A Longitudinal Study of the Concerns

of Students Becoming Science Teachers

in the Yemen Arab Republic

Volume II

Dawood A Al-Hidabi

Thesis submitted in fulfilment

of the requirements for the degree

of Doctor of Philosophy to

the University of Stirling

Department of Education

October, 1986.

5/87

ABSTRACT

The process of becoming a teacher is an area of a great deal of research. Different researchers have focused on different parts of the process.

This study examines the concerns and their development for a group of Yemeni student-teachers as they become science teachers.

After discussing the context of teacher training in the Yemen Arab Republic, the different arguments put forward by researchers who investigated the process of becoming a teacher, were examined.

The field work was conducted in the Yemen between March 1983 and January 1985. Two different interview schedules with open-ended questions were used: one was general and the focus of the another was teaching-a-lesson. The former was conducted at three different occasions: during the second term of the third year i.e before teaching practice, during the second term of the fourth year i.e after teaching practice, and during the first few months of the first year of teaching. The latter was conducted during teaching practice and during the first few months of the first year of teaching. Both interviews were conducted for thirty-one Yemeni student-teachers at Sana´a University as they become science teachers. A further interview was conducted for the

Faculty of Education staff to know their reactions to their students´ views of their training.

The concerns´ development of the group and some individuals was followed, and the relationship of the findings of this research to the different theoretical arguments was considered.

The research shows the stability and change of student teachers´ concerns as they become science teachers in the Yemen. In examining this phenomenon the research points out the importance of: the kind of concern investigated, when they are investigated, and the situational and the personal factors which all have bearing on the process of concerns´ development during the process of becoming a teacher.

ACKNOWLEDGEMENTS

I would like to express my thankfulness and gratitude to Mr. Donald McIntyre for his guidance, comments advice and guiding discussions which were of vital importance for designing, analysing and presenting this research.

My grateful thanks also go to Mr. Eric Drever for his comments, advice, and help throughout my research.

I owe my greatest debt of gratitude to the then student-teachers of the Faculty of Education at Sana´a University in the Yemen Arab Republic and now science teachers in the different Yemeni schools, who were kind and patient enough to carry out the research field work, and without whom this research would have been impossible.

My thanks also go to Sana´a university particularly to the deans of the Faculty of Education and the Faculty of Science, and to the staff of the Faculty of Education for allowing me to carry out my research and for offering me help.

I would also like to express my thankfulness to UNESCO and the Ministry of Education for the financial support necessary for undertaking this research.

My gratitude also goes to the Ministry officials,

headteachers, and teachers in the Yemeni schools for their
help during the time this work was being carried out.

Finally, my thanks go to Mrs. Aliza Islam for typing the
thesis.

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Teaching-a-Lesson Concerns: (Phase Two)

5.1 Introduction

As was mentioned previously, the teacher training programme started with student-teachers studying their specialised subjects at the faculty of Science for the first two years. In their third and fourth years they studied both science subjects at the faculty of science and educational subjects at the faculty of Education. Almost half of their first term of the fourth year was spent in schools where they observed and taught. All thirty-one student-teachers in the study were sent to one of four secondary schools in the city of Sana´a, three boys´ schools and one girls´ school. Generally, every class was assigned for two student-teachers to teach. The number of lessons taught by a student-teacher varied from one school to another and from one student-teacher to another. However, they taught an average of about six lessons in the whole period of their teaching practice.

Having investigated science student-teachers´ concerns in their third year of university training before teaching practice, how they perceived these concerns, the strategies they proposed for dealing with them, and the socializing agents, it was decided to investigate and address the same

issues but in a more specific context. Teaching practice
was the period in which this phase would be carried out, and
the lesson was the context about which student-teachers
would be asked. As it was found from the first phase that
most of student-teachers' concerns related to teaching, it
was thought that it might be useful to detect if there was
any shift in student-teachers' concerns in a specific
context which would be more realistic than talking about a
wider context. Their responses with regard to the lesson
would allow us to see how they translated or changed their
previous concerns.

After my first interview with them in the third year,
they were expecting me to interview them again in the fourth
year of their training and first year of their teaching.
Notwithstanding I got permission from both the university
principal and Faculty of Education dean, whom I approached
without an official introduction because they knew me and
were expecting me to meet them again. Interviews were
arranged on individual bases by visiting the
student-teachers in their schools where they were teaching.
The interview was about one particular lesson and involved
asking each student-teacher after teaching a lesson to
answer four sets of questions relating to: planning and
preparation of the lesson, the actual teaching of the
lesson, lesson evaluation, and influences on the
student-teachers' lesson teaching. However, the last set of
questions was asked after each of the previous set of

questions as well as at the end as a separate set of questions. The socializing agents would be inferred from where they got their views and from their answers to questions about help and discussion about their teaching. For the purpose of getting better results, again confidentiality was stressed and that the purpose was not assessment. They were also asked to forget or at least not to talk about their actual teaching when answering the first set of questions about lesson planning and preparation. It was also decided to encourage them to explain and to elaborate. In other words, clarification, probing, and 'how' and 'why' questions were used to get a better understanding of the phenomenon under investigation. Indication of dissatisfaction with any aspect of their response was avoided and classes were not visited so as not to inhibit them in talking about their experience. Interviews were conducted when possible after the teaching of a lesson. However, 15-20 minutes were allowed after the end of teachng a lesson so as to help the student-teacher to 'cool down'. Sometimes it was difficult to interview student-teachers immediately after teaching the lesson. Hence, interviews were conducted either in the afternoon of the same day or in the morning of the next day. Meetings were arranged either at the schools or at the university and some others in their own homes.

5.2 Interview Schedule

5.2.1. Lesson Planning and Preparation

Usually before you teach your lesson you prepare and plan your lesson in advance:

- Can you tell me what and how did you plann for this lesson?
- How did you decide to plan that way? Where did you get such an idea of planning from?
- What are the important things you were thinking of or you have taken into consideration before getting into the classroom?
- What kind of problems or difficulties did you anticipate before entering the classroom?

The underlying aim of these questions was to help and allow student-teachers to emphasise what they saw as important decisions during the planning stage of the lesson. Although talking in retrospect or remembering might be a bit difficult, probing and encouraging them to talk would be helpful particularly since it was a short-term remembering.

5.2.2 Lesson Teaching

Student-teachers were asked to answer so as to describe what happened rather than giving philosophical answers and it was decided to avoid at this stage getting evaluative answers. The questions were:

- Could you describe for me the lesson from the beginning taking me through it till the end?
- To what extent did what you considered important in planning, turn out as you expected? (If yes) in what ways and why?
- Did you encounter all/some/any of the difficulties you predicted in advance? If so how did you deal with them?
- Did you encounter new things you did not expect beforehand? (If so), how did you deal with them?
- Did the lesson go according to the plan? (If not), in what ways? And how did you tackle them in your teaching?

- You have been talking about things arising
  during the lesson and how you handled them;
  where did you get the ideas about dealing with
  things in these ways?

Again the underlying aim of all these questions was to

let students talk about how they taught their lessons and

how the actual teaching was related to the planning stage.

5.2.3 Lesson Evaluation

- How did you see the teaching of your lesson
  today?
- What were the particular strengths of your
  lesson?
- Were there any aspects of your teaching this
  lesson you are not satisfied with? If so, what
  are they? Why?
- What and how would you do to overcome them in
  your next teaching?
- If it happens that you will teach the same
  topic another time what would you do
  differently?
- What did you learn, if you did, from teaching
  this lesson?
- What are the things you will take into account
  when you are planning for the next lesson?
- How did you come to judge your lesson i.e. from
  whom and how did you get the ideas you used in
  judging it?

From the answers of these question, it was hoped to know

student-teachers' concerns when they evaluate their teaching

and how that is related to the planning and the actual

teaching.

5.2.4 Socializing Agents

- Whom did you consult, (if you did)?
- Whom did you talk to about your lesson?
- Whom might you talk to about your lesson today
  without apprehension?
- Did you ask for help from some people? (If
  yes), from whom?
- Did you expect some help in planning,
  preparation, and the teaching of this lesson
  but not get it? From whom? Why?

All the thirty-one science student-teachers were
interviewed about one lesson each. Interviews were
conducted after each of them had taught at least three
lessons. All interviews were tape-recorded.

5.3 Data Analysis

Interviews were first transcribed. In analysing
student-teachers' responses about the teaching of one
lesson, two considerations were taken foremost: first, the
primary focus of their responses which represent what they
emphasise in the different phases of teaching the lesson;
second, the need for comparison with the concerns reported
in the first phase of the study, which meant:

(a)   care was taken to stick to the precise
      definitions of the themes as they had been
      formulated in the context-free phase one;

(b)   if the themes so defined could not rigorously
      include most of the concerns that seemed
      related, then an explicit new related theme
      was defined to cover such related concerns.
      This was attempted, however, only when there
      were a substantial number of student-teacher
      statements of such related concerns, and when
      there was a clear and close relationship
      between the original and the 'related' theme;

(c)   no assumption was made that student-teachers'
      concerns would be categorizable either in the
      original phase one themes or in related
      themes.

Responses were first read and categorized under the four
main themes of the set of questions: Planning and
Preparation, Teaching, Evaluation, and Socializing Agents.
The content of each theme was again read and categorized
using the same themes of phase one, but only when it was

possible. The content of each theme was read again and the final understanding was recorded.

Having looked at the different themes accross the different stages of teaching the lesson, generally speaking, it was found that student-teachers talked more or less about the same issues. As a result, the final understanding of each theme across the different stages of the lesson teaching was recorded. After the discussion of each theme it was attempted to identify any occasional reference to any influence student-teachers´ referred to. Further associated factors were also explained when possible.

At the end of the discussion of the themes, a brief summary is provided about the socializing agents referred to occasionally by student-teachers across the different themes. This is followed by discussing the student-teachers´ responses concerning the last set of questions about the socializing agents.

Finally, I moved on to make general comments and discussion which appeared to reflect the experience of student-teachers in schools at this particular time and a comparison between phase one and teaching-a-lesson phase in order to help us understand the process of becoming a science teacher.

It should be noted that the analysis was based on the
Arabic transcription and not on a translated version, in
order to keep the analysis as close as possible to the
student-teachers' responses in their original forms. Then,
selected quotations were translated and cited.

5.4 Teaching-a-Lesson Concerns

5.4.1 Subject Mastery and Pupils' Questions

This theme is defined in the same way as it was defined
in phase one. 'Pupils' questions' was added to highlight
student teachers' emphasis on it and their greater concern
with it than in phase one.

With regard to the lesson teaching, these two
interrelated themes appear to be one of the most important
concerns of student teachers during this particular time.
They have stessed the importance of being well prepared for
the lesson they taught taking into account two broad
considerations, which appear to them difficult to fully take
account of: the university supervisor who is supposed to
help but in practice is seen to come to grade, and the
consideration of teaching competently as a beginning
teacher. In other words, to impress both the pupils and the
supervisors.

> "..I was thinking of the good preparation of
> the lesson.. ..to read more about the subject
> especially since the supervisor was coming.."

> "..You had to be well prepared, otherwise
> pupils' questions might confuse you and that

would affect your status and reputation among pupils.."

Student teachers made mention of different reasons for having a good command over the subject matter, not only by reading the textbook but also by referring to different sources and to other people if necessary. Among these reasons were: to check the accuracy of what is said in the textbook, to know the vague terms, to read between the lines, to avoid running out of information before the end of the lesson, to overcome the difficulty of understanding some of the content, to control the class better, to attract pupils' attention, and to make pupils understand better.

"..I did not find the textbook enough, so I had to refer to other references.."

"..During the period of preparation, I did not understand anything in relation to the expected pupils' questions. I went to see either the science lecturer or demonstrator.."

"..I prepared more about the vague points in the text.."

"..I prepared more than what was needed in case the lesson finishes quickly.."

"..I prepared more than what was expected.. ..because the more you prepare, the better you teach and the better pupils understand.."

"..If you know the subject well, you could hold pupils' attention and it would help you in controlling the class.."

The most frequently given reason and the most stressed concern, which lay behind student teachers' assertion and advocacy of subject mastery was 'to answer pupils' expected questions' by which pupils' want, as student teachers said, to test student teachers, confuse and embarrass them. This in turn would, they argued, affect their status, respect and

reputation among their pupils, which was of concern to them.

> "..Due to my expectation of pupils´ questions I
> had done a good deal of preparation. The
> textbook is limited and pupil have a sense of
> curiosity. When you are well prepared you feel
> more confident. ..if not, their questions may
> confuse you and affect your reputation. I have
> taught. during the holiday in any village for
> two weeks at a secondary school and learned
> that to avoid my confusion or embarrassment you
> should be well prepared.."

Consequently, student teachers appear to fear pupils´ questions lest they might not know or forget the answer particulary since they are perceived by pupils, they argued, as trainees and not as teachers.

> "..I read more so that if I was asked they
> would not laugh at me. If you did not answer
> their questions, even if they were irrelevent
> they interpret it as if you were escaping the
> answer. However, pupils consider our teaching
> as a kind of entertainment because we are
> trainees and have no authority to grade pupils.
> Their concern is marks which we do not have.."

Student teachers suggested that the most important strategy is to prepare well, but if it happened that they could not, they would employ different possible ways in order to avoid embarassment and confusion in front of pupils. Some of these ways were: re-directing the question to pupils, answering the question vaguely, giving the question as a homework, telling pupils that the answer is above their level, or telling the pupils that it is irrelevant, and trying to answer it indirectly at another time. In practice, student teachers commented that they answered most of the expected and unexpected questions confidently, but what embarrassed them was some of the expected and unexpected questions to which they did not know

answers. Nevertheless, they commented that they attempted to cover up such embarrassment by adopting one of the previously mentioned strategies.

"..I faced a few unexpected questions, but they were not difficult.."

"..Pupils asked me a few unexpected questions to which I did not know the answer, so I told them they were irrelevant.."

"..Sometimes pupils want to embarrass you, they ask irrelevant questions, particularly as we are trainees. They expect us to know only the topic we teach. One should be clever enough to avoid answering but in an intelligent way so that one's respect is not affected.."

"..I was asked a question, I did not know the answer. ..I said to pupils that this is above your level of understanding. I am going to answer the question at the next lesson, but without telling them that this is the answer. Sometimes I pose the question to pupils and sometimes I give it to pupils as homework.."

In evaluating the lesson, student teachers expressed the view that their good preparation and their confidence and readiness in answering pupils' questions was one of the main aspects of their lesson teaching that they were happy with.

"..I was well prepared. I felt happy when one pupil asked me and I answered him satisfactorily. You let pupils feel that you know more than what is in the textbook, because some of them look at the textbook while you are explaining.."

Having taught the lesson, student teachers reported that they sometimes tended to forget the sequence of the lesson or some of the information, felt the need for more information, and made some mistakes. However, the lesson they learned, as they argued, from the lesson they taught, was to be well-prepared for the next lesson's subject matter.

"..During today's lesson I forgot part of the
sequence but I shall explain it at the next
lesson.."

"..I wrote the equation wrong and one of the
pupils corrected me. It was a bit
embarassing.."

"..I did not face any difficulty because when
you have a good command over the subject matter
and ready to answer any question you feel
confident.."

"..Despite the fact that I have explained well;
a pupil confused me by a question I did not
expect although I have taken my precautions.
Nevertheless I answered him generally without
showing my confusion to them. I learned for
the next lessons that I have to prepare more.."

Student teachers seem to see, at least at this stage,
subject mastery as an all-embracing tool for the student
teachers to overcome many difficulties in the way of their
teaching.

"..When you are well prepared and confident of
your knowledge, you do not find problems.."

On the basis of student teachers' responses, one could
see that student teachers' reputation seemed to be of
importance to them. A student teacher might even do what it
is not required of him so long as his reputation and respect
among pupils will improve.

"..Pupils asked me questions, although they
were irreleant I answered them because I was
ready to answer and lest they might think that
I want to escape answering.."

5.4.2 Teaching Method and Teaching Aids

This theme, apart from grouping both teaching methods
and teaching aids for their interrelationship, was defined

as in phase one.

Both of these themes were grouped together here owing to the fact that although teaching aids were of major concern to science student teachers, they were, to some extent, talked about in relation to teaching method.

Science student teachers stressed the importance of different aspects of science teaching methods and particularly the use of teaching aids for the purpose of maximizing pupils' understanding through achieving the lesson's objectives in general and on some occasions to please the supervisor to improve their grades especially by using teaching aids.

> "..I was thinking of the best means of achieving the understanding of the topic, such as by adopting the discussion method, practical method. ..here there is a shortage of teaching aids, so I resorted to the lecturing method.."

> "..In planning the lesson I followed what the supervisor ordered us to do.."

> "There were no clear pictures in the textbook and the author of the text is the supervisor himself. I went to him to tell him about it so that if he comes he cannot blame me if I did not draw clearly.."

> "..While I was organizing the blackboard, the supervisor entered, so the atmosphere changed. Then I began explaining point by point without moving to any other point unless I asked pupils and I was sure that they understood.."

> "..I tried to make the lesson relevent to the Yemeni environment. The supervisor was to visit me.."

Among these specific aspects emphasised at the different phases of lesson teaching, i.e planning and preparation,

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teaching, and evaluation, were: The use of teaching aids to relate theory to practice, the logical sequence of the lesson, the importance of introducing the lessons, the proper use of, and writing on, the blackboard, relating the lesson to the environment, the use of questions and the discussion method in general, encouraging pupils verbally or by marks, the use of exemplification, the use of coloured chalk, giving answers to expected questions, repetition, and elaborating more than what is in the textbook. All of these aspects were advocated as student teachers commented, for attracting pupils´ attention, making them interact, and in turn enhancing their understanding.

"..I have prepared all the teaching aids so that pupils will understand better.."

"..I thought of teaching aids to attract pupils attention.."

"..I used the questioning method to attract pupils´ attention.."

"..I have encouraged a pupil despite the fact that his answer was wrong. I found them paying attention. The pupil told me that they understood better for the first time.."

"..Next lesson, I shall organize the sequence better.."

"..I started with a historical introduction to attract pupils´ attention.."

"..We first did revision to link today´s lesson to the previous lesson.."

"..To enhance pupils´ attention and interaction I shall start next lesson with a question.."

"..the problem I was thinking of was how to put the sequence in order on the blackboard, and how to write clearly because they are both important.."

"..I intended to focus during the practical
part of the lesson on something which is
relevant to the Yemeni environment.."

"..I planned to explain each point and pupils
ask them to check their understanding.."

"..Next lesson I shall repeat and elaborate
more so that pupils will understand better.."

"..I shall use the microscope in the next
lesson so that pupils will understand better
and will be better convinced.."

"..Today I caught pupils' attention by starting
with an experiment.."

"..I shall give more examples to improve
pupils' understanding, because the subject is a
bit abstract and difficult.."

Science student-teachers' stress on the use of teaching

aids stems partly, as they argued, from the fact that they

are teaching science and as such it is important for pupils'

understanding, but also it is required from them to do so at

this time.

"..To teach science you need practical
teaching. Today I tried my best to make my
lesson practical because the supervisor was
coming to visit me.."

In practice, student-teachers themselves, as they

argued, resort to a less favourable method (i.e. the

lecturing method), and less use of laboratory (which is

mainly based on demonstration teaching), and more use of

ready-made visual aids or aids drawn by them either at home

or on the blackboard. Student-teachers blamed others for

such a shift in practice. Among these were: The shortage of

teaching aids, the large class size, the limited time they

had, (i.e the time of the lesson or being preoccupied with

their university study), and the lack of help from school

administration, laboratory assistants, school science

teachers, and the Faculty of Science.

> "..the teaching method we learned needs time
> and the lesson is only 45 minutes, so we use
> lecturing method. I was thinking of using the
> microscope, but it was not working well, so I
> had to abandon using it.."

> "..It would have been easier to make pupils
> understand, I tried my best to do the
> experiment. Unfortunately, I could not find
> the apparatus.."

> "..I wish we had laboratory materials and
> apparatus. When the headteacher is there
> everything is available, but when he is not
> there, nothing is there. The laboratory
> assistant is not helpful. Pupils need to be
> convinced.."

> "..I could not do the experiment. You do not
> find help from the headteacher or even from the
> school science teacher. You face frustation.."

> "..There was no materials, even when you go to
> the university they ask you for a cash
> deposit.."

> "..We have no time to prepare the teaching aids
> because we have examinations at the
> university.."

Student-teachers´ success or failure in the teaching of

the lesson was partly attributed to aspects related to the

teaching methods generally.

> "..To encourage them I asked them and gave them
> marks for their answers. They were really
> interacting positively. I found this method
> successful.."

> "..Although I am generally happy about my
> lesson today, I am not happy about the shortage
> of teaching aids.."

> "..The lesson was very good and interesting,
> because it was practical.."

> "..One of the things I did like about my lesson
> today was the drawings; it was very good.."

