed consistently to be affected by the immediate experience, tending to decrease as the students moved from one stage to the other.

On the basis of more detailed study of individuals, however, Hogben and Lawson modified their claim about 'stability'. Although the trend across stages was, they have found, one of no significant change, they now asserted that this average tendency hid substantial and meaningful, but very diverse, changes for individuals. It is this pattern of meaningful changes of different kinds for different individuals and different sub-populations, real changes which show on average lack of change for the population as a whole, which is most clearly demonstrated in the present study.

Lacey used the concept of 'social strategy' to denote how the individual handles the situation he/she is in. He found that student teachers tended to adopt different kinds of social strategies, depending on the situations and the constraints they were experiencing. For example, because student teachers during teaching practice were on trial, they pushed the blame for the difficulties and problems they were encountering in the classroom away from themselves by adopting one or other of two strategies, one 'Upwards' towards the 'system', the head and the other teachers, the other 'Downwards' towards the pupils. The strategy of pushing the blame 'Upwards' seemed to be recognizable in the findings of this study, especially in the interview results and the belief statements. It has been noticed in Chapter 5 that the largest factor (Factor 1) produced by factor analysis of the beliefs was concerned with 'Blaming

Authorities'. This factor appeared to reflect variation in the extent to which student teachers and beginning teachers blamed people in positions of authority for some of their problems; the system of education, institutes' courses, head teachers, inspectors and supervisors were blamed. It is perhaps worth mentioning that the evidence suggested that attribution of the blame in this direction tends to remain stable across stages for most of the problems. It should also be mentioned that there was no comparable factor for attributing blame in the other direction, i.e. for blaming pupils.

Lacey also noted two other strategies student teachers adopted in dealing with the problems that might affect their positions; "Collectivization" of the problem and "Privatization" of the problem. In using the 'collectivizing' strategies the problem is shared by the group whose collective opinions legitimize the displacement of blame. In using the 'privatizing strategies the students do not admit to their problems in certain situations. Some evidence from this study seems to suggest that male student teachers tend to privatize some of their problems. This was suggested first by the success of a reserved strategy in interviewing students, especially in the first phase of the study. Males seemed at times to be reluctant to share their problems in that they tended to talk quite fully and with emotion about problems which they claimed their friends experienced, but did not admit to having these

problems themselves. Secondly, the lack of readiness of male beginning teachers to admit to problems of teaching was suggested by the striking contrast in the trends for males and females on their entry to teaching. Both these types of evidence suggest only a reluctance to share problems with the researcher; but it seems possible that this reflects a more general tendency to privatize these problems.

Gibson found that certain perspectives develop successively in relation to the experience of school practice. Student teachers come to teaching practice with an initial perspective which he called 'Service Perspective'. This, according to Gibson, is characterized by idealism and an attempt to put into practice what is seen as the "college view" of teaching. Due to the effect of teaching practice, i.e. the anxieties and difficulties of the classroom situation and the hazard of being assessed, the way student teachers viewed teaching practice tended to change: the service perspective was abandoned and a second perspective was developed. This perspective Gibson called a "Safety and Survival Perspective". It is a perspective more concerned with surviving the teaching practice through overcoming its difficulties and meeting demands of supervisors and the school system to ensure certification. In the final practice, Gibson noticed a move from the "Survival and Safety Perspective" to an "Independent Perspective" for some students, but the majority continued to be characterized by the "Safety and

Survival Perspective". The move of some students to an "Independent Perspective" was attributed to the increased confidence which arose from knowledge of children and a growing repertoire of teaching techniques.

In this study too there seem to be some indications of a "Service Perspective" in student teachers' expressed views. The ambitious idealist aspirations expressed by second year student teachers appear to be identical to the "Service Perspective" observed in Gibson's study. For example, student teachers at the early stages appeared to express ideal objectives focusing on the welfare of the children and the country which they did not talk about at later stages. Similarly, the perspective of "Safety and Survival" seems to be recognizable in the present study. The notion of passing teaching practice successfully and satisfying supervisors characterized the objectives expressed by third year student teachers who were on block teaching practice. This was reflected in their concerns with discrepancies between supervisors and inspectors regarding their evaluation; in their concerns about certain competencies, such as preparation of AVAs, preparation of lessons well, and maintaining order in the classroom; and their beliefs about the necessity of these competencies for the purposes of avoiding embarrassment, satisfying supervisors, and passing the teaching practice.

In this way, despite the overall stability of concerns, there is some evidence of change of perspective, from

'Ideal' to 'Safety and Security', but there seemed to be no clear evidence, at least in the final year of student teaching, of the third perspective (Independent perspective).