The use of teaching aids at this particular phase is seen as important for different reasons such as to attract pupils' attention, to make them understand and to convince them. The underlying purpose, however, as it could be understood from student-teachers' responses, seem to be that of being seen as a successful teacher whether in the eyes of pupils or those of the supervisor. Teaching aids is seen by at least some, if not all, student-teachers as one factor for helping the beginning teacher to stand firm in front of his pupils, and a proof to both the pupils and supervisors of the student-teachers' competence as a good teacher. This could be seen as valid since the use of teaching aids in the Yemeni schools is rare. Science student-teachers were generally concerned about the use of teaching aids, but more particularly so when they expected to be visited by their supervisors. Thus, some of them used to pay deposits from their own pockets in order to get some of the Faculty of Science teaching aids and materials. The emphasis on practical teaching is understood in the light of their comments which reflect their intentions to impress pupils and more particularly their suprvisors.

> "..Pupils like to go to the laboratory.
> Non-Yemeni teachers rarely take them to the
> laboratory. To some extent you are in a better
> position.."

> "..I paid a deposit to get some materials from
> the university.. ..I do not think.. ..we want
> to get a good grade.."

5.4.3 Class Control

This theme is conceptualized in the same way as in phase one. First, it will be dealt with how this particular concern is perceived the different causes of pupils' disruption and how common disruption among all pupils was. Second, the range of coping strategies commented on and how successful they were, using them during teaching practice and student-teachers' expectations for the future shall be discussed. Finally, an attempt will be made to make some inferences relevant to this concern.

5.5.3.1 Class control is considered to be one of the major concerns of student-teachers at the different stages of teaching the lesson.

> "..Disruption is one of the main problems we are facing as trainees. When you are confident of your subject, you can attract their attention, then you could silence a disruptive pupil by a question or two. If nothing happened you could get him out. In teaching practice disruption continued till the end of the lesson despite the effort you made. You have no right to give marks. The pupil knows well that if you do not have the authority to give marks, you cannot control him. We all serve the examinations. The school administration helped us in this respect. It dismisses any pupil we report.."

At the evaluation phase, class control was one of the criteria used for judging the success or failure of their teaching of the lesson and when at least some of them were still complaining about the difficulty of controlling the class.

> "..The good thing about my class today was that

I was in control. All pupils were quiet and
attending to my explanation.."

"..Unfortunately, I could not control the
class. I started first giving them advice
about respect, but they began making fun of
what I was saying. Then, I felt I began
getting angry and using harsh method which
might lead to unexpected consequences. So I
had to resort to a more flexible attitude lest
things might get worse and the situation might
become difficult to handle. If you started to
be firm they say that their class teacher does
not do that. It is a matter of getting used to
such an attitude.. We tried to tell them that
we have the authority to give marks, but the
non-Yemeni teachers told them that we do not.."

The difficulty of controlling the class, as

student-teachers argued, arises mainly from the fact that

they are still student-teachers and not teachers. This,

they argue, means that they have no authority to affect

pupils' marks or grades and this is reinforced by

non-Yemeni teachers telling pupils so. Further,

student-teachers commented that they are beginning teachers

in general and in teaching at secondary school in

particular. However, their comments suggest that the

situation will improve as they become full-time teachers.

"..I kept pupils quiet by giving them a sharp
look, then disruption increased. So I had to
get one of them out. They do such a thing
because you are a trainee. If you were his
class teacher he would fear about his marks.."

"..Pupils were not very quiet. You are a
trainee and also a beginner. Anyway there is
hope that things will improve.."

While explaining the difficulty of keeping pupils quiet

in terms of the kind of the setting they are teaching in at

this time in the process of becoming a teacher,

student-teachers appear also to point out some of the

specific causes of pupils' disruption in the class. Among these, which were mentioned more or less across the different phases of teaching the lesson were: large classes, which is a characteristic of Yemeni schools, particularly in the cities where the class might number sixty pupils or more; the context of the activity, where, for instance, student-teachers found that classes become more disruptive when they taught in the science laboratories instead of the classroom particularly when the classes are big; reasons related to the pupils, such as pupils' apathy, the way they perceive teaching in general and Yemeni teachers in particular, pupils' bad manners which indicate pupils' lack of respect for teachers (such as eating in the class leaving the class without the teachers' permission, which pupils are used to doing because non-Yemeni teachers accept such kinds of behaviour); the kind of school, so that disruption in one school is more likely than in another school; the lack of school disciplinary policy and the lack of home concern.

> "..It is difficult to control seventy-five pupils particularly in the laboratory. You need at least four teachers. I had cancelled the practical side and opted for using visual aids I have drawn at home.."

> "..The pupil himself gets used to misbehaving and causing disruption with non-Yemeni teachers. We find it difficult to control them. The school administration does nothing. They are not firm. If somebody is innocent they might send him home, but if he is not they might leave him.."

> "..I was expecting a little noise. It is known that some secondary school pupils do not want to learn.."

"..Some of the pupils are difficult to control
simply because they have bad manners. They
leave the class without even asking permission.
I think the home is not doing its job in
educating their children.."

"..In addition to the fact that you are a
trainee, some pupils perceive you as less
competent than the non-Yemeni teachers, and
start causing disruption in the class.."

Other situation-specific reasons commented on by
student-teachers were that the likelihood of disruption
increases at the beginning of each lesson and more
particularly the first lesson in the morning and the lesson
after the break where it is associated with pupils coming
late, coming and going, and quarrelling due to the shortage
of chairs; during asking questions; at the time of solving
problems; or when the teacher is writing on the blackboard.

"..The problem, particularly at the beginning
of the lesson, is the disruption owing to the
shortage of chairs. Pupils keep shouting
'Teacher!', you waste at least ten minutes
until the class settles down.."

"..Before I got to the class, I was thinking of
how to control them because the lesson was
after the break.."

"..It was difficult to keep them quiet; it
happened when I asked a general question. All
of them started shouting. I kept telling them
to raise their hands but it was of no avail.."

"..They keep on talking when you write on te
blackboard, apart from that they were O.K. As
soon as you shout and turn towards them they
keep silent.."

However, disruption, according to student-teachers'
arguments, is not a general feature of all pupils, but
possibly of individuals, or the group at the back of the
class who possibly share some common interests. In certain
circumstances, it is the feature of most of the pupils in

the class when all disruptive pupils are grouped intentionally or unintentionally in one class by the school adminstration.

> "Today the class was not quiet, because we were in the labaratory and due to the big number of pupils I could not follow those who were at the back who gathered to make noise.."

> "..The class in which most of the pupils are repeating the year is difficult to countrol.."

5.4.3.2 Although student-teachers tended to stress that their status now is a trainee status and not teachers' status, yet they offered different suggestions of strategies to overcome the difficulty of classroom control ranging from the very soft to the very tough measures so that the problem of class control, if not eliminated, would be lessened. These different measures were tested and evaluated by student-teachers. Among these different coping strategies suggested by different student-teachers were: Being competent in the subject matter; using teaching aids to attract pupils' attention; giving moral advice; teachers' movement in the classroom; giving pupils a few minutes at the beginning of the lesson to settle; encouraging them by marks; using the lecturing method rather than teaching them in the laboratory; lessening the time of writing on the blackboard; and sometimes following what pupils are expecting or want.

Other suggested measures which could be considered as less flexible ones were: knocking on the table; shouting; directing questions to the disruptive pupil who is less

likely to answer correctly; facing and staring at pupils in silence; rebuking, threatening pupils with marks; reporting the disruptive pupils' names to the headteacher or by getting one out of the class; and actually sending the disruptive pupils, out of the class and possibly reporting them to the headteacher who might possibly terminate their schooling in the school. For the optimum efficiency of teacher class control, the student-teachers suggested that the school adminstration should cooperate and stand firm beside the teacher particularly when the teacher reports a disruptive pupil to the school administration.

> "..Class control depends on you, if you are well prepared you could attract their attention.."

> "..Pupils are noisy. I decided to be firm at the beginning so that they can understand. Doing experiments also help in attracting their attention.."

> "..I had to use the lecturing method, because it is difficult to control the class in the laboratory.."

> "..They were expecting a test consisting of three questions. I told them only one question, so they kept quiet.."

> "..I gave them advice at the beginning of the lesson i.e. how we should treat each other and so on. They felt ashamed to make any disruption.."

> "..I kept them quiet by shouting, knocking at the table and starting with questions. Few pupils at the back of the class keep saying we do not understand whereas the rest understood. They are disruptive. When the supervisor gets in they keep quiet because he reproached them previously.."

> "..I learned today how to control the class. Be firm at the beginning; later you can be flexible. If one is disruptive ask him questions and try to be friendly with him

later. That's what happened to me today, I asked one disruptive pupil; he then kept quiet. Later I talked to him privately and he started talking to me about his problems them he became happy with me.."

"..When someone talks to his classmate I warn him three times or ask him a question. If he persists I get him out of the class. Then the school administration deals with him. The school administration in this school is quite firm.."

"..I got many of the pupils out. Then, they kept quiet. Later, then they became noisy. I think the class is always noisy.."

"..I threatened them with reporting their names to the school administration.."

Generally speaking, student-teachers came to school advocating more flexible strategies and less tough measures, but from what they said, they attempted to implement such measures but with less success. On the contrary, less flexible measures showed more success in keeping pupils quiet though with varying degrees of success. They found themselves sometimes, as they commented, forced to adopt tougher measures such as rebuking, reporting pupils names or sending them out of the classroom even though they were not in favour of such rather tough measures. Different measures were tried, evaluated, modifed or abandoned.

"..Some of the pupils get into the class as if they were entering a theatre.. ..you tell them keep quiet but without success.."

"..My concern was how to keep pupils quiet.. I am a bit abrupt, that's why I am firm with them.. ..I get the disruptive pupil out; that's why you find my class quiet.. ..using harsh methods works better than the educational methods.. ..our problem is that the Yemeni teacher is mocked at.."

"..Today I was hard with them; it gave a positive result in that they were quiet.."

"..Pupils sometimes force you to adopt harsh
measures when you are convinced about using
them such as getting the disruptive pupil out
of the class.. I feel that the non-Yemeni
teachers tell the pupils that we are just
trainees and of no benefit to them and despite
our efforts they tend to cause disruption.."

However, although there was a tendency towards opting

for hard measures; nonetheless, there was no consensus in

adopting a specific method to cope with the different

aspects of pupils' disruption. Different methods were used

at different times for different aspects of class

misbehaviour and possibly modified, reinforced, or dropped

as they gained more experience. For instance, to use hard

measures was reinforced, and keeping silent while facing

pupils was adopted by some student-teachers as a result of

its success.

Having found some measures more successful, they were

adopted. However, an adopted measure might not be thought

of in advance, but when it was used found to be successful

and consequently adopted.

"..Today I decided that if the class was making
noise I shall keep silent. I tried it and it
worked. From now on I decided to use it.."

"..I started with calling their names in a low
voice and told them anyone who does not hear
his name will be written absent. They kept
silent. Then I told them I shall ask and
whoever answers correctly I shall give him
marks. I have not thought of it before hand.
It was an idea which came to my mind at that
moment. When I found them responsive and quiet
I did it.."

In otherwords, a 'successful measure' in practice

appears to be a sufficient proof for the student-teachers

for adopting it even though the student-teacher might not be in favour of using it.

> "..I used to shout 'please keep quiet', but now
> I keep silent while looking at them.."

> "..The class today is quieter than last week.
> I shall be more firm in the next lesson.."

It should be noted that some student-teachers reported sometimes the success of soft measures.

> "..I spent quite sometime talking to pupils
> about how we should treat each others as
> brothers. They felt ashamed of themselves and
> kept silent.."

In addition, student-teachers seem to argue that by adopting soft and tough measures, one cannot fully and ideally overcome the problem of class control. They also seem, however, to argue that it will be better overcome when they become teachers where they would have the status of a teacher and authority, (particularly in terms of marks).

> "..Getting the disruptive pupil out of the
> class improved the situation a bit, but marks
> are more important.."

> "..To overcome the disruption you need to have
> a good command over the subject matter, be able
> to answer pupils' questions, and also to have
> at your hands pupils' marks.."

> "..The weak point I had in my lesson was the
> inability to control the class. I shall
> overcome it when I become a full time
> teacher.."

Further, due to the limited time of teaching experience, the time factor is also seen by the student-teachers as a necessary factor for improving their competence in controlling the class. However, in the few lessons they taught they saw themselves as relatively successful in controlling the class, particularly when one takes into

consideration, as a student-teacher argued, that the first few lessons are crucial for class control. In other words, the relative length of experience is seen as an important factor in improving the skill of class control.

> "..Now I feel I am in a better position to control the class. The more lessons you have, the better control over the class you get. In fact the first two or three lessons were a bit difficult, but now it is a lot better.."

5.4.3.3 Tentative Conclusions

5.4.3.3.1 Some student-teachers, because it was their first time facing secondary school pupils, were sometimes hesitant to use one means of class control or another. The student-teacher might begin contemplating the ultimate reaction of pupils, as a previous quotation showed, and if it was seen as a damaging reaction to the student-teachers' reputation, then he would opt for a rather softer strategy. For instance, harsh strategies might be seen as successful, yet sometimes might have a counterproductive result which put the teachers' respect and reputation in jeopardy. Sometimes a student-teacher might get confused about what is the best way to handle class control particularly when many pupils are involved. For instance, when a student-teacher found that many pupils were disruptive and as a result could not keep them quiet, he stood silently without knowing what to do. To his surprise the whole class kept quiet. Hence, it was a successful strategy and he then, started adopting it. Another student-teacher stated that:

"..When I got in, there was a lot of noise I
knocked at the table, advised them, told them
about mutual respect. They kept quiet except
one. I told him to go out, but he refused. So
I was confused and did not know what to do.
Then some of the pupils said 'Please teacher,
no need'. Their response was a relief for me in
this confusing situation. So I said O.K.."

In other words, student-teachers appear to be at the
stage of trial and error in trying out different ways of
controlling the class and keeping pupils quiet. At least
some of them seem hesitant to react in a particular way to
disruption, which might be due to the limited number of
lessons they taught, and seemed related to the
student-teacher's expectation of possibly damaging outcomes
for their positions in the eyes of their pupils. Thus, they
tended to employ the rule of choosing the least harmful
course of action in relation to one's status, respect and
reputation as a teacher.

5.4.3.3.2 In making decisions, student-teachers seem to
have a high regard for their own respect and reputation if
it was challenged by pupil behaviour which does not
recognize the teachers' authority. This could be clearly
seen in that the student-teacher seems to be strict in not
accepting or tolerating any kind of unacceptable behaviour,
but if his authority, respect and reputation was recognized,
he would be more likely to tolerate it.

"..One of the pupils was very noisy. I tried
to keep him quiet but I could not. I told him
to go out; he refused. I felt that I was
humiliated.. I decided that I am not going to
continue the lesson unless this pupil goes out.
Finally he went out and I continued my
lesson.."

"..I reported one of the pupils to the headteacher. The headteacher was very firm so he decided to send the boy home and terminate his schooling. The boy come and apologised to me. Then I went with him to the headteacher and asked the headteacher to accept his apology.."

5.4.3.3.3 Generally speaking, student-teachers appeared to take into account, when adopting a particular strategy with regard to class control a few interrelated considerations. Among these are his own reputation as a competent teacher, which is related to his pupils' possible or expected reactions, his supervisors' demands if he is present, and the limits which were given by the school administrators. For instance, if he reported a disruptive pupil to the administration, the student-teacer would ask himself would the adminstration take the same attitude as the student-teacher or would the administration play it down. The school administration is seen as an important factor for the establishment of the student-teacher's reputation and in turn for the success of his experience. In addition to what was quoted earlier some of the student-teachers said:

"..Pupils always waste some of the time of the lesson by coming late and talking to each other. The class has no door so it is difficult to discipline them. I do not want to use tough measures. Hence I fear that they will not listen to me, so I had to be flexible.."

"..I told the class leader (one of the pupils) to write down anyone making noise; things improved. However, pupils kept talking but not loudly. They were whispering. I did not mind so long as their voice is not loud, because the supervisor was at the back of the class.."

"..I was thinking of giving them the results of the test at the end of the lesson, but they shouted and I was forced to give them at the beginning.."

"..If I felt that the headteacher will take a firm action and will support me, I would report some of the disruptive pupils to him, but if not I would not.."

5.4.3.3.4. It is worth noting that when student-teachers talked about big class size and bad pupils' manners, they tended to talk about them in relation to class control.

"..Disruption is caused by big classes. When I taught another small class there was no noise or disruption.."

"..Disruption is associated with pupils who are not well behaved.."

5.4.3.3.5. If the class is quiet, student-teachers appear to perceive that as a kind of admission of the teacher's authority and an indication of respect for the teacher. Thus, they feel more motivated to teach.

"..When I found the class quiet, I felt that they are responding. In fact I was even encouraged to elaborate more.."

"..When pupils keep talking to each other, it means that you have no value.."

5.4.3.3.6. Also, it is apparent from student-teachers' comments that their success in controlling the class even partially is ascribed to themselves. In case of failure they tended to ascribe it to others.

"..One of my strengths in my lesson was that when I kept silent at the beginning, pupils became quiet. Then I felt that I personally had control over the class.."

"..Disruption is the common feature of all
classes. You can hardly find a quiet class. I
think the school administration is weak. In
our village the picture is different.."

5.4.3.3.7.   Further,   when a   student-teacher   sometimes

complained about the difficulty of class control,   in

addition to ascribing the failure to other factors and

expressing the hope of overcoming it in future he tended

also to judge himself generally successful by comparing

himself to the rest of his fellow student-teachers.

"..you waste your time to keep them quiet and
that happened yesterday. However I think I am
better than my friends. I visited some of my
friends´ classes and found that my class is
quieter than theirs.."

5.4.4 Pupils´ Understanding

Owing to the fact that some of the research questions

were about lesson evaluation student-teachers tended to

talk, among other things, about pupils´ understanding as an

issue of its own and due to the substantial statements about

this issue a separate theme was defined and reported.

Most of the science student-teachers, if not all, were

satisfied with the outcome they had from their lessons.

This outcome was justified in terms of pupils´

understanding. In other words, they judged their lessons as

good because the majority of pupils understood what they

taught.   Their cues for pupils´ understanding, among other

things, were: pupils answered the student-teachers´

questions, they were paying attention, they were

interacting, they asked questions of understanding, they

answered the supervisors´ questions, their facial

expressions told that they understood, and their comments to

the student-teachers outside the classroom.

> "..The lesson was successful that was proved by
> pupils´ understanding of what was explained.."

> "..They understood; one of them came to me at
> the end and told me that the lesson was quite
> good and that made me happy.."

> "..It was good. Pupils´ answered all the
> questions I asked at the end of the lesson.
> This indicates that they understood the
> topic.."

However, student-teachers found that despite their

efforts in making everything clear, yet pupils did not

understand as they expected.

> "..It is painful when you repeat the same thing
> several times and yet they do not understand.."

A few of the student-teachers were not satisfied with

the majority of pupils´ understanding and most of the

student-teachers were still complaining of a group of pupils

or specific individuals in the class that did not understand

the lesson.

> "..Most of the pupils got out of the class
> without understanding.."

> "..I was happy that most of them understood.
> Most of them raised their hands when they were
> asked; only a few at the back were not
> interacting but they are always disruptive.."

There were different possible justifications of this

problem suggested by student-teachers all of which seemed to

lie outside the student-teachers control such as: pupils pay

more attention if they expect marks, a power

student-teachers do not have; pupils' background knowledge is poor; pupils' apathy; pupils do not study at home; large classes; disruption; mixed ability classes; social circumstances; and the nature of the subject being abstract (particularly in case of physics and chemistry).

> "..They did not understand, because of noise and disruption.."

> "..Some of the pupils understood and others did not, not because I did not explain clearly, but because pupils do not study at home.."

> "..I was expecting that all pupils will understand. When I asked them at the end I discovered that some of them did not. It is difficult to make every one understand, because the class size is big and pupils have different abilities.."

> "..I have done my best, yet their understanding is not as expected. They do not pay attention. You are a trainee and they know you can not affect their marks.."

> "..They were interacting, paying attention, asking, and some of them gave excellent answers. I think it depends on the kind of the topic. It was not abstract; it was relevant to pupils' environment and that is the nature of biology in general.."

> "..Most of the pupils did not understand. Some of the pupils' academic background is very bad. They want something concrete. They find it difficult to grasp, when you talk to them about an abstract concept . That's why you find they like biology more than physics and chemistry.."

Hence, physics and chemistry student-teachers were more likely to voice the problems of pupils' understanding than the biologists. That was because, as student-teachers argued, physics and chemistry topics tend to be more abstract and their relevance is seen less clearly than the biology topics.

Pupils' understanding seems to have a motivating effect on student-teachers.

> "..I was really happy today, because pupils understood. When I asked them questions, they all raised their hands. They were responding and interacting out of joy. I wish I had money I would have given them.."

Student-teahers who found pupils' understanding was poor, appeared to blame others and saw themselves as having done their best to improve their understanding.

> "..Only a few were interacting and answering questions. What concerns me most is those who came to learn; the rest did not come to learn.."

> "..Some of them did not understand, because they were disruptive. I think their parents should be contacted. When we were pupils we used to fear the teacher. Now there is no respect.."

> "..Last week I explained until I was sure that all of them understood the topic. Today I found that a pupil asked me. I was really surprised; but soon I discovered that he is stupid and also misbehaving.."

> "..They did not understand. They do not pay attention, because they are concerned with passing examinations at the end of the year.."

A further tentative remark could be added that the biologists found their lessons more relevant to their pupils' lives and less abstract and were more likely to grade their lessons as good.

5.4.5 Time

This theme appeared in this phase which reflects the impact of teaching practice that leads to the emergence of this concern.

The focus of the questions to student-teachers on the lesson has also shown that the student-teachers complain of the insufficiency of the lessons' duration. It was highlighted more while discussing the actual teaching of the lesson. Forty-five minutes appears to be seen by student-teachers as not enough for a variety of reasons. Some of them referred to pupils' actions such as asking more questions, relevent or irrelevant, which student-teachers did not expect, and the difficulty of pupils' understanding generally but more particularly in physics and chemistry topics.

> "..The time was a bit short, because there was a lot of discussion which I did not expect and I tended to elaborate so that they can be convinced.."

> "..I could not cover the topic, because I had to repeat owing to the lack of pupils' understanding.."

> "..You waste your time teaching basic maths understand rather than the topic; otherwise they will not understand.."

A further reason was the time taken by settling pupils' down at the beginning of the lesson, particularly if the lesson was the first or the fourth which follow the morning assembly and the break, where pupils come late owing to different reasons.

> "..You cannot do enough work in the first or the fourth lessons.."

> "..Pupils come late, so it takes you five to ten minutes to settle them down.."

Due to the unavailability of teaching aids and textbooks, time is wasted in drawing on the blackboard and

writing or dictating the lesson summary.

> "..I spent around fifteen minutes in drawing on
> the blackboard, because I could not find the
> teaching aid in the school.."

> "..Some of the lesson time was taken up in
> writing the lesson summary.."

Practical lessons also were thought to need more time than forty-five minutes.

> "..Time was not enough, you need to show pupils
> the microscope, and to write a summary.."

Some other students reported that they could not control the timing, probably due to having little experience. Hence, they either prepared more than the time permits and the lesson time was up without realizing it, or the pupils' discussion went towards the student-teachers's favourite topics and that led the student-teacher to elaborate more.

> "..I prepared a lot, so the time was not enough
> to cover it all.."

> "..I could not finish. I realized that the
> time has finished only when the bell rang.."

> "..They interacted with me positively, so the
> time went quickly. I could not cover what I
> was supposed to cover.."

A further cause mentioned was that some of the lesson time was used up by registering pupils' attendance as required by the school administration.

> "..At the beginning of the lesson I had to
> spend some time in registering pupils'
> attendance.."

It can be seen that although student-teachers sometimes admitted that they found it difficult as beginning teachers to have control over the time so that they could teach what they were supposed to cover, generally they tended to blame

others such as pupils, the nature of the subject, and school administration rather than themselves.

However, in certain times the notion of 'wasted time' is quite acceptable. This appeared to be associated with pupils' interaction with the student-teacher and with their understanding.

> "..The time was not enough to finish the lesson I prepared, because of the unexpected discussion and interaction. It was O.K. because pupils were interested and interacting.."

5.4.6 Apprehension:

This theme defined here as it is in phase one. It was referred to by a few student-teachers as a central concern. Student-teachers' apprehension appears to be associated with their fear of affecting the respect and reputation they have by, for instance allowing disruption or making mistakes, or of affecting their grades and in relation that to their reputation with supervisors in general and with those who interact with them especially at a more formal level.

> "..Despite the fact I was well prepared and confident of the subject mastery and I had experience in teaching, yet I felt a bit apprehensive before getting into the classroom. I think it is linked with the expected disruption.."

> "..The supervisor visited me about the end of the lesson when I was about to summarize the lesson. I became confused and embarrassed.."

> "..There was no embarrassment when the

supervisor entered. I looked at him as if he were one of my fellow student-teachers. He is quite friendly.."

"..I was a bit confused and embarrassed because one of the pupils corrected me.."

The student-teachers' apprehension was reflected in questions such as how to start, how to make pupils quiet, would pupils understand them, the feeling of fear of failure in carrying out the experiment in class, and so on. However, student-teachers commented that they now feel more confident in teaching than at the beginning of teaching practice, taking into consideration that interviews were conducted after they had taught a few lessons.

"..I feel that I am a lot better then in the first two lessons. The more you teach, the more confident you become. It is a matter of time.."

And some others pointed out that they feel less apprehensive, because during their third year, while studying the course of teaching method, they used to present seminars which were micro-teaching-like and that helped them in overcoming at least partly the feeling of apprehension.

"..I explained a topic in seminar to my classmates with the presence of our methods of teaching course lecturer who used to let us do that. It was good, at least you feel now less apprehensive to stand in front of pupils, though it is different.."

It might be worth noting that apprehension was expressed by student-teachers regardless of previous teaching experience or sex difference.

5.4.7 Other Concerns:

A very few student-teachers referred to other concerns such truancy, cheating in examinations, pupils' manners, unsuitability of laboratory buildings, being exhausted and so on.

> "..You feel happy when they call you 'teacher'. I was not expecting that; It indicates their appreciation and respect to the teacher. In fact it motivates you to work even better.."

> "..A pupil was eating during the lesson. I did not like such behaviour.."

> "..Today we had a test, one thing I did not like was pupil's attempt to cheat.."

> "..Many pupils today were absent, something should be done about it. I don't know why?, because I have been in school for a short time.."

> "..I was very tired after I finished the lesson today.."

5.5 Socializing Agents

Here I shall be discussing the socializing agents which appeared to be influencing student-teachers' concerns in the teaching-a-lesson context. First the socializing agents which were referred to occasionally by student-teachers during their responses to the first three sets of questions. Student-teachers' responses to the fourth set of questions about socializing agents will be dealt with separately.

5.5.1 The Occasional References to Socializing Agents

At the stage of lesson preparation, the student-teacher might refer to the supervisor, if he is a science teacher, as a last resort and mainly to seek his help in matters related to the subject matter, lest the supervisor might take a bad view. No reference was made to seeking the help of the education lecturers or supervisors.

> "..I asked the supervisor who is the author of the textbook about one point I did not understand. Normally I do not ask him; I discuss with my friends.."

At the stage of teaching the lesson, student-teachers mentioned supervisors in connection with class control, teaching method and student-teachers' apprehension. It was reported that the presence of the supervisor affects one's teaching method and class control. The student-teachers attempted to impress their supervisor through making sure that the class was under control and the method of teaching was geared towards the supervisor's liking.

> "..The supervisor visited me about the end of the lesson when I was about to summarize the lesson. I was confused and I thought that if I summarized, he might consider it as a weakness, so I embarked on explaining a new topic which I did not prepare well.."

> "..When the supervisor attends, pupils become quiet and that helps.."

> "..I was happy because there was less disruption. I raised my voice, but the supervisor did not come!" (He had been advised by the supervisor previously to raise his voice.)

> "..I made a mistake, but I said sorry. I was a bit confused, because the supervisor was there.."

However, with regard to confusion and embarassment, some student-teachers reported that they were at ease with one of the supervisors more than with the others. This again was explained by student-teachers in terms of the kind of the relationship they had with him.

> "..Dr (...) is quite friendly. Nothing changed
> when he visited me in the class.."

Student-teachers seem also to be rejecting some of the supervisor comments and behaviour while accepting others. For instance, student-teachers seem to resent the supervisor's comments and elaboration of the subject matter in the class, which is perceived by student-teacher as a behaviour that affects pupils view, respect and reputation of the teacher; However, sometimes they accept a comment such as the clarity of colours on the blackboard.

> "..The supervisor stopped me and stood
> explaining and elaborating. If he did it
> again, I would tell him if he wants to advise
> or criticize me, he could come and tell me
> outside of the class.."

> "..The supervisor criticized the clarity of
> colours on the blackboard, since then I have
> observed it.."

The course on teaching method was referred to at least at the level of using the terminology, such as behavioural objectives, feedback, evaluation question, and so on. The 'discussion method' so labelled in their course of teaching method, was seen as a useful method, which indicates the influence of such a course on student-teachers' teaching. However, it is not clear why student-teachers referred to this method as a useful method and not others. But, one possible explanation is that student-teachers seem to pick

up from what they studied what seem to them relevant to their experience even at the level of terminology so long as it explains what they see as relevant and useful. Moreover, some of the student-teachers referred to the help they got from presenting seminars (which was part of the teaching method course) in diminishing the apprehension from standing before pupils in the class.

> "..I prepared the lesson as we have studied in our method course in the third year, starting with behavioural objectives, content, teaching aids, and evaluation questions.."

> "..I used the discussion method. I started my lesson with a question, and helped pupils to draw their own conclusions.."

> "..Teaching a topic to our classmates during studying the third year teaching method course encourged us at least to stand before a group of people.."

However, being concerned with the writing of 'behavioural objectives' in the lesson preparation book does not necessarily reflect their importance.

> "..yes you write the behavioural objectives such as developing pupils' skills, while we do not allow pupils to handle anything, because there is neither enough material, nor the time is available; yet we still write such an objective.."

It could be added tentatively that student-teachers with no previous teaching experience appeared to be influenced by the content of the teaching methods course more than those who had teaching experience, at least at the level of using the terms.

A reference was also made to the Yemeni science teachers where student-teachers sometimes sought their help at the

stage of lesson preparation in matters related to subject matter and laboratory work. It might be worth nothing that none of the student-teachers, except one female student-teacher, referred non-Yemeni science teachers in seeking their help, even those from whom they were supposed to expect help.

> "..When I was preparing the lesson, I did not understand one point. I discussed it with a friend of mine and a Yemeni science teacher.."

> "..I have never asked the non-Yemeni science teachers unless I have to, such as asking his agreement to get teaching aids from the laboratory assistant, because it is the regulation of the school.."

Practicing student-teacher friends can be seen as a source of influence. At the planning and preparation stage student-teachers tended to seek others' help in matters such as subject matter, laboratory work and so on. Since they observe each other, some student-teachers commented that they avoid what was seen as leading to discouraging results.

If for instance, a friend found difficulty in teaching the pupil without teaching aids, the student-teacher would try his best to use them.

> "..I visited my friend and found that he could not convince pupils, because he did not prepare an experiment; that's why today I prepared it.."

Pupils' understanding, response and even comments outside the classroom seem to have a influence in terms of proving the usefulness of one strategy or disproving it. For instance, when a student-teacher standing silently facing his pupils led to quietness, this proved to him that he could use it as a useful strategy in controlling the

class. Another student-teacher found that talking to a pupil privately gave him a good response from the pupil which reinforced the student-teachers' belief in the usefulness of such a strategy. A third example showed that the comments of some pupils outside the classroom, that they understood better for the first time, led him to believe that his method of teaching was good and successful.

As exemplified by student-teachers' comments cited earlier, school administration was referred to mainly in relation to class control and teaching aids. The laboratory assistant was also referred to in relation to teaching aids.

Both sources might have either positive or negative consequences for student-teachers' teaching, and student-teachers showed they were learning to take account of this.

Student-teachers' experience as primary teachers was also referred to by some student-teachers, which indicates the influence of such experience on student-teachers' expressed concerns.

> "..I have taught for two years, there was no confusion or embarrassment.."

Experience in teaching the lesson sometimes can also be seen as influencing the student-teachers' classroom concerns. Cases such as learning the strategy of keeping silent to control the class, which was learned by sheer chance, and learning through observing friends teaching, all indicate the possible influence of experience in

student-teachers´ conerns.

> "..At the beginning of the lesson, pupils were
> very noisy, I knocked at the table, shouted,
> but nothing happened. I stood silently,
> without knowing what to do. Then they become
> quiet.. I did not expect this. It seems a good
> way of keeping pupils quiet.."

Generally, student-teachers indicated sometimes that they had learned things in relation to teaching methods, teaching aids which they thought would lead to improvements, modifying the sequence of the lesson, adopting more practically-oriented teaching, the modification of some specific aspects of their teaching such as questioning techniques, ways of encouraging pupils to be more actively involved and so on, which they found successful or unsuccessful. In other words, they tended to judge things on the basis of what they thought as workable or unworkable or successful and unsuccessful. This indicates, the influence of teaching experience.

> "..If I teach the same topic I am going to
> change the sequence of the lesson.."

> "..I found if you ask pupils throughout the
> lesson, you keep them attending to you.."

> "..When I sent the disruptive pupil out, the
> whole class became quiet. I tried with advice,
> but it did not work.."

5.5.2 The Socializing Agents

It should be said at the outset that the phenomenon of science student-teachers´ concerns and how they were influenced and decided upon is complex, and cannot be

explained by one single factor. I shall attempt to discuss the influences of different agents which are related in a complex way. The difficulty of explaining student-teachers' concerns arises from the difficulty of understanding the process by which the outcome came about, which involves the person, the situation, and the subtle and complex interaction between them. Nevertheless, from the data I have gathered, salient influences could be discerned.

I shall first discuss the commonly cited agents in relation to student-teachers' concerns at this stage. Secondly, on the basis of student-teachers' comments, an attempt will be made to know what seems to be taken into account in the making of student-teachers' decisions in relation to teaching their lessons during the period of teaching practice.

Within the university, different possible influences appeared to have bearings of varying degrees with regard to different concerns. Lectures were referred to by science student-teacher mainly in matters pertaining to the subject matter. Hence, student-teachers tended to approach their science lecturers at the faculty of science to know more about what they were going to teach.

> "..I have asked some of the science lecturers
> and demonstrators in relation to answering the
> expected questions.."

> "..I depended on myself. Once, I referred to
> the author of the text I am teaching.."

However, it should be noted that they did not refer to

them straight away. Rather, they first referred to themselves, that is to their understanding of the subject and they might refer then to different references, to their fellow practising teachers. If they could not find a satisfactory answer, they would go to the science lecturers or demonstrators, because they were seen as the authorities in such matters, particularly when the subject was abstract, or when the student-teacher had a fear of pupils' questions. As a result, it appeared from student-teachers' comments that they refer to their science lecturers or demonstrators as a last resort, and possibly rarely.

> "..I did not refer to anyone in this lesson. I did, yes, when I expected some questions.."

> "..I refer rarely to the lecturer. I usually discuss the lesson with my friend with whom I am teaching the same class.."

> "..First I try to understand the subject, if I did not understand, I refer to different references, then I might ask any friend, and then the lecturer or the Yemeni graduates.."

With regard to teaching methods, science student-teachers seemed to be influenced, though it was rare, through observation of lecturers. In other words, student-teachers appeared to be influenced more by what they saw and observed rather than by what they heard. Further, the data showed that when science student-teachers were influenced by what they observed, it was through their admiration of their lecturers' way of teaching.

> "..I have observed, in schools and at the university, pupils being given advice on respect. I liked it because I have heard it from a lecturer at the university.."

> "..Until now no clear method of teaching is

crystallized. It is a matter of trial and error. Of course we studied specific methods, but applying them is difficult. Sometimes you like and admire a lecturer's way of teaching and you start imitating him.."

The course of teaching methods at the university was spoken about. It was mainly the source on which lesson planning drew, because the supervisors would check student-teachers' preparation books when they came to schools. Hence, student-teachers were more likely to refer to their university course of teaching methods at the stage of writing the lesson preparation plan. When they got into the classroom, little reference was made to their training in general.

"..Planning and preparation was mainly based on what was learned in the methods of teaching course. However, it is important to have the objectives of a lesson, but it is not necessary to have them written.."

"..Behavioural objectives and the way of preparation was learned from the university because supervisors insist on that. I am not going to write it down later. I shall keep it in mind. We do it now for grades. But evaluative questions I think it should be written.."

"..I learned from the university the method of preparation, but the way of teaching is personal.."

However, the teaching methods course was considered as a source of good ideas which some of them remembered such as how to attract pupils' attention, how to stand and move in the classroom, involving pupils in the discussion, keeping a close watch on pupils' movements, using the blackboard, one's voice in teaching and so on.

"..You learn of course from the methods of teaching course, things about your voice,

directing your teaching to the class, keeping a
close watch on pupils' movements, etc.."

"..Sometimes I remember what I was taught   such
as   when   writing at the blackboard, how to use
it, or my movement around the class.. also if I
remember   about   involving   pupils   in   the
discussion   or   getting   pupils' attention I do
it.."

Student-teachers seemed   also   to   be   saying   that   the
course   on   teaching   methods would be useful so long as the
conditions   in which such methods   could   be   fulfilled   were
available.   But   in   Yemeni   schools   there   is   a   lack of
educational resources, and the classes are large,   which   in
turn   makes it difficult to implement what was being said at
the university.

"..You study a lot of things;   in   the   schools
you   find   no facilities, no apparatus, and big
classes.   I do not think it will be realized in
the present situation.."

Other educational subjects were rarely referred to,   and
when   they   were,   the views appeared to be that educational
subjects,   apart   from   the   methods   of   teaching   course,
appeared   to   be   not useful as they did not talk about (for
instance)   class control.   Some of the student-teachers   said
that   they   did   not   think   of   such   subjects.   Two
student-teachers hinted at the possible use of psychology in
the way they deal with pupils.

"..You benefit from the course   of   methods   of
teaching   in   matters   related   to   lesson
preparation.   You do not benefit from the   rest
of educational subjects.."

"..I   think   I   learned   also   how to deal with
pupils in the psychology course.."

"..the university   did   not   teach   us   how   to
control or how to keep the class quiet.."

"..Theory is something and practice is something else.."

Supervisors, who were science as well as education lecturers, were mainly, though not exclusively, perceived as a threat rather than as a source of help. Comments such as: "the supervisor comes only to grade you", "his presence makes my throat dry", "the supervisor embarrassed my friend by correcting him in front of pupils", "my friend forgot the sequence when the supervisor came in", "I should prepare an experiment because the supervisor is coming"; "the supervisor insisted on writing down objectives"; "the supervisor made me nervous because he kept writing notes during the whole lesson", were said by student-teachers about their supervisors.

"..The visit of the supervisor to my friend had a bad effect. My friend was totally confused.."

"..When he was visited, his expression changed. He confused the lesson sequence, and pupils corrected him.."

"..The supervisor criticized a friend because he did not prepare an experiment, so I have decided to prepare an experiment.."

"..The supervisor makes you nervous, because he kept writing notes during the lesson. I tried not to look at him.."

Different supervisors might have different expectations. For instance, student-teachers hinted that the science lecturer supervisors focused more on the accuracy of the subject matter whereas the education lecturer supervisors appeared to stress more the educational aspects of teaching.

"..I had to be careful not to make scientific mistakes, because my supervisor is a science lecturer.."

"..Supervisors' comment on teaching are
different. Our supervisor is education
lecturer. He rarely comments on scientific
mistakes, but he comments on the way of our
teaching.."

That should not lead to the conclusion of the

impossibility of a supervisors' influence being accepted by

student-teachers.

"..I refer to my supervisor when the subject is
difficult. He did not embarrass me last time
when I did a mistake. I liked the way he
introduces his lectures. For instance giving
advice about respect, I did it for my class.."

Therefore, there is a possibility of lecturers' and

supervisors' influence if, among other things, they do not

cause a threat, and showed their methods through practice

rather than only talking about them.

A further point perhaps worth noting in relation to the

university was the reference of science student-teachers to

the lack of help from the faculty of science with regard to

providing them with teaching aids and materials, and the

difficulty of getting them even if they are allowed. For

instance, it was required to pay a deposit in cash to be

returned when materials were brought back.

"..There was nothing in the laboratory. They
say get it from the university, and at the
university they need a permission from the head
of the department. You need a week to get it.
In addition, they ask for a deposit.."

Moving from the university to the school, the majority

of student-teachers referred to their student-teacher

friends with regard to different aspects of their teaching.

Having tried their best to understand the subject matter,

they found themselves sometimes needing to consult their friends and some of them, possibly those who are good academically, refer to science lecturers.

"..We normally discuss with friends the expected questions and other things.."

As student-teachers were grouped in twos or threes to teach in one class, they observed and were observed. That provided them with the chance to learn from each other matters related to different aspects of teaching of concern to them such as: methods of teaching, embarrassment or confusion, and class control. Generally, as student-teachers commented, what they found successful with others they would try in their own classes, and what was seen as a shortcoming they would avoid.

"..Sometimes you have to be hard and sometimes soft. I have learned that from a friend who reacted nervously to a pupil to the extent that the situation became uncontrollable.."

"..If a friend attends my class I ask him, and he gives me his views of what I was doing.."

"..I attended my friends' classes. I tended to avoid their shortcomings, for instance, in writing on the blackboard, in my movement in the classroom, in observing disruptive pupils. I might ask the disruptive pupil a question or throw a chalk at him. I know it is not good, but if I were to go to him I would have wasted fifteen minutes.."