Fuller and Bown presented a sequence of development of concerns in the process of becoming a teacher. The first phase, the 'pre-teaching phase', was characterized by idealized concerns about pupils, i.e. about themselves. Before teaching, students are believed to identify realistically with pupils, but with teachers only in fantasy. This identification with pupils manifests itself at the beginning of observation when they are often unsympathetic, even hostile, critics of the teacher whom they observe. The second phase was characterized as 'early concerns about survival' as teachers. Student teachers' concerns are believed to change radically at the first contact with actual teaching, their idealized concerns about pupils are replaced by concerns about their own survival as teachers. They become concerned about class control, their mastery of content to be taught and evaluation by supervisors. This was described by Fuller and Bown as a period of great stress. Pre-service teachers are believed to have more concerns of this type than in-service teachers. The third phase was labelled as one of 'teaching situation' concerns. The concerns which characterize this phase are about limitations and frustrations in the teaching situation, concerns about the demands on them to teach. These are concerns added

on to self-survival concerns. It is believed that in-service teachers have more concerns of this type.

The fourth phase was characterized as 'concerns about pupils'. These are concerns about recognizing the social and emotional needs of pupils, about the inappropriateness of some curriculum material for certain pupils, about being fair to pupils, about tailoring content to individual pupils. Pre-service teachers according to Fuller and Bown express such concerns but they may be unable to act on them, they lay aside such concerns until they have learned to cope with more urgent tasks.

It seems that Fuller and Bown's 'pre-teaching phase' has much in common with Gibson's 'service perspective' in that both are characterized by 'idealism'; and the 'early concern about survival' is clearly related to Gibson's phase of 'safety and survival perspective'.

The findings of the present study demonstrated a stability in most of the concerns. As such, it casts doubt on the validity of Fuller's concern theory when applied to primary school student teachers and beginning teachers in The Yemen. The findings of the study seemed to provide partial support for Fuller's theory in relation to the decreased self-concern where security and social confidence in the classroom appeared to decrease from one stage to another.

The findings of this study seem to be consistent with Adams' findings. He found significant differences between experience groups for self concern indicating that the least experienced group had greater concern than the more experienced groups and no significant differences were found for the task concern or impact concern across the experience groups.

The findings seemed to suggest the invalidity, at least in the Yemeni context, of the generalization about the progression of concerns proposed by Fuller's concern theory. Doubts about this or any such generalization are strengthened when one considers the different trends of changes in concerns over stages for the various sub-groups, i.e. the male sample and the female sample, and the different male and female institutes. While it seems there may be a general tendency for student teachers at early stages of their experience to be concerned about their own competence and their own safety, and for such self-concern to be reduced gradually as experience is gained, it also seems that this general tendency may be obscured or may simply not occur for some groups of students. For such groups, other kinds of changes may be more important, or may replace the one most commonly found, or it seems for some groups very little change may occur in their concerns about teaching. This study has not, however, been able to throw any light on why such differences between groups occur.

As well as the complexity of these findings there was also the divergent findings emerging from the two approaches used in the study, i.e. interview and questionnaire, for which several possible explanations were proposed in Chapter 10. It should be remembered that while the overwhelming pattern emerged from using a survey approach was one of stability of concerns about problems across stages, the pattern shown by the interview approach was one in which most of the categories showed an increase of concern on entry into teaching or an increase from second to third year which is then sustained in the first year of teaching.

Such divergent findings could be ascribed, it was suggested, to any of several possible explanatory factors. First the differences in the sample size used in the two approaches could have been one factor contributing to the divergence: if so, greater confidence should of course be placed on the survey results. Second, different respondents were surveyed at several stages, while it was the same respondents who were interviewed at different stages: if this were a significant factor, then the longitudinal interview study could be more sensitive. Third, in the interview approach students spontaneously expressed their own concerns while in the questionnaire they were asked to respond to a given list of concerns: the former approach would be likely to give a more valid selection of concerns, while the latter would tend to provide more systematic comparability. Fourthly,

furthermore, while spontaneous expression indicates the salience of concerns in the questionnaires, it was the 'importance' of problems - perhaps rather different - that the respondents were asked to rate. In a fifth possible explanation of the results it was speculated that many issues became of greater concern when student teachers left training and started teaching, but that male beginning teachers from Taiz (and from other institutes in the country), unlike females, may have felt it necessary to give the impression that these issues were not of greater concern to them, except when talking personally with someone they already knew. Another more cautious explanation of the different results obtained by the two approaches - an explanation consistent with the diversity of the survey results for different sub-populations - was that there simply were not widely shared and strongly felt changes in student teachers' concerns about the issues presented to them. This can perhaps be seen as a more elaborate version of the first explanatory factor suggested above.

It is not possible from the evidence available to know how much weight should be given to these various possible explanations.