Science student-teachers were also found to help each other particularly in setting up experiments and in laboratory work generally. Besides observing each other, they used to ask each other about their classroom performance. They commented that sitting with each other to discuss their own experiences was found to be useful as they

shared more or less the same difficulties.

> "..We shared making teaching aids with my
> friends .."

> "..My friends helped me in setting up the
> experiment.."

> "..We normally sit and discuss our teaching;
> every one talks about his experience and gets
> feedback. It is good, we're all facing the
> same difficulties.."

Student-teachers of other subjects rarely discussed with

science student-teachers. In other words, subject-culture

was apparent during the stage of teaching their lesson.

Student-teachers' responses also showed that

student-teachers appeared to refer to their student-teacher

friends more than anyone else. Some of them hinted that

they found themselves discussing their real experiences at

ease with each other.

> "..You talk with your friend about your
> teaching more, because you feel at ease to talk
> about some of the difficulties you faced.."

Further, they commented that they could not refer to

supervisors owing to the fear that their marks might be

affected. Student-teachers were sharing the same experience

and did not represent any threat to their grades, respect or

reputation.

> "..I have discussed my mistakes only with my
> friend.."

> "..Mostly I discuss with my friends not with
> other teachers or even the supervisor. The
> teacher, the headteacher, and the supervisor
> are responsible for evaluating our teaching.."

In the schools where the student-teachers taught, most

of the teachers were non-Yemeni. Student-teachers were

teaching almost without referring to the school teachers of the same subject with whom they were supposed to co-operate. There was almost no contact at all except, at the beginning and at the end of teaching practice, and when they were in need of laboratory materials, because they had to.

> "..We do not refer to them (non-Yemeni science teachers) except if we needed something from the laboratory or when we are going to leave, because we have to.."

Some of the student-teachers argued that non-Yemeni teachers were not helpful to trainees because subject school teachers felt that, as student-teachers commented, trainees were wasting their time. They talked to pupils in a way which affected pupils' respect for the student-teachers. However, this cannot be generalized, because some of the student-teachers commented on the possible great advantage of experienced non-Yemeni science teachers if they were helpful. In this respect a few student-teacher found some individual non-Yemeni science teachers helpful when they sought their help, whereas others found the advice led to negative results in the classroom and hence reinforced their pre-conceived perception of the lack of value of advice from such teachers. Some others did not refer to them because they thought that they were sharing with the supervisors the task of evaluating trainees.

> "..All we have with non-Yemenis is only 'Hello.. Goodbye'. I was expecting help because they are experienced teachers. On the contrary, I went to ask him whether to give pupils what seemed to me pre-requisite information for today's topic which is not in the text. He told me not to give them that. When I started teaching the topic pupils began asking me about just what I was expecting them

to ask. You did not expect such advice from an experienced teacher.."

"..I have not referred to a non-Yemeni. They are not happy with us. They kept asking when we will finish, except the chemistry teacher he is co-operative.."

"..We find the Yemeni teachers more helpful. We do not find such help from non-Yemenis. For instance, some of my friends and I attended a non-Yemeni lesson to observe. He did not introduce us to pupils as teachers. We were there just like pupils, whereas when we attended a Yemeni class, he began his lesson by introducing us to his pupils. You feel that you are of value. Of course not all non-Yemeni teachers are like that.."

It appears that if non-Yemeni school teachers are to be of influence they have to take the initiative and interact with student-teachers informally; and try to help in preserving student-teachers' respect particularly among pupils so that even if there were pre-conceived perceptions of them as unhelpful, these ideas would be abandoned rather than reinforced. It could also be argued that it is the student-teachers' responsibility and that of their university lecturers, to ensure that they enter the school as well prepared as possible to benefit from any help that might be available there.

On the other hand, the Yemeni school science teachers were found to be helpful. Most of those teachers were graduates of Sana'a University and some of those were known to student-teachers beforehand. They referred to them regarding the subject matter and laboratory work in particular, but more generally in discussing different aspects of their teaching. Such teachers were found to be

interacting with student-teachers informally and thus student-teachers commented that they discuss with them at ease.

> "..I tend to ask my friends who graduated before us.."

> "..A Yemeni teacher showed us things related to the use of slides.."

> "..I did not ask anyone except a Yemeni teacher.."

> "..You feel at ease to discuss with your friends or the Yemeni teachers.."

Further, pupils seemed to have an influence on student-teachers in the sense that pupils' response in terms of acceptance, rejection or understanding had a bearing on student-teachers' decisions. For instance, their understanding would enhance and reinforce the adoption of a particular method. Another example was where a student-teacher argued that she began to deal with pupils in a sisterly manner, but she soon found out that they began making fun of her. She then resorted to tough measures. Therefore, pupils' reactions or responses appeared to have a great influence on student-teachers' classroom decisions.

> "..I involved them in the discussion by asking questions. They understood the topic. I think the discussion method is useful.."

> "..I tried using different ways to keep pupils quiet but without success. Lastly, I sent the disruptive pupil out. Then, they kept quiet.."

Physical constraints were also found, according to student-teachers, to influence their teaching. For science teachers the shortage of laboratory materials and equipment and teaching aids in general were seen as hindering and

limiting their choice of teaching. As a result,they were
inclined to teach theoretically by chalk and talk.

> "..I taught theoretically, because there were
> no teaching aids. There was a slide but no
> microscope.."

School administration, which was referred to mainly with
regard to pupils' disruption and teaching aids, was also
perceived by student-teachers as affecting their decisions.
Some school administrations were found to be supportive and
as a result student-teachers used to feel more confident,
for instance in dealing with disruptive pupils. The
laboratory assistants proved to be, as student-teachers
indicated, a major constraint in curtailing
student-teachers' teaching. Different responses were
reported by student-teachers about the support or lack of
support by laboratory assistants particularly since the
student-teacher seemed to believe that the place for science
teaching is the laboratory.

> "..I went to the laboratory to ask for (....)
> they said it is not available. I believe it is
> there.. There is no seriousness. The
> supervisor asks you to do an experiment and you
> find the laboratory assistant unhelpful. He
> asks you to go to the headteacher. The
> headteacher tells you to go to the deputy.
> Finally you find yourself saying why should I
> bother?.."

A further set of influences on student-teachers'
teaching concerns were found in their prior experience.
First, their own experience as pupils in schools. On the
the basis of observation and admiration of their school
teachers they had taken a lot of decisions. Two distinctive
concerns partly derived from their classroom lives as pupils

were the way of teaching, and the way of overcoming problems, mainly of class control.

"..I am using the same method in controlling the class that my teacher in secondary school used. We encountered what he told us.."

"..Sometimes when I face a problem, I remember a teacher when I was a pupil and how he dealt with it. Sometimes an idea comes at that particular time and I start trying it out. However things will improve as the time goes on .."

"..I admired a secondary school teacher. I am now trying to imitate him.."

Second, the experiences as a primary school teacher. Some student-teachers commented that they learned from their experience as teachers in different aspects.

"..I was a teacher before for one year I learned many things. It is different from being totally a beginner.."

It should be stressed that student-teachers tended to seek to solve problems on their own. In fact, comments such as 'I depended on myself'; 'I have done it on my own'; 'you learn only how to write the lesson plan, but the method of teaching is personal'; 'I did not refer to anyone because the subject was simple'; 'I do my best first before going to anyone' were repeatedly heard.

Finally, although different sets of evidence were employed here to explore the different possible sources of influence, it appears that both results are consistent.

5.6 General Comments and Discussion

1. Science student-teachers' decisions in relation to the different concerns discussed earlier, appeared to be influenced by, among other things, a few main types of considerations: things related to pupils, supervisors, school administration, and what could be grouped under the label of physical constraints such as the building facilities and resources. Student-teachers seem to ask themselves 'how would pupils view me?' and 'how should I prove to them that I am a competent teacher?'; 'how would the supervisor evaluate me and how could I impress him?'; 'how would the school administration including the laboratory assistants respond to whatever I need for the success of my teaching in the eye of my pupils and supervisor?'; and finally to what extent will other constraints affect my teaching?'

With regard to keeping one's reputation among pupils, student-teachers tended to try not to show any weakness which might affect their reputation. Many examples could be cited in this respect. For instance, the student-teacher would answer irrelevant questions if he knew, never mind if the time was spent in an irrelevant issue. On the other hand he would either just disregard the unknown relevant question, or play the question down in some way lest pupils consider him an incompetent teacher. Confusion and embarrassment should be hidden from his pupils. Pupil's

misbehaviour cannot be tolerated, because as one said, he felt of no value when he had ordered one pupil to get out of the class and the pupil rejected him. But if the student-teachers´ respect and authority was admitted by, for instance, the pupil seeking pardon and admitting his mistake, then the student-teacher could tolerate more.

The other goal and constraint is to pass your course successfully and this requires the student-teacher to act in a way which impresses his supervisor.

To achieve the first goal, one should among other things master the subject matter, try to make the lesson as practical as possible, and so on. With regard to the latter, one should, among other things, show the supervisor a neat lesson preparation book including what one is expected to write such as the behavioural objectives including even the skills which should be taught to pupils, never mind if the student-teacher did not believe this is important to write down so long as the pay-off is a good grade. Other things, such as showing that you have command over the subject matter, the class is under control, and the practical teaching and teaching aids are used as far as possible, all were taken by student-teachers as potential means to impress the supervisor and get a good grade.

Other demands by the university, in addition to those of the supervisor, are the course work demands such as homework

and continuous assessments. This made it difficult to balance the different demands and to take into account all considerations.

Associated with both considerations, student-teachers' apprehension was still one of the factors which impinged on student-teachers' concerns and strategies. For instance, you discuss your problems with another fellow trainee so as to avoid affecting your grade, you try to avoid the things which caused confusion and embarassment to your friend in the classroom; you refer to others about the subject matter to be able to answer your pupils' questions; and so on.

In addition to considering pupils and university demands in general, and the supervisor in particular, student-teachers appeared to take into account the school administration including the laboratory assistants, mainly, though no exclusively, in relation to class control, and teaching method and teaching aids. Physical constraints, which include the ecology of the school, classroom and the laboratory, and the availability of different facilities and resources mainly teaching aids, were also seen by student-teachers as affecting their teaching even if the school administration were found helpful and cooperative.

It should be noted here that the student-teacher was seen to play an active part in arriving at the most

appropriate decision he adopted rather than it being determined fully by one or more external factors. If in certain circumstances he showed compliance in the way he acted towards any socializing agent, it appears that at least sometimes the effect was not internalized; but rather was limited to an overt act which ended when the expected benefit ended. For instance, the different ways of impressing the supervisor to get a good grade or changing one's hard strategy in controlling the class to a more flexible one lest the situation goes beyond control, all show the difference between overt and covert concerns and strategies. Again, showing that their concerns were not fully determined by others, they were seen to be selective in what they rejected and accepted of the supervisors' comments, and they behaved in ways which indicate selectivity in responding to different sources of influence.

In short, the data showed that the different influences were not deterministic. There was still a place for manoeuvering, and they seemed ready and able to be selective of what to take and what to leave. They first depended on themselves and generally did not expect help at the very beginning. In a sense they appeared to process what could possibly be relevant, useful and workable. Their perceived and felt needs such as class control, subject mastery and others might be seen to provide opportunities for external sources to influence them. For instance, if the student-teacher felt that he found it difficult to control

the class, he would be more likely to seek help and in turn would be more likely to be influenced. However, this influence or view will be put to the test and the last decision whether it is useful and workable would be his own.

2. Student-teachers' comments also showed that student-teachers tended to blame others for their not achieving what they were expecting to achieve across the different stages of the lesson teaching. The failure to improve the situation was attributed to other factors such as their status as trainees and the consequences of that, school administration, laboratory assistants, pupils, university demands, and so on. This was clear from student-teachers' discussion as it was reported in relation to the different student-teachers' concerns such as class control, pupils' understanding, insufficient time and others.

3. Student-teachers' comments across the different stages of teaching the lesson appeared to stress quite considerably pupil's understanding; which reflected the student-teachers' concern with their 'impact' on their pupils. But, the underlying reason behind it might be 'self-concern'.

4. At this stage, at least some of student-teachers' decisions appeared not to be final or clear-cut. They appeared to be hesitant sometimes when they thought of

different possible alternatives. For instance, is it better to use a tough measure, which one might not like but may be successful, or to be soft? and how would pupils react to that? Is it better to give pupils the results of the test at the beginning of the lesson, or at the end? and so on. In other words, this time is characterized, at least for some of the student-teachers, by hesitation and trial and error.

5. With regard to class control, student-teachers' comments showed that there was a move towards adopting tough measures such as reproaching disruptive pupils, threatening them with marks and reporting them to the headteacher and so on.

6. Part of the student-teachers' blame was directed towards the nature of the setting at this particular time. In other words, the nature of the setting is associated with their concerns and strategies.

The student-teacher was found trying his best to impress his supervisor in order to get a better grade, so he would for instance at this point write down the lesson plan as it was required but later he might forget about it. Meantime he is forced to pay a cash deposit for the university to borrow some of their teaching aids to please his supervisor, but he would not do so later. The attitude of most non-Yemeni teachers towards trainees, as perceived by student-teachers, (i.e. looking down on them and affecting

their reputation and standing in front of pupils), how pupils behave towards trainees, how the school administration look at them as practising teacher, their limited time, and uiversity demands: all of these and other factors were perceived to influence student-teachers' concerns during teaching practice.

Consequently, they seemed to argue that there would be an improvement of the situation when they moved to a normal situation where they would face less threat and they would have more power in their hands (mainly power in terms of marks ad grades) to improve respect for them as teachers.

It should be noted, however, that most of these different factors. will still function in the student-teachers later career, though the pressure and constraints might be different in nature. School administration, supervision of a different sort, pupils behaviour, etc, all still operate in the future. However, student-teachers seemed to be optimistic that the problems they are facing as beginners will improve as the time goes on and as they gain more experience.

7. Subject-culture was found sometimes to be associated with student-teachers' concerns. Student-teachers' emphasis on practical teaching, their tendency to discuss with their fellow science student-teachers, the student-teachers tendency to refer to Yemeni science teachers and science

lecturers, all showed the influence of the subject-culture on student-teacher's concerns. Furthermore, there even appeared sometimes to be a sub-subject-culture within science. This could be seen by the complaints expressed by physics and to a lesser extent by chemistry student-teachers about pupils' understanding and their poor academic background and shortage of laboratory apparatus.

8. 'Workability', or 'what works in the normal situation' appeared to be an important characteristic in rejecting, accepting and internalizing any strategy. Student-teachers' comments showed clearly how they were influenced by what they have observed as pupils in schools, as students at the university or as student-teachers in schools. A student-teacher said that when she was a pupil she thought of using tough measures in disciplining pupils as bad, but now after she started teaching she found that other measures are not working and now thinks that her school teachers' methods were justified. The student might also adopt a measure though he might not like it, but within his situation it works. As one student-teacher said 'I might throw a chalk at the disruptive pupil' and continued saying 'I know it is not good but if I did not do it fifteen minutes would be wasted'.

9. Further, admiration for the value or practicability of what was observed or heard may be seen as a crucial first-step in influencing student-teachers. Then,

experimentation and evaluation would lead to rejection or acceptance. For instance, one student argued that he admired a secondary school teacher as a pupil and liked they way a lecturer teaches and now he is imitating them.

10. It could be added that it was found that if student-teachers perceived anyone as formal and arrogant, he could be less likely to have an influence on them. Formality and arrogance appear to serve as barriers against influence. Student-teachers' classroom concerns and strategies appear to reflect the indirect influence approach. For instance, although supervisors seem to influence student-teachers' classroom concerns very rarely, yet it was found that one science lecturer and supervisor was especially influential even though he was a supervisor. From student-teachers' responses they suggested that he was, among other things, informal, not arrogant, and also that his teaching at the university was admired, and when he corrected someone, he corrected him privately. This suggests that for any individual to be more influential he should show non-threatening behaviour and attitudes. For the student-teachers, there are two important ways in which they may be threatened: their assessment grades or marks, and their reputations as competent teachers. In other words, it would be more helpful if the agent, be it the supervisor, school teacher or others, has taken the initiative to be understanding to the student-teachers, interact informally, and avoid behaving or acting in a way

which may suggest to student-teachers that he is formal, arrogant, difficult to talk to, or threatening to them. At the moment, it appears that student-teachers' friends offer such help without affecting either reputation or grades, and possibly because they share the same concerns.

11. By comparing the themes in the teaching-a-lesson context of phase two and context-free phase one, it could be said that:

a. The number of concerns at this phase are fewer in number which could be explained in terms of the focus of the research questions of this phase. However, although student-teachers' concerns are now specific, generally they have been also stressed in phase one. Subject mastery, teaching methods, educational resources, class control, pupils' understanding, and apprehension were all referred to in phase one.

Pupils' understanding was conceptualized as a theme here, but not previously. This does not mean that it was not among student-teachers' concerns in phase one. On the contrary, pupils' understanding was of concern but mentioned in phase one in relation to other themes such as the teaching method theme. Now, there were substantative statements about pupils' understanding, which probably reflects the separate set of questions about lesson evaluation. Student-teachers took pupils' understanding as one of the important factors in

evaluating their lessons.

The insufficiency of the lesson time seemed to be the only clearly new concern which appeared as a result of this experience.

There is also an apparent shift in student-teachers' conceptualization of class control. They seemed to move towards a hardening of strategies in controlling their classes which reflects the impact of teaching practice.

Some other concerns which had been talked about as central concerns were now talked about in relation to other expressed concerns, possibly due to the focus of the research questions at this phase. Pupils' problems and manners, home-school relationship, teacher-pupil relationship, school and classroom physical conditions were referred to during the discussion of class control. School administration, teacher-teacher relationship, classroom physical conditions, textbooks, were also referred to in relation to teaching methods and teaching aids. Teacher-teacher relationship was also referred to in relation to subject mastery, where also pupil questions was highlighted and emphasised repeatedly, more than in phase one. Student-teachers' apprehension was repeated more or less in the same way as in phase one by a few student-teachers.

It should be noted that this cross-referencing of different themes was also common in phase one. The difference is that the themes missing in the teaching-a-lesson context had been talked about in phase one as central themes with more reference to them.

In addition, other concerns reported in phase one did not appear in phase two. These were: Ministry of Education, salary, professional status, assessment, job placement, shortage of qualified Yemeni teachers, private tuition, job satisfaction, school-society relationship, the change from the teaching job, pupil drop-out, course passing, teachers' manners and extra-curricular activities.

Generally, this could be explained in that some of these concerns disappeared not because they are no longer of concern to student-teachers. Instead, the disappearance of some concerns mentioned in phase one such as salary and professional status might be attributed to the limited focus of the research questions. Other concerns mentioned in phase one as private tuition, pupil drop-out, the change from the teaching job and so on, were mentioned rarely even then and it is possible that they might disappear due to the limited focus among other things.

b. With regard to socializing agents, in phase one the occasional references to socializing agents were mainly drawn from their prior experiences as pupils, but also from their own general experience, other friends experiences as trainees, teachers, and their experience as students at the university. In phase two the occasional references covered different agents whether within the university or in the school. Within the university there seems no difference between phase one and phase two. No reference was made in phase one to people within the school apart from students' reference to their experiences as pupils, primary teachers, or other friends' experiences, whereas in phase two student-teachers referred to different agents within the schools such as practising teacher friends, pupils, school administration, supervisors and others.

In responding to the separate set of questions about socializing agents, almost all expected socializing agents referred to in phase one were commented on in phase two, with almost the same emphasis. For instance, their reference to and emphasis on their friends in phase one was found to be true in phase two. Their perceived lack of help from supervisors, and student-teachers' apprehension in approaching them were again echoed in phase two. Hence, what was expected to have influence was found to be true. It appears that the major agents influencing the student-teachers'

concerns at phase one was their prior experience either as pupils or as primary teachers (for those who had taught); and pupils and practising teacher friends in phase two.

Chapter Six

Science Student-Teachers' Concerns

(Phase Three)

Chapter Six

Science Student-Teachers´ Concerns: (Phase Three)

6.1 Introduction

As was explained earlier, the science student-teachers were to be followed and asked about their concerns at various stages as they progress in their teacher training programme, so as to detect and follow the process of how their concerns develop. Having interviewed a group of science student-teachers in the fourth year, as a pilot study, it was suggested that the research subjects, when they were in their fourth year were likely to make reference to, more or less, most of the themes which they mentioned in their third year. But, there was also a possibility of new concerns emerging and of possibly different or modified ways of construing and interpreting the different concerns. As a result, and for the purpose of comparability, it was decided to ask the student-teachers the same questions and adopt the same interview schedule as was used in the third year with a slight difference in the way questions were introduced. Questions were now to be introduced with a phrase such as "you will be a teacher very soon, what..", and with reference being made to their experience in teaching practice. Furthermore, it was taken into account that student-teachers should be encouraged to explain their concerns, but without forcing them to justify their views.