The findings of this study seem to have some general implications for the study of student teachers' concerns. As the study has demonstrated, variations in student teachers' and beginning teachers' concerns can be complex

and the processes through which these concerns change are likely to be even more complex. It seems likely that only very limited understanding can be reached by trying to find generalizations on the basis only of studying the concerns of whole groups at different stages. This study has demonstrated the need to take account of several different factors, such as the sex of students and the different contexts in which they live and study and practise teaching. It has also demonstrated that understanding of changes in concerns is difficult to reach without giving more attention than this study gave to the process of change. Students' concerns and thinking need to be studied in their diverse contexts. To understand how change comes about or to achieve useful generalizable knowledge about why different changes are to be found for different groups of students, it would seem necessary to include the study of events that take place in these contexts. Especially given the inconclusive picture which emerged from the two approaches used in this study, future research should concentrate on longitudinal designs and should employ open-ended interviews and participant observation, and it should do so with bigger samples, spread over different contexts. The design of such investigations should make it possible to check the validity of the different possible explanations suggested here for the different results from the two approaches used.

Implications for Policy Making

The findings of this study may have implications for Ministry of Education policies on teacher education, and for people involved in teacher training and in dealing with student teachers and beginning teachers.

It should be remembered that this has been a study of the concerns expressed and the problems experienced by student teachers and beginning teachers in The Yemen. As well as gaining understanding of how these concerns develop and the ways in which students explain and react to their problems, I hoped that the study might assist in improving the situation in The Yemen. However, the research of itself can not provide answers to the problems, since it dealt with the expressed concerns from the student teachers' and beginning teachers' points of view. The solutions to the problems identified by the student teachers and beginning teachers will often depend on actions by others, such as The Ministry of Education, Teacher Training Institutes, or various people in the schools. From their points of view the problems may appear very different, and their actions will be constrained by many factors which have not been part of this research. Therefore, any suggestions made on the basis of the findings must be speculative.

The study demonstrated that all the problems related to material conditions of schools and resources available in them formed an area of great concern to the majority

of student teachers and beginning teachers. The findings also showed that these problems were maintained across stages. The consistently high level of concern about these problems may indicate an issue about which policy makers have to be concerned because they too may accept that the scale of these problems is as great, and the consequences for education as serious as the student teachers suggest. Even if policy makers rejected these claims, they would still have cause for concern because of the effects student teachers and beginning teachers see these problems as having in discouraging them from expecting success or satisfaction in the job of teaching and therefore from a long term commitment to the job. Ideally, it is the problems of material and resource inadequacies which should be resolved. But if that is not possible the policy makers should tackle the problem of how to prevent or overcome the negative effects student teachers and beginning teachers perceive the material and resource inadequacies as having.

Despite the undesirable effects that the inadequacy of material conditions can have on pupils and teachers, due to the limited resources in the country, it seems difficult to resolve some of these problems that cause concern to student teachers and beginning teachers, such as school buildings. However, in this respect Local Councils (known previously as Corporations) have proved to play an important part in building schools in different areas in the country. These steps should be encouraged (with

adequate quality in mind) in the future. As for facilities and resources, ideally, educational authorities should supply schools adequately, but again due to the limited overall resources, the educational authorities might not be able to do so. Therefore, other possibilities may have to be considered. One is that teacher training institutes should attempt to train student teachers to cope within existing resources and conditions e.g. teacher training could try to equip student teachers with the necessary skills to utilize local materials in producing AVAs. But practically it could be difficult for the student teachers and beginning teachers to teach effectively when there are not enough resources such as textbooks, AVAs, etc. For example, if the teachers have to spend time making AVAs from local materials, they will have less time for other professional work, which they might be more usefully engaged in. Therefore, teacher training institutes should consider whether they are in fact preparing student teachers for situations that do not exist at present. If it is an unrealistic preparation for Yemeni schools then they should attempt a realistic one and abandon training in ideal practices for idealised situations.

Problems of teaching demands, particularly those concerned with class size and composition and time constraints, were of great importance. Given the existing realities in the Yemeni schools, large classes, mixed ages, mixed abilities, it is important for the institutes to teach student

teachers to attempt what is realistic. Similarly, it is important for supervisors and inspectors to assess them in terms of what is realistic. But the solution to the problem ideally is for the government to be able to provide more teachers and more classrooms so that there can be smaller sized classes all of the same age. This might not be achieved under the present circumstances due to the increased number of pupils and the shortage of Yemeni teachers and the insufficient number of classrooms or schools.

The study has shown that competencies essential to teaching and success in teaching practice was an area of major concern to the majority of student teachers and beginning teachers. It has also been noticed that, considering the population as a whole, the level of concern about such problems remained unchanged across stages.

It is encouraging that student teachers were concerned that they should be competent but it is undesirable that this concern remained unchanged over the three stages. Since these concerns did not decrease, this may imply that insufficient attention has been given to these basic competencies by the institutes and therefore, the evidence suggests that institutes should consider giving more attention to these more critical areas. Probably the main way the institutes can help student teachers more is through making teaching practice and the preparation for it more effective, but that implies much closer

collaboration between institutes' lecturers and teachers in the schools. Teachers in the schools need to accept that an important part of their duties is collaborating with the institutes to make teaching practice as useful as possible. To get such close collaboration it might be worthwhile paying chosen teachers a little extra to be the ones who supervise students in schools.

The evidence showed that the male students expressed less concern about this area. This might imply that males need to be persuaded to take teaching more seriously and perhaps should be encouraged to express their concerns about teaching. Given the greater concern expressed by females, this may imply that females are more committed and more honest. Therefore, they may need a different kind of attention, perhaps in the form of more support and encouragement.

The study showed that problems related to the institutes' courses, particularly those concerned with student teachers' own subject knowledge and with the practical relevance of the courses, attracted great concern of student teachers and beginning teachers. Concern about such problems remained high over the three stages. Under the present system of training the institutes' graduates are recruited to the job for two years after which they can leave the job or continue their higher education at the university. It seems that if the present system is maintained one may say that these strongly felt concerns about courses in

relation to their own subject knowledge, particularly specialization, should be considered. But to plan a good curriculum with more than one aim at one time (i.e. as a preparation for higher education and as a preparation for primary teaching) could be difficult. As well as the possible increase in expenditure in designing such courses, it does not seem to be possible to do both satisfactorily in the time available; and if the course were to be longer then the students might not consider primary school teacher training. It seems that the main reason for wanting a curriculum with more than one purpose at one time is the lack of attraction primary teaching has at present. The great difficulty of successfully achieving the two different purposes at one time, combined with the lack of success in attracting people into primary teaching for any length of time in this way, should perhaps lead to consideration of whether to continue with the present system. The main arguments for such a step are discussed later. If, however, it were possible for primary school teaching to be treated as a worthwhile career on its own, a programme could be designed which concentrated on preparing student teachers for teaching competencies and roles and practices that student teachers are expected to exercise within the schools. This should not be interpreted as meaning that such specifically teacher education courses should be at a low academic level. On the contrary, it would be desirable that gradually but as quickly as possible the entry stage and qualifications and the content of

the courses should be upgraded so that they themselves deserve and earn a university degree. This could be one of the things that would make teaching more attractive for it would lead to a better salary and status.

Problems in relation to emotional and social security in the classroom were of concern to a minority of student teachers and beginning teachers, but it appeared that these were of greater concern to females. Although such concerns could be simply a characteristic of the stages which the students are at, sensitivity to such concern on the part of supervisors, inspectors and administrators is desirable in that self-confidence should be encouraged and things that contribute to these concerns should be avoided.

Problems of relationships with other people particularly those which have to do with parents' co-operation, head teachers' and supervisors' behaviour and help and guidance expected from others were also of great concern to student teachers and beginning teachers. The evidence showed too that concerns about hierarchichal relationships and general support and encouragement remained of considerable importance across stages and that concerns about helpfulness of other people such as parents, inspectors and other teachers increased on entry to teaching. Pupils' response to teaching was also an area of great concern to the majority of student teachers and beginning teachers. This might call for school-

home collaboration. However, problems centring around the school administration, parents and inspectors seem to be distinctive problems in The Yemen. As has been noted earlier, this thesis has explored these problems only through the point of view of student teachers and beginning teachers, but to understand the nature of the problems it is necessary to get the views of the other groups. Thus, further research is needed to explore the problems and possible solutions for effective school-home collaboration, to investigate different views about how headteachers should run schools, how they should relate to other members of staff, what training and experience they need; to study the ways in which student teachers and beginning teachers are supervised and inspected, the constraints on supervisors and inspectors, and the relation of what is done both to what is intended by the Ministry and to what student teachers and beginning teachers feel they need. Such research should aim first at the clarification of what is needed, and whether or not there is consensus about this. If there is not consensus, it should aim also at understanding why the conflict of views arises, and at finding ways of reducing such conflicts. It should also seek ways of assisting people to provide the help that is wanted from them.

While the thesis started by giving an account of the problems of recruiting Yemeni student teachers, its substance has been about the problems of those who are

recruited, first to the institutes and then to the schools. By identifying the things which most trouble student teachers and beginning teachers it was hoped that among other things it would be possible to contribute towards finding ways to reduce the problems they experience and to make the experience of being a student teacher and then a teacher more attractive. In chapter 1 we saw that the country suffers from a serious problem of shortage in teacher supply. Not only this, but huge numbers of teachers leave teaching, or, having qualified, do not take teaching posts. Added to the problem of withdrawal of qualified teachers from teaching is the problem of recruiting student teachers to join teacher training institutes. By revealing the kinds of things which concern student teachers within the framework of present opportunities, incentives, obligations etc., this thesis should have made it easier to understand the process which leads so many to drop out of the teaching profession, and consequently to consider ways in which the present arrangements might be usefully changed.