In this phase, student-teachers were interviewed after they finished their teaching practice. In other words, they were interviewed in the second term of their fourth year when they were back at the university. Individual student-teachers were contacted and the times for interviews were arranged whenever it suited them. Due to the student-teachers' circumstances, it took me the whole term to interview all the thirty-one science student-teachers who had been interviewed in the third year and in the first term of the fourth year during teaching practice.

6.2 Data Analysis

Having documented science student-teachers' concerns in their third year, and known in advance the responses of the pilot study subjects and secondly, having looked generally at the student-teachers' responses in this phase, it was decided, in analysing the data, to treat the previous statements of the first phase analysis as 'hypotheses to be tested' against the new data. Consequently, what is the same will be briefly reported and what seems to be different will be elaborated upon. The data will be analysed with a view to the possibility that concerns will emerge, diminish, be modified or be forgotten. Also, due consideration will be given to the possible differences in interpretation or explanation within each concern.

Given the classification of the different concerns reported in the first phase, student-teachers' responses will be categorised within the same general themes as far as possible so that one can compare the results of both phases.

In this chapter I shall attempt to indicate the science student-teachers' concerns after they finished their teaching practice, how they construed such concerns, and how they set about acting on them in practice. Within each concern, reference to the different possible influences will be made, but only in so far as there were references to such influences in the student-teachers' responses. At the end of the discussion of each concern, comments will be made, if possible, for understanding the concern. Finally, the socializing agents which seemed to have an influence on student-teachers' concerns after they finished their teaching practice will be discussed.

In reporting the student-teachers' responses at this phase all themes mentioned in the first phase will be mentioned. What is the same will be briefly discussed and what seems to be different will be slightly elaborated. Concerning the quantitative analysis, the reporting will be in terms of 'more' or 'less'. Secondly, I shall take in to account the experience and non-experience in teaching, male and female, and urban and rural distinctions. These will be considered so long as they are relevant to student-teachers' responses and help in understanding what is being explained.

The researcher's understanding of the culture and the student-teachers will be used if necessary when commenting on student-teachers' concerns and explanations.

It should be noted, however, that at this stage I shall be concerned with the ways in which the group's concerns changed or remained stable from third to fourth year, and not with changes in individuals' concerns. Case studies of individuals will be reported in chapter nine.

6.3 Phase Three Concerns
6.3.1 The Ministry of Education

Again the student-teachers were critical of the Ministry of Education, but at this phase the emphasis was rather specific. A year ago, some of the student-teachers referred to some specific aspects like the late payment of salaries, the late arrivals of text books, the difficult lengthy routine of the Ministry work, unjust promotion, and so on, but they now apparently move away from the generalized forms of criticisms to more specific ones. And since they were appoaching the stage of employment they mainly projected the difficulty of going through the pre-employment formalities. This was because, like a year ago they either had experienced it before or heard from other's experiences that it takes a long time to finish. A further relevant conclusion which could be drawn from the data is that student-teachers appeared to be more critical of the

Ministry of Education in relation to the rural schools'
teachers. The rural school teachers were seen to suffer
more: their salaries get to them later and some of it is
misappropriated and promotion is infrequent and unfair. As a
result, student-teachers, implicitly suggested that they did
not intend to go to teach in rural areas even if they liked
these areas, lest they might lose their rights. Urban
school teachers were believed to be in a better position to
be in touch with, and to refer to the Ministry at whatever
time they needed; whereas the rural school teachers were
believed to find it difficult to do so.

> "..We have suffered and other teachers have
> suffered from the difficult routine of the
> Ministry work.. ..time is lost for little
> things which do not deserve such a longtime.."

> "..I am expecting difficulty in getting the
> pre-employment formalities done. Promotion
> particularly for rural schools' teachers is
> difficult .. ..if you are in a city you could
> go to the Ministry and complain.. ..that is of
> concern to me.."

> "..Rural schools' teachers encounter a lot of
> problems. I know a teacher, who is sincere and
> serious, could not get his salary for several
> months. I know another teacher who is sincere
> in his work, yet his salary reached him late
> and less than what he is supposed to receive.
> They take some of it for themselves. What was
> the result? He left the school and went up to
> the Ministry to quarrel with them.."

> "..I heard that the pre-employment formalities
> are difficult.."

6.3.2 Salary

Although those who commented on the inadequacy of teachers' salaries were less in number than a year ago, the student-teachers, more or less, discussed this concern in the same way as it was discussed last year. For instance, the discussion centred on the need for just treatment from the state, and or the serious consequences of the inadequacy of salaries. Further more, the distinction between male and female teachers' views on this concern is still maintained as in phase one.

6.3.3 Professional Status

Although this time those who referred to this concern were somewhat less in number than a year ago, they complained and commented on the concern of professional status of teachers in the same way as was discussed for the previous year. They elaborated generally on the nature, the consequences and the strategy to overcome it, as they did when they were interviewed a year ago.

6.3.3' Inspectors

This concern had not been mentioned a year ago; but in this phase, it was mentioned by two of the student-teachers who commented on the inspectors' work critically.

"..they just come and look at the lesson
preparation book, see who is present and who is

absent, and do not know pupils´ level of
understanding.."

6.3.4 Curriculum

The nature of the criticism now was as it was earlier,
but the difference was that student-teachers found that most
of the textbooks they taught have become Yemeni. As a
result, they found them better in terms of relevance to
their Yemeni environment, but some of the other criticisms
seem to be seen as applicable to even the new ones; for
example, being too theoretical, focusing more on the
quantity rather then quality. A few student-teachers still
saw sticking to the textbook only, as the Ministry requires,
as a problem.

6.3.5 School Adminstration and Teacher-School Relationship

Here I am going to deal with both themes together; for,
while a few of the student-teachers talked about school
administration in isolation, the majority tended to talk
about it in relation to the teacher.

By and large the student-teachers expressed, more or
less the same concerns as those discussed earlier. However,
while they mostly discussed the same issues, they tended to
refer to more specific aspects which they had faced or come
to know during teaching practice. Examples of these more
specific aspects were: the last lesson in the school should

not be a science lesson; they let the teacher teach lessons which he is not supposed to teach; the man in charge of distributing the textbooks was absent for two weeks due to the lack of disciplinary policy; the administration should be more considerate if the teacher was absent or late, the problem of telling you to write down the list of pupils names; and also ordering you to stay at school even if you did not have any classes.

To have Yemeni educationally qualified headteachers used to be thought of, a year ago, as the remedy for most of the ills of Yemeni school problems theydiscussed. Now, the term 'qualified' seemed to be rarely mentioned. Instead, as one student commented: "Some of the headteachers do not understand though they might be qualified graduates". The emphasis this time seems to be on demanding that the school administration should be firm. In other words, although they previously criticized the school for its lack of disciplinary policy in general, they now talked about it more clearly, particularly about being firm with pupils who are disruptive and pay no heed to their learning and their teacher.

In general, the same issues discussed earlier such as being co-operative, making available what the teacher needs, showing no favouritism and so on, were also referred to. Their discussion now is geared towards more context-related explanations and away from the context-free, for instance,

when they thought of 'qualified' headteachers. (This should not be interpreted as meaning that student-teachers had not related their expressed views to practice at the earlier stage. On the contrary, in many respects, a year ago they used to support their views from practical events they encountered, for instance as pupils). Discussion has also now shifted towards the issue of being more firm in the disciplinary policy in general and towards pupils in particular. Now the success of the school administration is associated with being firm. Further, an understanding and considerate school adminstration for the teachers is important. All of this is seen by student-teacher as essential for the improvement of the teaching-learning process.

Hence, the general trend is moving from criticizing the school administration and talking about the teacher school relationship in a generalized form towards more specific criticism which could be seen to centre around the need to be more firm.

It could also be concluded that the underlying argument of science student-teachers' criticism of the school administration and its relationship with teachers, as it appeared in their comments, is that the teacher should have a recognized status in the eye of the school administration, which should always stand beside the teacher and also be respected by the pupils. To quote a few extracts:

"..The teachers' views and participation in the
running of the school affairs ought to be
welcomed by the school administration. The
headteachers do not like that because their
shortcomings and mismanagements might be
disclosed. I have seen for instance in (....)
secondary schools the teachers have no say and
as a result, for instance, a pupil came and
challenged the teacher, who sent him away from
the class, yet the headteacher came and
reinstated him. What does that mean? It means
that the school administration is helping
pupils to misbehave and turning a deaf ear to,
or disregarding, the teacher.."

"..When there is no firm school administration,
pupils misbehave towards their classmates and
their teachers.. ..in (....) secondary school
the school administration is good.. ..no
apathy.. ..all pupils are there at the morning
assembly.. ..you find no pupils mucking about
in the school corridors.. ..and as a teacher
you are well respected and have a distinguished
status.. ..no pupil would dare to attack you.."

"..The school administration is helpful. They
keep a close contact with the teachers to know
their problems, and teachers find it easy to
talk to the headteacher. Some headteachers do
not respect the teacher. Sometimes you might
find that the headteacher embarrasses the
teacher infront of his/her pupils and that is
difficult to accept.."

Within this framework student-teachers seemed to judge

the school adminstration as successful or unsuccessful.

"..I found a disciplined administration. The
headteacher visited the different classes and
forced respect for us on pupils despite the
fact that we are trainees. He projected us as
if we were full-time teachers. He has got us a
distinguished identity.. ..he made you feel
that there is an administration.. ..if you left
pupils, as the headteacher said, they will make
a mess of the school.. ..'only this', pointing
at his stick, 'works with them'. It was true
when he was not at the school for one day the
school didnot work well.."

"..The school administration was
well-disciplined. The headteacher was firm.."

"..Our school administration was good, but others are unsuccessful, because the administration do not do anything about some of the disruptive pupils.."

As a result, the school administration is partly blamed for the failure of the teacher, and as such it is seen as crucial for the success of the science teacher.

The student-teachers' expected coping strategies, as they described them, have not been changed substantially. The same possible strategies were proposed; that is an attempt to improve the situation through advice and suggestion, and if nothing happened doing what is at one's disposal to change. Further, if the situation is unbearable then one could change the school or leave the job. It was found that there is one factor which makes the student-teacher adjust to the situation with resentment or move to another and better situation. That is, if the school administration's actions and attitudes lead to undermining respect for the teacher and his reputation, then that makes the situation unbearable and is a sufficient reason for leaving the school. However, if the problem is with something related to teachers' demands such as teaching aids then the teacher seemed to adjust to such a situation and expected also, as they argued, to improve the situation as far as possible.

"..When you report a very disruptive pupil to the school administration and it did not take any action against him, you become of no value or have no respect. In such circumstances, I personally shall leave the job. It is better

to teach even in primary school where I feel
that my dignity is preserved.."

The student-teachers seemed to attribute differences in
ways they might behave to the school administrations
behaviour.
School uniform was still mentioned but by very few, who were
in favour of it.

From student-teachers' responses one could tentatively
discern some of the sources of influences which would help
in understanding the nature of the process of becoming a
teacher. First, student-teachers' experience of teaching
appeared to have an influence. Many examples could be cited
from student-teachers' responses in which they talked about
the school administration in the schools they taught in.
This seems to have been an important influence particularly
with respect to the change which took place within the
period between the first and this phase of the research.

> "..The school administration in the school I
> taught in is not firm; for instance, you report
> a pupil to them and they pay no attention. In
> other schools the pupil might be sent away so
> that he cannot repeat again his misbehaviour.."

> "..You do not like the headteacher who begins
> quarrelling with teachers from the morning.
> For instance, you come five minutes late, you
> feel that have your justified excuses, but the
> headteacher makes it a big issue. This in fact
> leads to a tension between the teacher and the
> headteacher.."

It ought to be noted that when we talk about the
student-teachers, we refer to what he personally faces, or

other friends encounter, in his school or in any other school; in short his life on teaching practice.

Second, the student-teachers' previous experience as a pupil or the life of schools in his country or village respresented a source of influence, particularly in issues which have not significantly changed.

> "..One should attempt a good relationship with the school administration. If he requested for instance, teaching aids and the headteacher could not get them, he should not react angrily. Rather, he should react calmly, and try his best to make them available with the help of his pupils particularly in rural area schools.."

> "..You should be given an office in the school, you need to keep the pupils' exercise books, keep any relevant papers you want to read. It is impossible to carry everything home. Our teachers used to have that when we were pupils.."

> "..I shall be fair and practice no favouritism, not as we have at the moment in our village school.."

Thirdly, as science student-teachers it appeared that the subject culture has a bearing on their views in relation to this concern.

> "..The school administration should be co-operative with the teacher, particularly science teachers. They should know the nature of the science teachers' work. They should be aware that the science teacher is a bit different from other theoretical subjects teachers. You need teaching aids and laboratory apparatus.."

However, the student-teachers' comments seem to suggest that if the school administration hold the same views as the teacher does, then the school administration, namely the

headteacher, will be more influential. This is clear in the example which was cited earlier where the headteacher was firm and the student-teacher quoted what he said. In other words the student-teachers appear to be more likely to be responsive to headteachers so long as they were supportive towards teachers and student-teachers.

Further, it was also found that, even if there was a difference between the student-teacher and the headteacher in their way of thinking there was a possibility of the headteacher being a source of influence at least in the specific skills of teaching, but only if the headteacher has not got the character of being authoritarian which is summarized by the term 'arrogance'. In another word, it is important for the headteacher to be understanding, informal, easy to talk to, know the nature of teaching and act in a way which reflects respect for the teachers in his or the pupils eyes. In addition to what was quoted, a further quotation could be added:

> "..The relationship between the teacher and the headteacher might be difficult, particulary if he has a different outlook. Nevertheless, one could establish a good relationship at least within the limit of classroom teaching. That would be possible if the headteacher was not arrogant.."

A final point could be made that the student-teachers' new experience has either confirmed their views on most of the issues mentioned a year ago, or modified them, as with different emphasis regarding the school administration and its relationship with teachers. The underlying causes of

the kind of emphasis, and the discussion of these themes appeared clearer this time as a result of experiencing teaching, even though as trainees and not as teachers.

6.3.6 Teacher-Teacher Relationship:

Student-teachers' responses suggest at this phase in relation to this particular type of concern, that there is no substantial change in their views regarding the importance of getting co-operation among teachers. Experience has only confirmed their previous views. They asserted that they found the non-Yemeni teachers unco-operative even when they tried to seek their help. On the other hand, they found the Yemeni science teachers very helpful. The specific needs of science teachers, as it was a year ago, are related mainly to the help and co-operation of science teachers. Almost the same strategy as before has been indicated in case they encountered lack of co-operation in the future. However, the data also showed that, although expressed by only a few, there were signs of help from non-Yemeni science teachers, and of unexpected lack of co-operation from Yemeni teachers, and being less sure of the kind of expected relationship with teachers since the period was short. As it was said earlier, teaching experience has confirmed their last year's views. The slight possible difference between student-teachers with previous experience in teaching and those without apparently continued. Those without previous experience tended to

emphasise more among other things, the need for co-operation specifically with science teachers, and for improving pupils´ perceptions of and respect for the Yemeni trainees.

It might be worth mentioning that educational courses were rarely referred to; and when it was in association with an advantage to support their credibility.

Further, the data also showed the possible influence of science teachers in relation to the subject-culture, and the possible change of student-teachers previous perception of non-Yemeni teachers if the non-Yemeni teachers´ have taken the initiative to help the trainees particularly in matters of relevance to their felt needs such as teaching science and improving pupils´ respect for the trainees, or responded seriously once they are approached for help. But the attitude of non-concern and ´leave aside´ led only to confirm what was already seen. However, female student-teachers appeared, a year ago and now, to show no perception or complaint of unhelpful non-Yemeni teachers.

Finally, student-teachers commented that they were helping each other as trainees teaching the same subjects and had almost no contact with science teachers especially the non-Yemenis.

> "..You need the help of teachers particularly
> those who teach the same subject. We need to
> help each other to set up experiments.. .. the
> Yemeni teacher was helpful. He told us about
> the disruptive pupils and the able ones. He
> used to help us in marking the examination

papers. The rest were isolated. We did not expect any help.."

"..I used to refer to the teacher regarding the practical side of my teaching. He used to tell me 'leave the practical for me just concentrate on the theoretical'. He might have felt that by doing so I might attract pupils more to my teaching.."

"..Despite approaching him politely, he showed me no concern.."

"..there was one non-Yemeni teacher who used to advise us.. ..he was polite and helpful.."

"..I am sure that there will be a few problems between teachers, but I don't expect them to be great.."

"..He (Yemeni teacher) is a friend.. ..it is easy to discuss with him, particularly as a beginner.."

"..The period was very short to say clearly the exact nature of the relationship with other teachers.."

"..Those who look at us now as less competent.. ..next year we will be all teachers.. ..by the way, some of them have no educational qualification.."

6.3.7 School and Classroom Physical conditions

The inadequcy of school buildings and classroom physical conditions and their effect on the teaching-learning process were again repeated in some of the student-teachers' comments with slight increase in the number of those who complained. This slight increase was associated with

complaints about more things such as: broken window glasses,
broken doors, general uncleanliness, or the unavailability
of toilets in schools. This has come, as is apparent from
the student-teachers' responses, as a result of their
experiences during the teaching practice.

> "..What caught my attention was that there were
> no toilets in the school. I heard also that it
> is common in most of the schools.."

6.3.8 Teaching Methods:

Generally speaking, a year after the first interview,
the majority of science student-teachers still stress the
same concern. However, it is possible to detect variation
in emphasis. For instance, they seemed to be less critical
of the present way of teaching science in ·Yemen.
Nevertheless, they still keep the same emphasis on many
aspects of teaching science such as the importance of
laboratory work and practical teaching in general, the
discussion method, making science relevant and adopting
various methods to attract pupils' attention. Again the
underlying justification of their argument in this concern
is still pupils' understanding and still associates the
teachers' success with pupils' understanding. Nevertheless,
when asked about their success in achieving this, they laid
the blame on others. A student-teacher after arguing that
the successful teacher is the one who is able to make pupils
understand said with regard to this failure in achieving
this in his teaching practice:

> "..First of all I am a trainee. I am not really worried because they did not understand. Yes I have less experience, but also pupils level of understanding particularly in maths is poor. Further, the physical experiment I taught by chalk and talk needed a practical experiment in the laboratory so as to be understood.."

Moreover, student-teachers commented that the setting was not normal; they were practising teachers and not teachers. They had no power to give or withhold marks for pupils as a way of attracting their attention and in turn improving their understanding of the subject matter.

Generally speaking, some of studen teachers' responses seem to reflect partly their attempts to present themselves as a confident, competent, well respected and successful teachers, and the blame is directed towards others.

> "..Some teachers are not able, though they are doing their best, to make pupils understand what they are teaching.. ..(after she was asked how she found herself during the teaching practice she commented:). I am satisfied with myself. This could be evidenced in that after finishing each point I used to ask pupils and they used to answer correctly.."

> "..When pupils respond and interact with me I feel excellent.. ..in other words, instead of one running after the lecturers, now pupils run after you.."

> "..Pupils' involvement is important.. ..here in the city of Sana'a, it is difficult to achieve it.."

> "..In teaching practice we could not control the time of the lesson. This is due to those who trained us. We did not know how much one should prepare for the lesson. They should have explained that focus.."

Regarding the different possible influences, from the student-teachers' responses one could detect that there was a slight, move away from some what context-free towards experience-related concerns. Nevertheless, they still to some extent hold to the basic ideals of teaching science. They could hold to these ideals and accept their experiences partly by the argument that the teaching practice setting is not the natural setting to function as a well-respected full time teacher.

Concerning the different possible influences on this particular concern, it appears that different agents had varying degrees of influence. Observing a science teacher in practice with admiration appeared to have an influence on the kind of one's teaching method.

> "..Pupils' understanding of the subject matter is what matters to me. I have seen a good thing from the pupils' Yemeni teacher. She set to them the task of writing small essays. Moreover, she taught them practical methods of gardening and plantation at the school garden.. ..pupils get something which is relevant to their lives.."

Student-teachers' experiences as pupils, also played a role in influencing their views in relation to teaching method.

> "..You should try to get pupils involved in the discussion. I still remember saying to my school teacher 'yes' when he asked whether we understood his teaching or not, simply because you feel ashamed to say 'no'.."

Student-teachers' responses also showed more emphasis on the use of teaching aids when they discuss the 'teaching method' concern. However, despite the fact that they

attributed their success or failure in teaching partly to using or not using teaching aids, they themslves commented that they do this with such an extra emphasis for the purpose of upgrading their grades. This in turn showed that this great emphasis could be superficial and not internalized.

> "..Most of my pupils got the maximum mark in their test. We used to use teaching aids. Teaching aid, to the pupils, are quite new and that attracted their attention.. ..we are doing this more than their teachers.."

> "..Of course we were too concerned about getting teaching aids, even if we did not find them in the school, we used to bring them from the university.. ..all of it was done mainly for improving our grades. I do not think we would do the same after we graduate. If we did not find the teaching aids available in the school, we would just leave it.. ..during the teaching practice we bought rabbits for dissecting, but in the future I do not think we shall do the same.."