This study has shown that problems such as job rewards were of great importance to student teachers and beginning teachers. Problems such as these might lead teachers to drop out of teaching and might lead also to problems of recruiting student teachers to join teacher training institutes. It also seems that because the job of teaching is conceived as less rewarding student teachers felt it necessary that their courses should not

only equip them for teaching, but also for further education to get them out of teaching in order to get good qualifications and hence a more rewarding job. There is also the fact that there was a decreased concern for job rewards in the first year of teaching which might imply that beginning teachers have decided already to drop out of teaching after their two years service. Thus, regarding teacher training as a step on the way to the university or to another job represents a loss in the investment in training primary school teachers. The major concern about job rewards is critical for recruitment. It seems that adequate recruitment will not occur unless the rewards are made greater (i.e. salary increase, regular payment, higher professional status, clear promotion structure). It is when teaching is seen as a sufficiently rewarding job for a man to sustain himself and his family with dignity that one can expect enough numbers to go into teaching. Furthermore, teachers can not do their job satisfactorily if they try to do another job at the same time to increase their income. What seems to be happening in response to the present system of recruitment is that people are encouraged to view their qualification as primary teachers and the two years service as simply a step on the way to the university. They leave teaching when they have just begun to learn to do the job. Therefore, there is a need to change the situation so that one can see that the longer one stays in the job the greater one's salary will be, and the longer experience one has the more chance for promotion

to higher posts one will have. It is in this way that teachers may be better recruited and kept in teaching. In the long run, arguments for efficient use of resources, for effective recruitment of a stable Yemeni primary school teaching force and for a high quality of professional training for that teaching force all point in the same direction: that of treating primary school teaching as a job worthy of a professionally educated person.

It can not be pretended, however, that the idea of raising the status of the teaching profession provides an instant solution to problems of recruitment. No doubt time will be necessary to channel sufficient resources towards the teacher salary budget; and certainly time and considerable effort will be required to change perceptions of the job of primary school teaching. It seems unlikely that any quicker effective solutions will be found, but one way of improving the situation - if it were combined with the above major solution - might be to recruit more females for primary teaching.

It ought to be noted that female student teachers and beginning teachers seemed to be less distracted from concerns about teaching by the present policy. This might imply the usefulness of recruiting more females to primary teaching. But at present teacher training for females is restricted to those who live in cities only. Therefore it seems sensible to pay more attention to recruiting females to teacher training in rural areas

by extending training into these areas. This could be achieved through encouraging female education in rural areas in general, which will provide teacher training institutes with intakes. This might require establishing more teacher training institutes in rural areas in addition to the five year system ones already established in different regions in the country including rural areas.

The above ideas on policy issues are some of the more obvious general implications, as I see them, of the findings of this research. As emphasised already this research was designed to illuminate one perspective on the preparation of primary teachers in Yemen, i.e. of student teachers and beginning teachers; it was not designed to generate complete solutions to policy problems. The usefulness of this investigation will, I hope, be in the ways in which the information and understandings it has generated can contribute to the thinking and decision-making of people concerned with teacher education in The Yemen, as well as in making a small but distinctive contribution to wider international attempts to develop understanding of the professional socialization of teachers.

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APPENDICES

APPENDIX 1 Number of lessons allocated to the subjects taught in the General Teacher Training Institutes (three years after preparatory school)

| Subjects | No. of lessons taught per week | No. of lessons taught per year |
|---|--------------------------------|--------------------------------|
| <u>Academic Subjects</u> | | |
| Islamic Education and its methods of teaching | 18 | 450 |
| Arabic and its methods of teaching | 18 | 450 |
| Maths. " " " | 12 | 300 |
| Science " " " | 11 | 275 |
| Social Sciences and its methods of teaching | 11 | 275 |
| English " " | 10 | 250 |
| <u>Professional Subjects</u> | | |
| Principles of Education | 9 | 225 |
| Teaching Practice | 10 | 250 |
| AVAs | 2 | 50 |
| <u>Cultural Subjects</u> | | |
| Drawing | 5 | 125 |
| Physical Education | 6 | 150 |
| Music | 5 | 125 |
| Environment Science for boys | 6 | 150 |
| Home Economics for girls | 6 | 150 |
| Total | 123 | 3075 |

APPENDIX 2

ENGLISH VERSION OF QUESTIONNAIRE 1

Dear Student Teacher/Beginning Teacher

I am a postgraduate student studying in the U.K. At the moment I am conducting a study into the problems and difficulties that face primary school student teachers and beginning teachers in the Yemen Arab Republic.

I believe that knowing these problems will help the Ministry of Education and Teacher Training Institutes in their future planning for improving the situation and overcoming these problems and difficulties for student teachers and beginning teachers.

There are several questions included in this questionnaire. I am sure that you will provide me with frank and honest responses.

The questionnaire does not require mentioning your name and the responses are confidential and will be used only for the purpose of the research.

Your co-operation is much appreciated.

Mohammed Al-Soofi.

Part One: The following questions aim at obtaining some information about yourself; please read the questions and answer them by filling in the answer in the space provided and by choosing the appropriate answer by ticking (✓) the appropriate boxes.

(1) How old are you?

.....

(2) Where did you have your primary education?

a) In a village

b) In a small town

c) In a city

(3) At what stage did you join teacher training institute?

At the Preparatory Stage

At the Secondary Stage

a) First year

a) First year

b) Second year

b) Second year

c) Third year

c) Third year

(4) What kind of school did you go to for teaching practice?

First Teaching Practice

Second Teaching Practice

a) New school

a) New school

b) Old school

b) Old school

c) Model school

c) Model school

(5) Where are you working now? (To be answered by beginning teachers only).

a) In rural school

b) In urban school

(6) What kind of school are you working in now? (To be answered by beginning teachers only)

a) New school

b) Old school

c) Model school

Part Two: In the following pages a number of items are presented regarding the problems and difficulties student teachers and beginning teachers might have or experience. They might be concerns you have about your present situation and they might represent concerns you have about the future. In either case I should like to know about what concerns you now, either about your present situation or about what you will experience in the future. Please read the items and rate them according to the degree of concern they cause you by selecting the most applicable response.

For example: Bad reputation of the school

- If the bad reputation of the school where you are teaching at present or the school where you will be teaching in the future is of much concern to you, tick (✓) the category 'Represents Great Concern'.
- If you have some concern about the bad reputation of your present school or your future school tick (✓) the 'Represents moderate concern' category.
- If you only have little concern about the bad reputation of the present school or the one you may be working in in the future, tick (✓) 'Represents slight concern'.
- If the bad reputation of the present school or the future school does not concern you, tick (✓) 'Represents no concern'.
- If none of the above categories satisfactorily express your feeling about the bad reputation of your present school or your future school, or if the question confuses you, tick (✓) the category of 'Not sure'.

| No. | Item | Represents Great Concern | Represents Moderate Concern | Represents Slight Concern | Represents No Concern | Not Sure |
|-----|--|-----------------------------|-----------------------------------|---------------------------------|-----------------------------|----------|
| 1 | Inadequate school building | | | | | |
| 2 | Inadequate salary | | | | | |
| 3 | Large class size | | | | | |
| 4 | Mixed ability classes | | | | | |
| 5 | Lack of promotion opportunities | | | | | |
| 6 | Lack of effective consultation by administration | | | | | |
| 7 | Unco-operative parents | | | | | |
| 8 | Lack of time to prepare lesson adequately | | | | | |
| 9 | The disorder in the classroom | | | | | |
| 10 | Maintaining class discipline | | | | | |
| 11 | How to present the lesson | | | | | |
| 12 | How to face pupils | | | | | |
| 13 | Irregular attendance of pupils | | | | | |
| 14 | Too much work to do | | | | | |
| 15 | Negligence of specialization in the institute's course | | | | | |
| 16 | Inability to put into practice some of the theoretical guidance | | | | | |
| 17 | How to make pupils understand | | | | | |
| 18 | Lack of help and guidance | | | | | |
| 19 | Lack of suitable furniture in the school | | | | | |
| 20 | How to know pupils' needs | | | | | |
| 21 | Unhelpful head teachers | | | | | |
| 22 | Short lesson periods in schools | | | | | |
| 23 | Difficulty of the institute's course content | | | | | |

| No. | Item | Represents Great Concern | Represents. Moderate Concern | Represents Slight Concern | Represents No Concern | Not Sure |
|-----|---|-----------------------------|------------------------------------|---------------------------------|-----------------------------|----------|
| 24 | Embarrassment in the class | | | | | |
| 25 | How to prepare the lesson plan | | | | | |
| 26 | Poorly motivated pupils | | | | | |
| 27 | Curriculum unsuitability to pupils' standards | | | | | |
| 28 | Unavailability of teaching aids | | | | | |
| 29 | Less attention is paid to methods of teaching | | | | | |
| 30 | Not being introduced to primary school curriculum | | | | | |
| 31 | Density of pupils' curriculum | | | | | |
| 32 | Lack of time to spend with individual pupils | | | | | |
| 33 | Being criticised by pupils | | | | | |
| 34 | Inadequate supply of textbooks | | | | | |
| 35 | Knowing what AVAs to use in teaching | | | | | |
| 36 | Criticism by supervisors in the class | | | | | |
| 37 | Low status of the teaching profession | | | | | |
| 38 | Lack of recognition and encouragement | | | | | |
| 39 | Poor relations among teachers | | | | | |
| 40 | Unhelpful inspectors | | | | | |
| 41 | Weakness in teaching some subjects in the institute | | | | | |
| 42 | Less attention is being paid to pupils' assessment | | | | | |
| 43 | Supervisors' disagreement on evaluation | | | | | |