In general students believed that teaching aids had either limited or enhanced their teaching. For instance a student-teacher attributed his relative success in his teaching partly to the use of teaching aids.

Further, student-teachers believed that the quality of 'sincerity' has an influence on one's teaching method.

> "..You need to attract pupils attention so that they can follow you. For this you need teaching aids, and above all sincerity.."

In short, different agents and teaching practice in general appeared to have an influence on this concern.

6.3.9 Teaching Aids

After almost a year, science student-teachers seemed to stress the importance of the availability of laboratory equipment and materials more or less in the same way as they did before. Teaching aids in general were seen as crucial for teaching science and, in turn, for pupils' understanding. Physicists and chemists complained as before more than biologists. Also, they again complained about the shortage of textbooks and still see dictating notes as the only way to cope with the problem. The co-operation of school administration, pupils, and teachers was also seen as before as important agents in making teaching aids available.

It would seem that science student-teachers teaching is influenced by the availability or unavailability of teaching aids. Further, this will first depend on the would be science teachers' attitude and enthusiasm. "I shall try to convince the school administration to make things available and I shall make pupils participate in gathering specimens from the local environment", a student-teacher said. Another student-teacher on the other hand said that if there was nothing in the laboratory, a state of affairs which he did not expect (he was expecting to teach in a city), what else could he do?!. The availability of teaching aids depends on the extent of the school administration's help and support. A student-teacher expecting to teach in a

specific secondary school argued that he would not face any difficulty in this respect because he knows the headteacher personally and knows that he is co-operative. In fact the student-teachers have experienced the importance of headteachers and the laboratory assistants in affecting teaching science positively or negatively during teaching practice.

6.3.10 Teacher - Pupil Relationship

Students-teachers still maintain that a friendly brotherly relationship with pupils is of importance for liking the subject and in turn for their understanding. Also, they still think that to build such a relationship one should avoid all that was mentioned earlier such as insulting, rebuking, looking down on them, not to be bossed and so on. But while it was previously thought by only some of them that being too friendly might jeopardize the relationship and affect teacher's respect, now it appears that there is a move towards adopting a more firm attitude but without arrogance, at least with those pupils with whom a friendly relationship does not work. However, there was a sense of optimism that the relationship will be better in the future due to the fact that they were trainees and had no chance to know pupils and establish a good relationship. To know pupils' problems which might hinder their school performance is still thought of as important, but this would be feasible only when they become full-time teachers.

However, some of them claimed establishing good relationships at least with some pupils on the basis of a friendly strategy. One of the underlying considerations for adopting any attitude or strategy towards pupils was to keep your reputability as a competent teacher.

In short, at the abstract and general level, it appears there is no change, but at the practical level, it seems that there is a preference for adopting a harder attitude, at least during the period of teaching practice, with a hope that relationships would be better in the future because of the fact that, as they argued, they will be teachers and will have more time to know their pupils.

There was less reference to their experience, as pupils; this does not necessarily mean that the influence has ceased but rather the new experience has either hardened their attitudes or just confirmed what used to be thought. Their optimistic expressions of establishing a good relationship was associated with their reference to their educational courses namely psychology which might be of help in doing that.

> "..frankly speaking, I used hard measures and I
> did not use soft ones, I rebuked them.. ..at
> the beginning there should be a firm strategy..
> ..so that they feel that you are serious.."

> "..if you were too friendly, pupils will make
> fun of you.. ..one should be serious, but
> without behaving in an arrogant way.."

> "..we could not know their names let alone

their problems.."

"..be humble, but not to the extent that your respect is shaken. Maybe being humble could be shown outside the classroom.."

"..When have good relationship, you become responsible person in and out of the school.."

"..let him feel that you are his friend. This could be shown at least by meeting them with smile. I succeeded during the teaching practice. I think I managed to gain their respect. Though we have finished our teaching practice, they still show their respect when I see them in the streets.."

"..Some pupils are keen on learning but have problems, it is your responsibility as an educationist who also studied psychology to try to know their problems and try to help them."

6.3.11 Pupils' Problems and Manners

Again at this time of the study the student teachers talked, more or less, about the same issues as they had commented on a year ago but with a slight increase in number. Pupils' apathy, poor academic standard, being occupied with another job, laughing at the teacher and so on were again referred to. Nevertheless, other problems were mentioned which seem to have cropped up as a result of their experience in teaching. Problems such as, coming late, not bothering about their home work, going out of the class without permission, day dreaming and the like were among the mentioned difficulties they referred to. It should be noted here that when student teachers

referred to such pupils' problems, they did not refer to the majority of pupils, but only to some of them; that is as true now as it was a year ago.

It may be noted that a new explanation appeared at this stage with regard to some of the pupils' problems and manners particularly those concerned with the pupils' behaviour towards the practising teachers, such as making fun of the trainees, not doing the homework and others. In addition to the three different agents mentioned a year ago: the home, school administration and the teacher, the student-teachers added a further reason for such kinds of behaviour; that is being a trainee and not a teacher. Pupils, during teaching practice, as student-teachers argued, did not perceive student-teachers in the same way as their teachers who have the power of grading, because pupils, particularly those who are apathetic, are seeking certificates and not knowledge. As a way of dealing with these undesirable pupils' behaviours, they repeated the importance of the integrated responsibility of the three different agents mentioned earlier with the same emphasis depending on the kind of the problem or manner. A further factor was that, being a full-time teacher and being firmer from the beginning would make it different. One consideration in adopting a teacher strategy for facing pupils' problems appeared from student-teachers' comments to be that you should act in a way where you do not shake pupils' confidence in you as a competent teacher and thus

lose your reputation. A further tentative note could be added that there appeared to be a slight shift towards blaming others more than in phase one. Student-teachers, at least some of them, seem at this phase to think that the situation will be a lot better in future simply because they will have the status of a teacher and not of a trainee.

"..We found some pupils with bad manners, who have no interest in learning, and come and go whenever they want.."

"..No interest, they come, sit and go.. ..not because of the Yemeni teacher but they got used to this routine with non-Yemeni teachers; even if you did teach better than their teachers.."

"..He does not pay attention to me, because now I am a student. They know that we cannot affect their marks. So you do not expect that they will pay attention to you. I have given them homework and threatened them with marks. Yet only four of the pupils worked it out. When I become a teacher, I think they will pay more attention.."

"..Pupils' apathy is the pupils' problemas.. ..they come to school to get a certificate and not to learn. We ourselves study for the same thing anyway.."

"..When they told us that we are going to do our teaching practice in secondary school, I thought that pupils will be mature enough.. ..they will respect the Yemeni teacher. I found quite the opposite. We faced mockery. We were three, including myself, teaching the same class; two of us used to be soft with pupils and be brotherly. The third used to be firm and tough. What I found was that pupils used to laugh at us and fear and behave well in our friend's class. I learned from this that pupils need to be dealt with firmly.."

"..If you face a pupil misbehaving try to disregard it deliberately; otherwise they might

make fun of you. I suggest that one should report such a case to the headteacher so that you preserve your reputation and respect in the class.."

"..Some of the pupils had bad manners, possibly because we were practising teachers. I am not really sure.."

While student-teachers were talking about this concern, they sometimes referred to their experiences as pupils, or even as citizens, as was the case previously. The new experience used to be referred to particularly in relation to the new emphasis they had, or even to confirm what was already expressed earlier.

"..Pupils are not concerned with learning particularly in rural areas as I have observed in my village.."

"..We found pupils of a very poor academic standard, owing to the fact that some of them are being moved upwards without really understanding the subjects.."

"..They come late, straight to the class without even attending the morning assembly. They should come early as we did when we were pupils.."

6.3.12 Class Control

At this stage of the research it seems that most of the student-teachers have commented on the concern of class control or pupils discipline instead of only some of them as was the case a year ago. A year ago student-teachers without pevious teaching experience tended to talk apprehensively about discipline; now it appears that the

degree of apprehensiveness has decreased. Further, it seems also that there was and apparently still is no subtantial difference between the experienced and unexperienced student-teachers regarding the general reference to this concern. Although the different student-teachers referred, more or less, to the same coping strategies in relation to this concern a year ago, and although there were some who previously advocated being firm in class discipline, there was a clear move towards being more firm with pupils than before; even though some of the student-teachers suggested that they did not like it, practice had showed them its success. Moreover, they seemed more optimistic about overcoming discipline problems in future. This was because they now considered that a further factor, in addition to what they mentioned a year ago, had contributed to pupils' disruption and the difficulty in controlling them during teaching practice. This was their status in schools as trainees where pupils perceived them as having no authority which could affect their examination results. In addition to the fact that they will be teachers rather than trainees, they now tend to consider being serious and firm from the beginning a important if the class and pupils, particularly disruptive pupils are to be controlled. Measures such as being serious, getting the disruptive pupil/s out, rebuking, teasing the disruptive pupil/s by questions, or reporting one to the school administration if it is firm, are justified in the sense that it is first a 'deterrent strategy' against any other who might be tempted to make any

kind of disruption, and secondly the rest of the class i.e the majority will understand.

Preserving respect for oneself is still, as it was a year ago, one of the considerations when opting for, and implementing any stategy to control the class and in dealing with disruptive pupils. With regard to the influence which appeared in their comments, on this concern, teaching practice though it was short seems to be responsible for the shift towards being more firm in coping with discipline problems. Instead of referring to their experiences as pupils, now their references to their immediate experiences increased. There was almost no reference to the university courses in relation to this concern apart from referring to the discussion method as a way of attracting pupils' attention for the partial overcoming of pupils' disruption, an idea which they possibly learned from the methods course at least as a label.

> "..I observed the disruption in my friend's class, I personally was a bit tough at least in my talk, that created respect.."

> "..you can modify the teaching method, say the discussion method, to attract the attention of those who are interested. However, these are some who pay attention only by force. So you would need to threaten them with examinations and marks.."

> "..We came to know that one should be firm with disruptive pupils so that they would not dare to do anything. Of course there is a possibility that they would not understand, but it is o.k. so long as they do not affect others' learning.."

"..When you deal with pupils in a brotherly manner, they consider that as a form of fear.. ..when I started my teaching practice I dealt with them as friends. They started to muck about. The next day I entered the class with a different personality; the class, then, became quiet. I said at the beginning anyone of you who is not interested, could go out. They looked at me and could not believe, but they were quiet.."

"..Pupils knew that we are trainees and not teachers; then it becomes difficult to control the class. You have no examination, no marks.. ..to the extent a pupil said to me when is your supervisor coming to give you marks? We used to register absents and do examinations just as a kind of threat. It gave good results with some and not with others.."

"..Too much talking, you advise them, but with no response, I do not know. At my village when you talk to them, you feel that what you say has an influence.. ..in the city pupils are from different localities.."

"..In the future when I become a teacher, I think I would overcome the problem of discipline. You will not be a trainee.."

"..Once I reported a pupil, who was very disruptive, not only with me, but with other teachers. I see first if I could deal with the disruptive pupil on my own; otherwise I would send him to the headteacher. I tried to advise a disruptive pupil three times but without success. I wrote down his name to report him to the headteacher. In fact I did, but because the headteacher was firm, (and that is the thing I am satisfied with), the pupil began to fear. He then came forward to me and apologized.."

6.3.13 Class Size

It appeared from the student-teachers' comments that

there is no change. Almost the same issues with the same emphasis were reported as in phase one. The difficulties of both pupils' understanding and class discipline are still the expected consequences of large classes. The difficulty of giving more attention to individuals, marking the homework or tests are still reported. Again the solution thought of now still lies in the hands of the state.

6.3.14 School - Home Relationship

Most of the student-teachers commented about the relationship in one way or another. A year later they seemed to be talking in the same way as they had talked earlier. One could however tentatively say that student-teachers tended to emphasise more that parents should be informed of their children's results so that they could see their children's level of understanding and progress. In other words, pupils' understanding and progress is a shared responsibility between the school and the home.

> "..It is important that parents should sign on the examination paper after it is marked to know his child's level of understanding. I have seen that in school where every month a card is sent to the parents with the child's performance is recorded in.."

> "..They should encourage him to study at home and work out his homework.."

> "..I shall refer to the home in two cases. First if his son was very disruptive and behaved badly, and second if his examination performance was not good, so that he would not

rely on the school. Some parents believe that it is the responsibility of the school, whereas infact the home plays a very important role in this respect.."

The source of student-teachers' views with regard to this particular concern, as it could be seen from their responses, varied from one individual to another. The bulk of their arguments showed it is based on their experiences as children to their parents, as pupils in schools, as citizens, as primary teachers, and lastly as practising teachers.

Most of the student-teachers interviewed, if not all, originally came from rural areas. However most of the Yemeni population live in rural areas. As a result, student-teachers' quoted examples and explanations are mainly from experiences of rural origin.

"..They do not appreciate what to do, particularly in rural areas.. ..many problems are faced. Suppose you did something to the pupil, it might lead to a quarrel between you and the father.. "

"..They should establish contact with the school administration. The teacher might play a constructive part in this. For instance, you might find particularly in rural areas, a pupils' performance is poor due for instance to him being kept busy by his parents in the afternoon to help them in any work. In this case you might talk to the parents to let him devote more time for his study.."

"..when we were in the school, we saw parents wanted to register their children in the school by force. It is difficult to talk to them.."

6.3.15 Subject Mastery

Most of the science student-teachers still stress the importance of having a good command over the subject matter. The reasons for such emphasis are still the same and in general the success of the teacher is still partially attributed to the mastery of the subject matter. This emphasis has been confirmed by their new experience during teaching practice where they, for instance, faced embarrassment. Regarding the coping strategy, they mainly referred to book references and the reference by some of them to the experienced teachers as a source of help seemed to diminish. A plausible explanation might be that, they experienced in school the lack of help, mainly from the non-Yemeni teachers.

> "..One should be well-prepared and never leave anything. I was explaining; then a pupil surprised me with a question I did´nt expect. It was an embarrassing situation. I tried to escape the answer.."

> "..He should know in depth his specialization. We came to know that we do not know much of the contents of the new textbooks. We know about such contents only at the fourth year of our university training.."

It might be worth noting that both a year ago and now, only two or three have commented on the importance of getting to know more than just what he teaches. The pupils tend to perceive the teacher as one who encompasses a lot of knowledge, and who could be asked about almost anything.

6.3.16 Teacher's Manners

To teach good manners as well as the subject, and to present a good model in adopting generally acceptable manners and to refrain from unacceptable manners, are still indicated by student-teachers as important for a good teacher. However, those who expressed such views were fewer in number than those who subscribed to them a year ago.

6.3.17 Teacher's Apprehension

It appears that the few student-teachers who referred to this concern as a problem they were expecting to face a year ago, did not comment on it as such; rather, they indicated that although the teaching practice was short, the state of nervousness had diminished due to their experience in teaching.

> "..The period of teaching practice is short. However, you do not feel as apprehensive as before.."

6.3.18 School-Society Relationship

As in the first phase, a few student-teachers suggested that part of the teacher's role ought to extend out of the school in helping and creating awareness among people. It should be noted that both this time and on the previous occasion what was common to most of the comments expressed by student-teachers was that they came from rural areas and expected to teach again in rural areas.

6.3.19 Teacher's Personal Concerns

There was almost no change which could be mentioned in student-teachers' responses in relation to the different aspects reported a year ago, that is: getting married and/or having children, postgraduate studies, or accommodation.

6.3.20 Job Placement

A year ago, only few of the student-teachers were thinking of this particular concern; now, the majority have emphatically expressed their worries in case they were placed in an area or school which is not to their liking. Their preferences seemed to be based mainly on family considerations. Other justifications were also offered for their preference sometimes to be placed in a city school or in a rural school. Such considerations included: staying in a city to avoid being left isolated in a rural area, to be close to the university, to pursue postgraduate study, the standards of teaching science in the city is better; or, to be placed in a school where the headteacher encourages Yemeni teachers, as one student-teacher commented on the basis of his teaching practice.

This major shift in student-teachers' greater concern with their placements is understandable because as they approach employment, the first thing to be decided on is where they are to be sent to teach. In phase one, most of them had talked as if they knew where they would teach; in

this phase they seemed to be less sure. However, the student-teachers' elaboration of the concern was, as they commented, more or less, the same as before.

> "..One thinks of the kind of school he should choose, because as a result of our teaching practice, we found for instance in a secondary school, the headteacher prefers to have Yemeni teachers. I myself would like to go to such a school.. ..one wants to go to where teachers are being encouraged.."

6.3.21 Graduation

More than a third of the student-teachers have expressed their happiness in finishing their study as the graduation approaches, whereas very few student-teachers referred to it in phase one They commented that it was good to finish the study and put an end to the sate of nervousness and anxiety because of examinations, and also starting another stage of one's life; the life, as one expressed it, of producer rather than consumer.

> "..I am happy that I am going to finish my study soon.."

> "..I am happy to finish my study and stop worrying about examinations.."

> "..you feel happy that you shall be a producer rather than a consumer.."

It ought to be noted that, possibly owing to the approaching time of graduation, the number of student-teachers who expressed this concern has increased since a year ago. As it was reported a year ago, about two student-teachers commented on this concern whereas now more than a third of the group has commented on it.

6.3.22 Job Satisfaction

This was referred to, more or less, in the same way as in phase one.

6.3.23 Extra-Curricular Activities

Almost the same number have commented on this aspect of the school activities in terms of the different aspects of the activities with more emphasis on activities of relevance to science teaching, the underlying assumptions of such activities or the way to achieve it in practice. In this, one could tentatively comment that the science speciality is clear in student-teachers' arguments and it appears that they were still hopeful that these kinds of activities could be realized in practice.

6.3.24 Transport

A few student-teachers commented on the expected difficulty of commuting between home and school. From their responses it seems that all were expecting mainly to teach in rural areas where this difficulty might be more prominent.

> "..If we were to teach in a rural area school,
> the distance would be long and transport is
> difficult in rural areas.."

> "..The school might be far from home.."

Student-teachers' expectations, as could be seen here, have contributed to the appearance of this concern.

6.3.25 Time

As in phase one, the timing aspect of teaching science was referred to by very few student-teachers, forty-five minutes for a science lesson is seen as not enough. This particular concern reflects the influence of experience, because now it has been referred to by more student-teachers though still few in number.

6.3.26 Other Concerns Not Mentioned

What was termed as 'assessment' and referred to by some student-teachers a year ago, was not referred to at this stage. Also, both what was labelled as a 'shortage of qualified Yemeni teachers' and 'private tuition' which were commented on by a few student-teachers in the first interview were not mentioned a year later.

6.3.27 General Responses

Only a few student-teachers expressed general comments instead of almost half the research subjects in phase one. Below are some of their comments:

> "..I shall be of benefit to the new generation.."

> "..The most important thing to me as a teacher is to build a generation of virtue. In the school I am going to teach in (his home school), the pupils, boys and girl, are mixed.

Bad behaviour has been seen. I think they should be separated particularly at this age.."

The second quotation reflects the student-teachers' observation of his home school.

6.4 Socializing Agents

Much of what student-teachers had to say about socializing influences at this stage mirrored what they had said during teaching practice. Student-teachers again appear to benefit more from their science student-teachers' friends as they observed each others teaching, discussed what was happening in the classrooms or about aspects of the process of lesson preparation such as subject matter, teaching aids, and pupils' problems, mainly the disruptive pupils. As in phase two they argued that they found it easy to discuss their problems in a less restricted way, owing, among other things, to the fact that they shared the same problems. However, not all student-teachers were helpful. Some student-teachers reported that they did not find it easy to talk at ease with some student-teachers who possibly, as they argued, wanted to show themselves as better than their friends and also possibly looked down on them.

With regard to teachers, as in phase two, student-teachers referred to science teachers, and more particularly to Yemeni science teachers. But also as in phase two student-teachers referred to the help they got

from some non-Yemeni science teachers, and the lack of help of another Yemeni science teacher. On the basis of the data gathered, as in phase two, it could be suggested that a science teacher whether a Yemeni or non-Yemeni could have an influence if among other things, he was perceived as helpful and to be trusted. This again, could be at least partially achieved if teachers took the initiative to help student-teachers or responded actively, seriously and sincerely to the immediate perceived needs of student-teachers. Among these felt needs, which are also reported in phase two: class control, laboratory work, subject matter, and cultivating pupils´ perceptions of their reputability, respect and competence and of their identities as teachers.

Student-teachers´ expressed views of supervisors are still the same as in phase two. Supervisors are still perceived as a threat and the distinction between science lecturers supervisors and education supervisor is still maintained. The most pervasive stategy in dealing with supervisors could be termed as ´Mind your Grade´. As a result, student-teachers have developed and employed operational rules for such a strategy like: ´do not show him your weaknesses´, ´do not tell him of the problems you face´, ´avoid discussion with him´, ´do whatever he wants even if you are not convinced´, and even ´if you do come to discuss with him, discuss the problems for which others are responsible´, and generally ´talk in a way which does not

affect your grade'. Nevertheless, some student-teachers indicated occasionally that they benefitted from supervisors. The issues related to this were either things on which the student-teacher felt that he was in need of advice, such as discipline, or things he found useful in the classroom such as using coloured chalk. In general, as in phase two, supervisors tended to be a source of problems rather than of helpful solutions.