| No. | Item | Represents Great Concern | Represents. Moderate Concern | Represents Slight Concern | Represents No Concern | Not Sure |
|-----|---|-----------------------------|------------------------------------|---------------------------------|-----------------------------|----------|
| 44 | How to interest pupils in one's lesson | | | | | |
| 45 | Institute's course negligence of the primary school | | | | | |
| 46 | Not being adequately prepared as subject teacher | | | | | |
| 47 | Density of the institute's course | | | | | |
| 48 | Less attention is paid to clerical training | | | | | |
| 49 | Not being adequately prepared as a class teacher | | | | | |
| 50 | Less attention is paid to teaching practice | | | | | |
| 51 | Brevity of the institute's course | | | | | |
| 52 | Lack of libraries in primary schools | | | | | |

APPENDIX 3

ENGLISH VERSION OF QUESTIONNAIRE 2

In the following pages are a number of statements which might represent student teachers' and beginning teachers' experiences. Please read them and rate them to the degree you believe they are valid by selecting the most applicable response.

For example: In order for the teacher to be successful in his/her work there should be co-operation between the administration and the teacher

- If you believe that co-operation between the school administration and the teacher is always necessary for the teacher to be successful in his/her work, tick (✓) 'Always Valid'

- If you believe that co-operation between the school administration and the teacher is usually important for the teacher's success then tick (✓) 'Usually Valid'

- If you believe co-operation between the school administration and the teacher is sometimes necessary for the teacher to be successful in his/her work, tick (✓) 'Sometimes Valid'

- If you believe that co-operation between the school administration and the teacher is not necessary for the teacher's success in his/her work, tick (✓) 'Not Valid'

- If the previous categories do not express your belief about whether or not co-operation between the school administration and the teacher is necessary for his/her success, or if the statement confuses you, then tick (✓) the category 'Not Sure'

| No. | Statement | Always Valid | Usually Valid | Sometimes Valid | Not Valid | Not Sure |
|-----|--|--------------|---------------|-----------------|-----------|----------|
| 1 | Disorder in the class prevents pupils from learning | | | | | |
| 2 | Preparing AVAs is a prerequisite for passing the teaching practice | | | | | |
| 3 | Preparation of lessons makes it easier to explain lessons to pupils | | | | | |
| 4 | Without AVAs it is difficult to impart information to pupils | | | | | |
| 5 | Pupils can not have mastery of the content because of the density of the curriculum | | | | | |
| 6 | More able pupils lose interest in mixed-ability classes | | | | | |
| 7 | Without AVAs the outcomes of the teacher's efforts are reduced | | | | | |
| 8 | Large classes demand the teacher to consider age difference among pupils | | | | | |
| 9 | It is difficult to teach certain lessons because some textbooks do not present full information about the lesson | | | | | |
| 10 | The presence of the supervisor in the class causes embarrassment | | | | | |
| 11 | Without textbooks it is difficult to teach certain subjects | | | | | |
| 12 | Writing good lesson plans requires a great deal of time and effort | | | | | |
| 13 | The teacher is not given useful advice by inspectors | | | | | |
| 14 | One cannot attend to every pupil in the class because of limited period | | | | | |
| 15 | It is necessary for student teachers to have an idea of the curriculum they are going to teach pupils | | | | | |

| No. | Statement | Always Valid | Usually Valid | Sometimes Valid | Not Valid | Not Sure |
|-----|---|--------------|---------------|-----------------|-----------|----------|
| 16 | The instructions provided by the institute are intense to the extent that one does not fully benefit from them | | | | | |
| 17 | Pupils achieve less when parents do not show an interest | | | | | |
| 18 | The teacher can not fulfil his/her work properly if his/her salary is postponed | | | | | |
| 19 | The insufficient number of rooms in school makes it difficult to carry out certain parts of the curriculum activities | | | | | |
| 20 | Some textbooks lack sufficient illustration | | | | | |
| 21 | In classes of large numbers pupils can not understand easily | | | | | |
| 22 | Large classes are difficult to control | | | | | |
| 23 | Young pupils cannot understand the curriculum | | | | | |
| 24 | Without AVAs pupils might not understand the lesson properly | | | | | |
| 25 | To avoid embarrassing situations one should prepare the lesson well | | | | | |
| 26 | The good teacher is one whose majority of pupils pass the exam | | | | | |
| 27 | Writing lesson plans is necessary to show the inspectors and head teachers | | | | | |
| 28 | The good teacher is one who controls the class | | | | | |
| 29 | Gaining experience during teaching practice is necessary to avoid embarrassing situations in the future | | | | | |
| 30 | The attainments are reduced in teaching mixed-ability classes | | | | | |