School administration was also found to have an influence on classroom teaching concerns. As in phase two class control and teaching aids, and consequently teaching method appeared to be the relevant concerns to school administration including the laboratroy assistant. As it could be seen these are related to the felt needs of student-teacher in both phase two and three which require the school administration, as student-teachers argued, to be more firm and act in a way which reflects respect for the teacher trainee.

Pupils also could be seen to have an influence on student-teachers particularly in matters related to shaping the relationship between them and in taking classroom decisions in general.

Student-teachers' previous aggregate experience as pupils, and as teachers contributed to the way they commented on the different issues, though at this stage they

were not often quoted. This does not necessarily mean that their previous experience has ceased to influence student-teachers.

As in phase two, it may be noted, however, that student-teachers used to refer to themselves first as the source of help particularly when they expected less help or when there were barriers against seeking help from others such as supervisors, teachers, or friends.

Influence would be more likely from a person who is not associated with an evaluating power. Influence appears to depend, among other things. On the kind of concern. For instance, if the concern was the subject matter, then a science lecturer would be a significant influence and consequently his educational comments will be less accepted (unless perhaps reality proved their value) simply because he is not perceived as specialized in this field. The likelihood of any agent influencing student-teachers would increase if, among other things, student-teachers feel at ease to talk and converse about their concerns and if the agent has responded to their immediate felt needs, helps to maintain respect for the student-teachers and their reputability among others, and shows no superiority over them.

It might be worth noting at the end that at least some of the student-teachers felt that the teaching period was

short. A longer teaching period would have been useful so as to be able to discuss more fully the different possible problems, mainly in matters relating to pupils' problems and teacher-pupils relationship.

> "..I did not refer to others very much because I had two years experience in teaching.."

> "..I learned more from my teaching practice during my training as a primary teacher than now. The supervisor used to be educationally qualified and used to tell us about our mistakes, but now they do not discuss much.."

> "..The help I appreciated was that of pupils, who were keen to know and understand more. Could you imagine that they still visit us till now though we are not teaching them any more.."

> "..I did not expect any help. Depend on yourself as a rule.."

Finally, in contrast to phase two there seems no significant difference between student-teachers' concerns in the two phases apart from the increase in number which might be attributed to the nature of the questions asked in the different phases.

Chapter Seven

Beginning Science-Teachers´ Concerns

(Phases Four and Five)

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(Phases Four and Five)

Having previously looked at the student-teachers'
responses in phases two and three, and having now looked at
beginning teachers responses in phases 4 and 5, I have
decided to analyse phases 4 and 5 together, for the
following reasons.

1. By looking at student-teachers´ responses in both the
   teaching-a-lesson-context phase and the after-the--
   -teaching-practice phase, it appeared that there was no
   subtantial difference. Despite the time between the two
   phases, the nature of concerns and arguments were almost
   the same. The only difference was that in phase two the
   number of concerns was limited. That was more likely
   due to the specific nature of the interview questions.

2. In conducting the interviews in the last two phases, i.e.
   both the general interview and the interview about a
   lesson, owing to different practical constraints there
   was hardly any time and no history between the two types
   of interviews. Hence, it was less likely that there
   would be any major shift in beginning teachers´
   responses. However, by reading of beginning teachers´

responses, it appeared that there would be a lot of repetition and redundancy. Since there was no history i.e. no longitudinal study to follow the development in these two types of interview, it was thought that it would be less time consuming if the responses of both interviews were treated together. That would not affect the comparison as has been seen in phases two and three.

3. Beginning teachers' responses reflect less idealism and more concreteness. In other words, they tended to talk about realities rather than expectations as has been the case of student-teachers.

4. Since the group rather than the individual will be the focus of the analysis, the similarities will be more likely accepted than the differences.

Interview Schedule

The same interview schedule was used with the beginning teachers as in both phases two and three. In other words both interview schedules were used. At the end of the interview, in addition the student-teacher was asked, when appropriate, about possible changes in his/her response when he/she becomes a beginning teacher, and things he/she did not expect.

Again, the earlier concerns will be considered the basis for the analyses. Their maintenance will be reported very summarily, I shall concentrate more on the detail of changes. As it was reported earlier, there are no major differences between phases two and three mainly with regard to the concerns mentioned in both phases. Therefore, when comparing phases two and three, a reference will be made to phase two or three in the case of concerns mentioned in both phases, and to phase three in the rest of the concerns.

7.2 Beginning Teachers' Concerns
7.2.1 Ministry

The beginning teachers have reported the same issues reported in the first and the teaching practice phases. But there seems to be no difference between those who have teaching experience and those who do not as in the previous two phases. Generally, all beginning teachers talked about more specific and context-related concerns. Moreover, their discussion of their concerns regarding the Ministry appeared to be more elaborate. Their expected fears seemed to be realistic such as the employment routine and formalities which would take a long time, costing the beginning teachers time and money in the capital; favouritism practices; the unpunctual employees; officials' decisions based on personal wishes rather than regulations;..etc. In addition, they referred now to the lack of co-ordination between the different ministries in getting employment formalities done

and the absence of instructions about what to do and how to go about the employment process.

> "..You don't know what to do or where to go to finish your employment procedures and formalities.. ..officials are not punctual, you might wait a day to get a signature. It is a lengthy and useless process.."

> "..why do they not co-ordinate with the different ministries, instead of us staying in the capital wasting money and time.. ..it took me more than a month just to finish these things at the capital. Let alone the Regional Education Department.."

Again, just as most of the beginning teachers elaborated about the employment formalities and how they experienced them, they also commented on the slow process of sending salaries, insufficient salary which has led them to seek additional jobs and the difficulty in getting teachers rights, particularly for rural schools teachers, such as promotion and extra allowance for teaching in rural schools and getting the salary to the job place. Moreover, they also compared themselves in this phase with non-Yemeni teachers who get more than them in terms of salary.

Besides, some of the beginning teachers had signed a contract with the ministry to teach in the afternoon, and found out later that the ministry did not fulfil the contract, paying less than what was agreed upon.

> "..There is no encouragement for the teacher.. ..now I have been teaching for three months without getting the salary.. ..they are not interested in us.."

> "..They don't increase the salary according to the standard of living.. .. in fact that is what forced me to get the afternoon job.."

"..The ministry pays the non-Yemeni teacher more than us though we both have the same teaching load.. ..you feel that the ministry is unjust.."

"..You don't get your salary at your school, you have to travel to the Regional Department of Education.. ..you leave the school and it costs you money as well.."

"..I don't trust the ministry any more, they don't encourage the teacher.. ..they paid us only half the salary agreed upon for teaching in the afternoon.."

While talking about both the Ministry and the Regional Department of Education, which they rarely talked about in the previous phases, many of them reported the problem they faced in terms of placing them in schools. For instance, they might be sent to a rural school instead of an urban school, or attempts may have been made to send them to other rural schools instead of their own village school; to send them to afternoon school; instead of morning school, or to send them to teach in preparatory school instead of secondary school. Although more or less most of the beginning teachers were eventually relatively satisfied with their placement at least temporarily some of them got these placements after a lot of arguments with the officials or by convincing them through their friends.

"..the ministry told me to go to a different region rather than my own .. .. a friend has helped me in sending me to the region I wanted.. ..later when I requested the Regional Department of Education to send me to my village school, they refused.. ..they wanted to send me to another village.. ..at last by the help of a friend I was sent to my village.."

"..They wanted to send me to a rural school.. ..I was placed in the city after a lot of difficulties and after asking somebody they know to convince them. However, even after

accepting to send me to a city school, they sent me to a preparatory school. I wanted to teach in secondary school so as to be able to teach biology. In preparatory school you teach physics, chemistry and biology. You don't know very much about those other subjects.. moreover, I requested them to send me to a morning school; they sent me to an afternoon school instead.."

"..they did not send me to the school I asked for, simply because they were not on good terms with the headteacher.."

"..I was not placed according to my preference.."

It should be noted that, the beginning teachers talked about their placement in relation to the Ministry of Education and in particular to the Regional Department of Education, whereas in phase one and phase three they used to talk about it as a separate concern. Now most, if not all, have referred to it instead of only a few in phase one and more or less the same in the teaching practice phase.

Generally, it appears that half of them if not more, were not happy with their placement. Again as has been reported in the previous phase, most of them preferred to teach in urban areas for more or less the same reasons they mentioned before.

This leads us to talk about the mainly rural school beginning teachers concerns in relation to the ministry in addition to their comments which are reported above. It also appeared from their comments that they felt they are

neglected by the ministry, their problems are not considered even their salaries are delayed even more than urban schools teachers, they had to go to town to get it instead of receiving it in their own schools. Furthermore, their rural allowance has not been paid yet, their chances of promotion they feel would be limited as has been experienced by previous rural school teachers and syllabi and memoranda come very late.

> "..The Ministry and the Regional Department of Education do not know the situation in rural schools. They do not know their problems, or requirements.."

> "..there is no connection between the ministry and the rural school teachers. You are left alone.. ..your salary comes late, and you have to go to town to get it.."

> "..Until now the ministry has not yet paid me my allowance for teaching in rural school.. ..you fear that you will never be promoted as has happened in many cases.. the ministry does not give you your rights unless you go and ask for them.."

One further concern reported by the rural school beginning teachers is their criticism of the Educational Centres which are the linkage between the Regional Department of Education and schools. They claimed that the existence of such centres is pointless because, according to their responses, they solve no problem, nor play any significant role at the moment. They increase the teachers burdens rather than help them.

> "..Instead of me travelling to get my salary why don't these centres do this job?.."

> "..Since I came to the school I heard the name the of Educational Centre, but I can not see any work done. ..they do nothing.."

As reported earlier in the previous phases, student-teachers commented on the lack of concern of the Ministry of Education about teachers. It appears that they have now experienced that lack of concern in various aspects supporting their beliefs.

> "..the Education Department is not concerned about you. If you visit the Department, they treat you as if you were a pupil.. ..they should respect you.. ..one official at the ministry told me, when he knew that I am a beginning teacher, we are bored with education, you will soon feel bored too. They discourage you and make you lose your confidence.."

> "..when they announced about teaching jobs in the afternoon, we went to seek for those jobs to support our families because the salary is not sufficient. They kept promising us for five weeks, and at the end a high rank official at the ministry whispered to me: they want non-Yemeni.. ..you feel discriminated against. ..how would you expect Yemenis to accept to become teachers.."

> "..we just want our rights from the ministry. I do not want to be a teacher any more ..we signed a contract with the ministry and they did not fufil the conditions.."

> "..the ministry discourages the Yemeni teachers... your insufficient salary comes late... your allowance for teaching in rural areas has not been paid.. ..nothing is promising.."

It is note worthy that only one aspect seems to be disappearing in this phase and that is their criticism in phase one that the officials of the ministry are not qualified.

7.2.2 Inspectors

At this phase about two thirds of beginning teachers

have commented on the role of inspectors, whereas almost none of them referred to it in the previous phase. Most of them have criticized the inspectors. They reported that the ministry used the term 'guide' to describe the job of the inspector but claimed that this description does not conform to practice. Instead, they are still playing the role of inspectors which is associated with looking for the short-comings of teachers and paying no attention to the good ,and bright aspects of teachers. Beginning teachers especially need, they argued, to know what is required of them with sympathy, with inspectors listening to them and encouraging them instead of putting the blame on them, focussing on the superficial aspects of the teachers job, something, to some of them unexpected and, as most of them commented, makes you hate the teaching job.

Beginning teachers claimed that inspectors are not just in their evaluation of teachers. Inspectors, as beginning teachers reported, come and see the lesson preparation book, attendance registration book, pupils' marks, how much of the syllabus was covered, and do not know the real situation of the teacher in the classroom. Even if they visited the classroom occasionally they always put the blame, the beginning teachers claimed, on the teacher. In most cases, if not all, the beginning teachers appeared to blame mainly the inspectors, the school administration and pupils for their bad performance and shortcomings in general. Beginning teachers appeared to comply with the

demands of the inspectors, though the majority of them, if not all, do not agree with them. They tended to push the blame to a great extent on others, mainly the inspectors. However, some of what is required of them to do, as some beginning teachers argued, is good, such as marking pupils´ books, having continuous assessment. But because the size of the class is large and other demands such as lesson preparation book and pupils´ attendance record are required, it becomes difficult to fulfil all those demands.

"..I did not expect that the inspectors will be concerned with the routine aspects such as lesson preparation book decorated with different colours.. ..I thought they would be concerned with the practicalities of teaching.. ..we received the syllabus after two months of teaching.."

"..I am not concerned with writing aims, objectives and all the rest of it.. ..but I had to do it just for the inspectors.. ..I had to write all the lesson details in the preparation book even if I did not write them for my pupils. They are concerned with the cosmetic, trivial and insignificant matters.."

"..Would you believe that the inspector deducted the pay of three working days from a non-Yemeni teacher who has been teaching for 35 years, simply because be did not see the preparation book.. ..this has led the teacher to ask permission to leave the job and return to his home country.."

"..I was visited by a non-Yemeni inspector.. I was happy that day because everything was in good order.. I had the lessons´ preparation book ready.. I had the pupils´ books of marks ready as well.. the teaching aids were used.. A non-Yemeni colleague did not have everything like me, no preparation book, no pupils´ books of marks.. ..when the inspector visited my class, my pupils answered all of his questions.. Despite all of this he wrote in the school visiting book, "..please be concerned with the lesson preparation book, teaching aids, and the pupils´ performance books..", and also wrote that the pupils´ performance was

average.. ..first of all these comments were
incorrect.. ..I gave him everything he asked,
my pupils answered all of his questions
correctly.. ..how did he write average?
Instead of putting the blame on the non-Yemeni
teacher, who did not give him what he expected,
he put the blame on both of us. We are
supposed to sign next to his comments as an
indication of acceptance of his views.. I
refused to sign simply because it was all a
lie.. they do not want to encourage Yemeni
teachers.. they make you hate the job.."

"..The Yemeni inspector was sarcastic.. ..I
wanted to teach in the secondary stage in the
morning, but he refused.. ..he told me to teach
in the preparatory in the evening.."

"..The inspector said that the level of pupils'
understanding was weak.. ..he does not know how
to evaluate, and wants just to blame the
teacher.. ..did he know the level of pupils'
understanding before I came so as to judge
correctly?.. ..did he know that I took over
this class recently in place of another
teacher?.. ..did he also know that they treat
the teacher just as a scapegoat.."

"..Who is responsible?.. ..and who should be
blamed, me or the inspector?.. ..he said that
the coverage of the syllabus was not according
to the plan.. ..This plan he is talking about,
who is supposed to hand it to us, we came to
know it only recently after wondering what to
teach.. ..we did not receive the new syllabus
which we are supposed to teach, until two
months later.. ..how can he blame us for what
they are supposed to do first. They themselves
should be blamed.."

"..We thought they will encourage us, and will
tell us what is required of us.. ..instead they
proceeded to blame us.. ..he wanted me to mark
pupils' book.. ..how can I do that without
having a desk to put the pupils' jotters on..
..he should first blame the school
administration.. ..they want to see the pupil's
attendance records.. I am not going to waste my
time calling the pupils' names every lesson or
carry seven record books every day.."

"..They only focus on superficial aspects..
..They rarely visit the school, they should
live the realities of the classroom, not just
visit us 3 times a year mainly for pointing
shortcomings out and ignoring all your good

sides.."

"..the inspector forced me to teach the third grade of secondary school, and to teach even maths for the first grade of preparatory school.. ..because it is difficult, in rural schools, due to the limited number of classes, to have a full teaching load in science only.."

"..he wanted me to do a lot of things: mark pupils' jotters, homework, continuous assessment, dictate notes despite* the availability of textbooks, have pupils' attendance record, routine lesson preparation. Fulfilling all these becomes difficult particularly with large classes.. ..above all they blame you, even if some of these things are good such as to having a continuous assessment and marking pupils' jotters and homework. With big classes and heavy teaching load it is difficult.."

7.2.3 Salary

More or less the same number of beginning teachers, as in phase three, talked about the insufficiency of their salaries, and the unjust treatment in comparison to other Yemeni graduates and non-Yemeni teachers. Furthermore, they more or less responded in the same way as in phase one except for the distinction then between experienced and inexperienced student-teachers which is not apparent in this phase.

Some student-teachers had suggested earlier that it is possible to look for additional work most probably in the ministry and this was found to be the case. Some beginning teachers had additional contracts with the ministry, though they were dissatisfied owing to the unfulfilled promises of

the ministry and the tiredness resulting from working twice. Some others were not able to find contracts. Some still hope to find other jobs, but others appeared to find it difficult to manage two jobs during the first year or in their villages, as expected in the previous phases. Again, the consequences of insufficient salary was reported by beginning teachers in almost the same terms as before.

> "..Everything goes up except the salary.. ..you get less than any other graduate.. ..even you get less than your non-Yemeni colleague.. ..if the salary does not fulfil your needs and those of your family, how can you think more creatively about your teaching? I was forced to look for additional work.. ..I am very tired. I do not think I am teaching as I should be, but what can I do? Even with this additional work in the ministry in the afternoon, we do not get paid as the ministry promised according to the signed contract, but I am staying because there is no alternative.. I had to leave my family in the village because I cannot afford to rent a flat and support them here, and·that is not good as you know. If I got a better job in the afternoon I would accept it and leave this additional work in the Ministry.."

> "..Although you are in the village still the salary is insufficient.. ..it is difficult to get a job in villages. But again, in the first year, it is difficult to have an extra job because you will need to prepare a lot of lessons.."

7.2.4 Professional Status

While in phase one about two thirds of student-teachers talked at great length about the societies´ bad perception of the teacher and its consequences as one of the greatest problems they were thinking of. In phase three there was

slightly more than one third of them who referred to it more or less in the same way as in phase one. In phase four only one third of the beginning teachers referred to it very briefly. Furthermore, a few of those beginning teachers who referred to this concern argued that the status and the perception are bad, materialistic and likely to last long, and as such appeared to ignore thinking of it.

> "..Peoples´ view of the teacher is less than
> human.. ..I do not bother.. ..I have adapted
> myself to the reality and I have forced people
> to respect me through my behaviour.."

The rest have commented about this concern and the strategy to overcome it more or less in the same way as in phase one.

7.2.5 Curriculum

Having begun teaching science, many of them as in the previous phases referred to the issue of textbooks. The distinction between experienced and inexperienced student-teachers in phase one is less apparent in this stage. Again, those few who requested more flexibility in using the textbook in the previous phases have almost escaped mentioning it. The issue of relevance, which was more or less dominant in phase one and less apparent in phase three, now seemed less likely to be mentioned. Possibly in phase one, they might have been less informed that many textbooks have already been Yemenized. But also, now it seems that they are more pre-occupied with other immediate and specific aspects of textbooks such as that the

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books might be lengthy and above the level of pupils'
understanding which make it difficult to cover all the
syllabus according to the ministry's plan; that they covered
too much and explained none; that they have scientific and
linguistic mistakes; and that the different textbooks of the
different grades are not based on each other. Some also
hoped for teachers' guides as well as for pupils' workbooks.
In general, most of them appeared to see the new Yemeni
books as relatively better.

> "..the pupils come from primary school with
> little scientific knowledge, and are plunged
> into numerous and lengthy subjects: physics,
> chemistry, biology and school health.."

> "..grade two science textbook is not based on
> grade one text.. and the grade two science
> textbook is unbalanced.. ..the physics section
> occupies almost 3/4 while only 1/4 for the
> rest.."

> "..the text is very long and a little difficult
> particularly when the pupils' background
> knowledge is poor.. ..yet they want you to
> finish in a limited period.."

> "..I think sometimes you find unnecessary
> details and at other times they use concepts
> without sufficient explanation.. ..they should
> be summarized and re-written according to
> pupils level of understanding.."

> "..there are a lot of scientific mistakes..
> ..and when you teach a subject which is not
> your specialization, it becomes embarrassing
> for you in front of your pupils.."

> "..Relatively the new books are more relevant
> to the Yemeni enviroment.. ..but still there
> are books which use Egyptian examples.."

> "..It would be better if we had a teaching
> guide and a pupils' workbook.."

7.2.6 School Administration

In the first phase, as it was reported earlier, the bulk of student-teachers' concerns relating to school administration, although some specific aspects were reported, tended to be more general and abstract in nature. As we moved to the teaching practice phase, the general comment began to decrease and more specific comments were on the increase. In this final phase, general comments have almost ceased to exist. Beginning teachers have commented on what they are facing in their own schools. Instead of talking of what ought to be in general terms, whether in relation to the concern or the coping strategy, now both the concern and the strategies are more specific and clear.

In general, about two thirds of the beginning teachers were dissatisfied with their school administration whereas one third was satisfied. Generally speaking, both groups appeared to refer, more or less, to the same aspects in relation to school administration whether in terms of satisfaction or dissatisfaction.