| No. | Statement | Always Valid | Usually Valid | Sometimes Valid | Not Valid | Not Sure |
|-----|---|--------------|---------------|-----------------|-----------|----------|
| 31 | The quality of ready-made AVAs is better than the ones made by the teacher | | | | | |
| 32 | Carrying out certain activities in the school is restricted by unqualified head teachers | | | | | |
| 33 | Teaching large classes is exhausting | | | | | |
| 34 | It is difficult to teach certain lessons because the content is unfamiliar to the teacher | | | | | |
| 35 | Supervisors' criticism in front of pupils contributes to the student-teacher's embarrassment | | | | | |
| 36 | Large classes require the teacher to deal with pupils of different abilities | | | | | |
| 37 | Sharing textbooks makes it difficult for pupils to study | | | | | |
| 38 | Writing on blackboard for pupils does not fulfil the function of the textbook | | | | | |
| 39 | Unless education is carried out in a proper building educational development cannot be achieved | | | | | |
| 40 | The guidance and instructions that are given to student teachers in the institute do not agree with reality | | | | | |
| 41 | Large classes are a source of disorder | | | | | |
| 42 | Teacher training institutes' curricula should prepare students for university specialization | | | | | |
| 43 | Without parents' support the teacher's efforts are futile | | | | | |
| 44 | In large classes which comprise different ages the older children lose interest | | | | | |

| No. | Statement | Always Valid | Usually Valid | Sometimes Valid | Not Valid | Not Sure |
|-----|--|--------------|---------------|-----------------|-----------|----------|
| 45 | Wrong conduct is shown by unqualified head teachers | | | | | |
| 46 | Unqualified head teachers represent constraint to applying new ideas in education | | | | | |
| 47 | To answer pupils' questions one should acquaint himself/herself with the content of the lesson beforehand | | | | | |
| 48 | AVAs are a prerequisite for teaching | | | | | |
| 49 | Maintaining order in the class is necessary in order to pass the teaching practice | | | | | |
| 50 | When one is faced with problems he/she does not find sources to refer to in order to solve them | | | | | |
| 51 | The subjects taught in the institute are brief compared to the subjects taught in general secondary school | | | | | |
| 52 | To be able to teach in higher primary classes there should be different sections (Science and Arts in the institute) | | | | | |
| 53 | Controlling the class is essential for giving supervisors a good impression | | | | | |
| 54 | Teaching in the open air reduces the pupils' gains | | | | | |
| 55 | Being corrected by supervisors in front of pupils is frustrating | | | | | |
| 56 | The teacher can not sequence the information to pupils if they do not attend regularly | | | | | |
| 57 | Little time is allocated to teaching practice | | | | | |
| 58 | Many pupils lack motivation for learning | | | | | |

| No. | Statement | Always Valid | Usually Valid | Sometimes Valid | Not Valid | Not Sure |
|-----|---|--------------|---------------|-----------------|-----------|----------|
| 59 | The child likes the school when he finds suitable seats, a good atmosphere, good ventilation and treatment | | | | | |
| 60 | The unavailability of textbooks makes it difficult for pupils to understand | | | | | |
| 61 | The administration does not take the teacher's opinion in some matters | | | | | |
| 62 | The teacher training institutes' graduates feel that they are not adequately qualified for teaching in some of the higher primary classes | | | | | |
| 63 | Primary school teacher does not get promotion which would increase his/her salary | | | | | |
| 64 | Textbooks save the teacher's time and effort | | | | | |
| 65 | In large classes the teacher cannot achieve similar levels with all pupils | | | | | |
| 66 | Some supervisors and inspectors (external examiners) expect the students to do some things which are difficult to do. | | | | | |
| 67 | Certain theoretical guidance is needed after graduation | | | | | |
| 68 | One should satisfy supervisors with the lesson he/she teaches in order to get good grades | | | | | |
| 69 | When the student teacher teaches for the first time he/she fears that pupils might not understand him/her | | | | | |
| 70 | Covering the syllabus is difficult because of the density of the curriculum | | | | | |
| 71 | Pupils' criticism of the teacher causes embarrassment | | | | | |