One of the major concerns of beginning teachers, with or without previous experience in teaching; in relation to school administration whether in rural or urban schools, was related to pupils. In the first phase fewer student-teachers referred to this concern. They used to advocate a sympathetic attitude towards pupils and their

problems. In the second and third phases more student-teachers commented on pupils and recommended that a more firm strategy should be taken by the school administration. In the fourth and the fifth phases, beginning teachers have elaborated more about the responsibility of the school administration toward pupils. Most beginning teachers were not satisfied with the way the school administration deals with pupils, in particular those who are disruptive, those who do not respect their teachers, those who play truant, those who come late, and those who do not do what their teachers ask them to do.

> "..the problem is that the school administration is not firm with the disruptive pupils.. ..we get them sometimes out of the class and they go to the headteachers office to chat with him.."

> "..I did like the fact that the headteacher today detained those who did not do what they were supposed to do.."

> "..there should be a firm policy, anyone who comes late should report to the headteacher.."

> "..there is no firm strategy from the side of the administration regarding absenteeism.."

Moreover, the beginning teachers appeared to see that this is related to a tendency for the school administration not to support the teachers. On the contrary, the school administration is seen to interfere in the teachers' decisions regarding their pupils. As a result, pupils do not respect their teachers, and disruption and other pupils' problems get worse.

> "..I want a firm disciplining administrative policy.. ..not in theory, but in practice.. ..if they are disciplined, they will fear, and hence, behave better.."

"..we have got a good, helpful administration.
It supports whatever decision you make against
pupils.. Once I sent a pupil out, the boy went
to the headteacher who told him that he can do
nothing about it and when I came he told me to
take any action.."

"..you send them to the headteacher and instead
of taking a firm action they send them back as
if nothing had happened.. ..you feel that you
are of no value.."

The lack of firm strategy against pupils and the

unsupportive attitude for teachers' actions against pupils,

particularly since the size of the class in Yemeni schools

is large, leads to chaos, lack of teacher enthusiasm and in

turn to the failure of the teaching-learning process.

"..There is no co-operation, you take action
against a pupil and then you get favouritism..
..this is my relative.. ..this is the son of so
and so.. ..so you just teach your lesson in any
way and go home.."

"..with such large classes, you need a firm
action taken against disruption, truancy,
etc.."

Another aspect related to pupils referred to at least by

some of the beginning teachers, was that school

administration tended to place all disruptive and apathetic

pupils in one class together, which gives the teacher a hard

time. Furthermore, some criticized the school

administration in that they take bribes for passing pupils.

"..the headteacher knows the class is
disruptive but blames the teacher.. ..why in
the first place did he group them together? He
just threatens them without actually doing
anything.."

In short, both satisfied and dissatisfied beginning

teachers seemed to argue that school administration should

take firm action with pupils, including contacting their

parents, giving the teacher more authority to decide what is suitable with his pupils, and supporting his decisions.

> I had expected cooperation. Whatever I decide regarding my pupils should be supported.. ..how can we overcome pupils' disruption and misbehaviour? ..the headteacher is not firm.. ..a pupil might insult his teacher without any deterrent action taken against him.. ..pupils fail but with money can pass.. ..you feel that you are not respected to the extent that you hate the profession.. ..the administration should act firmly, contact parents and support your decisions at least those related to your pupils.."

Following up the process of becoming a teacher in this particular aspect seems to show that as student-teachers become science teachers they tend to recommend the school administration to have a firmer, less sympathetic attitude, contrary to what they used to advocate in the first phase before coming to the school. This change, appears to reflect the impact of teaching experience whether during practice or beginning teaching. One could possibly explain it as thus: in the first phase student-teachers talked from a pupil perspective, and in the last phase from a teacher perspective.

Another major aspect which was commented on by most of the beginning teachers in relation to school administration, was the empathy or lack of empathy of school administration for beginning teachers' circumstances in or outside the school. Many examples were reported, among these were things like being late by a few minutes, permission to visit one's family, namely those who teach in urban areas.

"..sometimes due to the far distance of my

home, I come a few minutes late. Instead of going to the headteacher's office to sign, I go straight to the class.. ..they do not consider my attendance simply because I did not sign.. ..they are not concerned with the teacher.."

"..you need to visit your family.. ..it takes you one day to travel to the village.. ..if you ask the headteacher for one day leave before or after the weekend holiday, he does not understand that.."

"..the headteacher is cooperative.. ..he granted me a school leave to send my child to hospital.."

Other mentioned examples are things like requiring the beginning teacher to teach in the final grades, to teach subjects which are not of their specialization, to teach in different grades and giving them extra teaching load. All of these, as beginning teachers argued, demand a lot of preparation.

"..they just do not understand your situation as a beginning teacher.. ..at the beginning of the year they wanted me to teach the final grades, I rejected that.."

"..they told me to teach subjects which are not of my specialization.. ..I did not study physics.. ..I have to read and it takes me a lot of time to prepare, and ask other teachers.."

"..I told them I want to teach one level since as beginning teacher I could cope with one preparation a day, but they did not agree.."

"..They give me 29 classes a week.. I keep on preparing till midnight, sometimes four to five preparations a day, in different subjects, at different levels.."

Moreover, beginning teachers reported unexpected responsibilities which as they argued, were not directly related to their work such as pupils attendance registration, the total supervision of one class, the

participation in supervising the morning assembly, and the requirement for the teacher's attendance from the beginning till the end of the school day even if one does not have classes.

> "..Despite the fact I do not have classes sometimes, I cannot leave the school.. ..you are required to stay in .."

> "..they keep you busy doing things which seems to me secretarial work such as registering pupils' attendance at every lesson which takes at least five to ten minutes from the lesson time.."

> "..Why should I attend the school assembly, it has nothing to do with my teaching.."

> "..to supervise one class, it means to sort out their problems, to distribute the textbooks, and they should refer to you in everything.. ..this is the job of the school administration yet after they gave us the responsibility they did not respond to what we need.."

The lack of empathy for the beginning teachers' situation and giving him more work whether related or not related to their teaching have not been reported as such in the previous phases particularly in phase one, and, as it seems from their responses, was somehow unexpected.

However, for those who appeared to be satisfied, it seems that they were less likely to mention such concerns. This shows that those beginning teachers who are more willing to accept administrative responsibilities are more likely to come to be on good terms with their headteachers.

> "..the headteacher who gives you the chance to decide and support your decisions, makes you work even harder, and encourages you to help him in his administrative responsibilities.."

An additional major aspect commented upon by beginning teachers and related to school administration was concerned with the nature of the attitude and relationship the headteacher, in particular, and the school administration, in general, had with beginning teachers who were Yemenis.

Two thirds of beginning teachers reported the school administration disliked to have them in, and that an authoritarian attitude was taken against teachers in general and Yemenis, in particular. This was manifested, as beginning teachers commented, in different forms such as, creating unrealistic excuses not to accept them to work in the school, not trusting them, for instance, to be given administrative duties, and to some extent ignoring them and not listening to or consulting them. This kind of attitude from the school administration was explained by some beginning teachers that the school administration would not find the unquestioning obedience as in the case of the non-Yemeni teachers. Further, they suggested that the Yemeni teacher will not allow any mismanagement or bribe-taking.

On the contrary, the satisfied group reported more or less the same argument but in a positive way. They reported that they were listened to, consulted, and trusted. This group of beginning teachers, it was found, were known to the headteacher beforehand, the headteacher was happy to have Yemeni teachers, or were given part-time or full-time

administrative jobs.

Both the beginning teachers' negative and positive
reported arguments were not expected as such. In phase one
only abstract and general comments were reported about the
importance of neutral respect and the reference by some
student-teachers to the possible bad view of the Yemeni
teachers. Again in the teaching practice phase
student-teachers' comments did not reflect these specific
attitudes of the school administration presumably as they
were trainees and would not be full-time teachers in the
school.

However, even in the case of these student-teachers who
expected this kind of attitude, it turned out now to be
stroger than expected whether negatively or positively, as
they reported, in terms of both the intensity of concern and
the number of beginning teachers who reported it, in the
final phase of the study.

> "..Despite the fact that I was the first
> teacher to be sent to school, and many
> non-Yemenis who came after me were accepted,
> the headteacher tended to tell me he does not
> need any more teachers.."

> "..They do not like the Yemenis because the
> non-Yemeni teachers obey unquestioningly.. ..if
> they are told, they do whatever the school
> administration tells them to do such as doing
> secretarial work and the like.."

> "..There is no appreciation for the Yemenis..
> ..once in the staff meeting, the headteacher
> openly criticized the Yemeni teachers.. ..I
> asked him later to ask the Education Department

to transfer me to another school if he is convinced I am of no credit to the school.. ..he told me he meant another teacher.. ..could you expect such kind of remarks from a headteacher?."

"..the school secretary shouts at you in front of your pupils.. ..once the pupils see this they would not respect you anymore.."

"..he doesnt listen to you.. ..manytimes I proposed many suggestions but to no avail.."

"..I was not expecting the Yemeni to be treated like this .. ..I thought the Yemeni would be welcomed. I found quite the opposite. They kill your enthusiasm.."

"..he trusts the non-Yemenis because they keep quiet about his corruption.."

"..authoritarianism leads to tension, and that we found.."

"..I feel that I am lucky because I was not expecting such a kind of behaviour from the headteacher.. ..I suggested to him to raise the school wall building, and now he is working out my suggestion.."

"..I was not expecting to stay in this school particularly when we had a bad argument at the beginning of the year, but things improved.. ..he listens to us.."

"..I was expecting a bad administration, but I did not find.."

Making things available for the teacher and responding to the teachers' needs, as it was referred to in phase one and during the teaching practice phase, here also, in discussing the school administration, they referred to the responsibility of it to respond to the teachers needs. But,

in addition to what they mentioned new and more specific context-related aspects were reported. Needs such as making textbooks available at the beginning of the year instead of wasting the lesson-time in dictating notes, providing the teacher with an annual pupils´ performance recordbook instead of wasting the teachers´ time in writing pupils´ names every month for every class he teaches, and providing each teacher with a private office so that he could sit, keep pupils´records, books and so on.

It should be noted that it seemed that those who appeared to be on good terms with the school administration were less likely to complain about what the teacher needs in terms of resources; whereas those who reported their dissatisfation were more likely to complain even though in some circuastances, they had better facilities than those who are satisfied.

> "..pupils´ different record books should be made available, because writing pupils´ names is troublesome and time-consuming.."

> "..The school administration should make all needed resources available such as teaching aids, record books, etc. Unfortunately our headteacher is not qualified. He does not seem to recognise the importance of aids.."

> "..The school administration, should distribute the textbooks to pupils, at the beginning of the year.. ..time is wasted in dictating summaries.."

Other issues reported by some beginning teachers in relation to school administration were, among other things, the lack of a well organized school time table, the unjust

distribution of everyday teachers' lessons, from the beginning of the year, the lack of a clear policy or implementation of pupils' enrolment, and the lack of firm policy towards school caretakers.

> "..not until the beginning of the third month
> we had a stable time table.."

> "..They keep on changing the time table..
> ..pupils are accepted till the second month of
> the academic year. As a result you cannot
> finish teaching the syllabus as required.."

> "..Most of my lessons are around the end of the
> schoolday.. ..it is unfair you are tired and
> pupils are tired.."

> "..The school administration are not firm with
> caretakers.. ..they don't do their job,
> particularly school cleaning.."'

These kind of specific issues have not been referred to in the previous phases. Laboratory technicians were also referred to by some beginning teachers as helpful or unhelpful, but in the teaching-practice phase this had been more frequently referred to. This could be partly explained in that student-teachers were more concerned with teaching aids to score better grades.

With regard to school uniform, only a few beginning teachers referred to this as in the previous phases.

It might be worth noting that the majority were dissatisfied with the school administration. Those who were satisfied were found to be on good terms with the headteacher. They were either known to the headteacher

before, or the headteacher was seen as willing to accept Yemeni teachers, or a few of them were holding an administrative post. The latter were found even criticizing teachers instead, including the Yemeni teachers.

> "..The teachers are not co-operative with the school administration.."

> "..The Yemeni teachers are even unwilling to participate in administrative duties. They perceive that the headteacher is not helpful. On the contrary I think he is.."

Generally speaking, beginning teachers comments in relation to school administration centre around, more or less, the importance of taking a firm policy, to listen and to consult the teacher and the Yemeni in particular, and to give him the freedom to decide what seems fit and support his decisions particularly in matters related to his pupils, and to be sympathetic to the teachers' difficulties in general and to the beginning teacher in particular.

According to beginning teachers responses which showed that most of their complaints about school administration were not expected, at least in intensity, has led some though not all of them to lose their optimism and their initiative to improve the situation.

It could be also added that the headteacher as it was found during the teaching practice phase, could have an influence if he listens to the teacher, trusts him, consults him, to be sympathetic for the beginning teacher, support his decisions which would help in improving his respect

among pupils.

7.2.7 Teacher-Teacher Relationship

Most of the research subjects in the last phase have talked about other teachers. In addition to the previously perceived needs for such co-operation in order to consult about the subject matter, to talk about the disruptive pupils, to help each other in the practical lessons, to replace each other in case of absence and so on, they now added more aspects such as to know from their experience about how to plan the syllabus, things related to timetable, pupils' attendance record and so on.

> "..we have a good relationship with teachers, Yemenis and non-Yemenis, I referred to a non-Yemeni experienced teacher to ask him about physics, because I did not study it and I did not even expect to teach it.."

> "..You come and you do not know how to plan the schedule for the syllabus of your subject for the whole year.. I did not know that it is required.. ..I asked an experienced teacher about it.."

Although more criticisms were levelled against non-Yemeni teachers such as: they like only to please the authority, they tend to focus on the superficial things such as writing the lesson preparation book to please others; they have accustomed pupils to be disrespectful to teachers and to Yemeni teachers in particular; being arrogant and looking down at the Yemeni teacher; taking bribes and selling examination questions; not implementing what teachers agreed to do, namely dealing with apathetic and

disruptive pupils firmly; and so on. Nevertheless, there appeared a slight shift in the way they talked about both non-Yemeni and Yemeni teachers. Many of them have found that there are many non-Yemeni teachers who were co-operative and helpful, although they seemed to attribute this good relationship to themselves. Further, a few of them talked about non-cooperative Yemeni teachers.

> "..non-Yemeni teachers' concern is to please the authority. The pupils are not of their concern.. ..they want money.. ..pupils buy the questions.."

> "..the non-Yemeni's view is as if we were less able than them.. ..one teacher said let me teach your class so as to learn from me. How can I do so; I do not think my pupils will respect me anymore.."

> "..What I am not satisfied with is the fact that we agreed with the headteacher that we should act firmly with disruptive pupils, and those who come late, but unfortunatelly the non-Yemeni teachers do not fulfil such an agreement.."

> "..my relationship with other teachers is good, and that might be due to the way I deal with them. I deal and treat them nicely.. ..all of them are non-Yemenis. ..but what concerned me is my relationship with those whose work is closely related to science teaching such as science teachers and laboratory assistants.."

> "..not all non-Yemenis are bad.. ..teaching practice maybe was different.. ..now we mix with them, help each other, but we are good with them.."

> "..even Yemeni teachers can be nasty to you.. ..some Yemenis are arrogant.. ..had not the headteacher had trust in me, the Yemeni teachers' rumours would have caused a lot of trouble for me.."

Those beginning teachers who were dissatisfied with the nature of other teachers relationship with them appeared to be adopting an 'avoid them' strategy.

> "..we do not mix with non-Yemeni teachers as was the case during teaching practice.. ..if you want to advise, they perceive you as arrogant. So it is better to leave them.."

In general, a larger number of the research subjects in this phase have commented on this theme. The bulk of the discussion appeared to be more or less the same as before. Nevertheless, their comments seemed to show a slight move towards more specific context-related concerns and a slight move towards less certain and less condemning attitudes towards non-Yemeni teachers.

The slight shift in attitudes towards both non-Yemeni and possibly Yemeni teachers perhaps came about as a result of their experiences of school relationships as full-time teachers' with other teachers.

7.2.8 School and Classroom Physical Conditions

More or less the same number of beginning teachers referred to this theme as in the teaching practice phase and more or less they have touched on the same aspects as before. What seemed different now was that their comments were context-related ones; that is about things they are experiencing..

> "..if a car passed, it fills the classroom with dust.. ..due to the sun's reflection in the morning it affects pupils' understanding..

..around 10-12 pupils stand at the back of the class because there are not enough chairs.."

"..the chalk slips over the blackboard and it is a bit high.. ..the laboratory is too small.. ..teachers have no room to sit.. ..we do not have toilets in the school.. ..classroom and school become clean only if there are visitors coming.."

7.2.9 Teaching Method

Almost all of the beginning teachers commented on this theme, as in the previous phases. Due to the fact that both phase four and five data were treated together; the bulk of the discussion by the beginning teachers of this theme seems more or less the same as in both phase two and three.

Beginning teachers were less likely to criticize the existing teaching method than they had been in phase one. The sense of hope in phase one and to a less degree in phases two and three was less apparent in phase four. In phase one student-teachers' responses seemed to reflect pupils' perspective whereas in phase four they talked from a teacher's perspective. Beginning teachers, instead of being critical of the existing teaching methods as in phase one appeared to be talking about the different possible ways of maximizing pupils' understanding, with discussion of the problems they faced in this respect, and with their varying attempts to do their best within their reported situations.

Instead of blaming partly the nature of the situation they were in during teaching practice, which reflected their hope in the future, they seemed now, with the same argument and discussion of these concerns as in the previous phases, to blame other factors, most of which they had also blamed previously such as: school administration, pupils' poor background, academic standard, pupils' problems and manners, class size, the difficulty of the subject matter, unavailability of teaching aids in general, and the numerous demands and responsibilities in and out of the school.

Beginning teachers, at least some of them, appeared to argue, that pupils' understanding was less than expected despite the efforts made, and practical teaching and giving more attention to the differences in pupils's abilities in the class was not attended to as thought before in the previous phases.

> "..I was active at the beginning and keen on the laboratory work and the teaching aids, but I feel now that it lessened.. ..we have got a lot of work to do.. ..reports, marking papers, working in the afternoon.."

> "..you do your best, you repeat, and repeat, you use teaching aids, yet you find some of them do not understand.."

It might be added that beginning teachers seemed to employ more variety of means to maximize pupils' understanding than in the previous phases. Among these were: repetition, the use of teaching aids when available, the discussion method, relating to the environment, exemplification, teaching according to their level of

understanding, using the same dialect, making pupils explain to each other, asking questions, marking pupils´ jotters, having continuous assessment, giving homework, advising them to study at home, threatening, using the marks to encourage or threaten pupils, hitting them, and changing the style so as to maximize pupils´ understanding. What could be noted here is the tendency to take firm actions against pupils who are apathetic and do not actively participate in class discussion. In other words, one could say tentatively that beginning teachers started to use their power/authority to get pupils´ concern for learning and for the teacher respect, as expected from phases three and four. Due to the lack of authority during teaching practice, student-teachers used to focus more on subject mastery and the use of teaching method.

> "..I think hitting pupils is helpful.. ..before
> I did that there was hardly any one answering
> my questions.. ..now a lot of them answer.."

> "..you have to keep following him up, with
> continous examinations, homework, marking his
> jotter, advising him to study at home,
> threatening him and so on.."

7.2.10 Teaching Aids

Most of the beginning teachers referred to this theme, more or less in the same way as before. There seems no distinction as in phase one between those who have previous teaching experience and those who have not. In phases two and three there was more emphasis on using the teaching aids

due to the nature of the situation, as reported earlier, but when there was no expected visit, it was noted that student-teachers tended to explain the less use of teaching aid, in that they did not have time to do so. Again in the last phase beginning teachers appeared to be using teaching aids and laboratory work in particular according to the availability of apparatus and time.

It was noted, as well, that beginning teachers either found more apparatus and help from the headteacher and the laboratory assistant than expected, and hence used the practical teaching; could not get time due to having so many responsibilities; and/or had not got the teaching aids and as such attempted to use visual-aids instead either ready-made, drawn by himself on paper or on the blackboard, or drawn by his pupils with marks given for their efforts.

> "..I did not expect the laboratory with this
> apparatus particularly in a prepartory school,
> nor the help of the laboratory assistant
> because it was quite the opposite in the school
> we were teaching in during teaching practice.."

> "..I did not have the time to go even to the
> laboratory to see what is available.."

> "..Teaching aids are not available.. ..the
> school administration I think is responsible..
> ..parents also are not helpful.. ..I encourage
> pupils to draw visual aids instead by giving
> them marks, otherwise they would not be
> motivated.."

The cooperation of the school administration, parents particularly in rural areas, pupils, and teachers is still seen as important for making teaching aids available and

they are blamed for not doing so.

Further, beginning teachers are still complaining about the unavailability of textbooks which forced them again, as thought before, to dictate notes instead.

7.2.11 Teacher-Pupil Relationship

In phase one student-teachers used to criticize the nature of the existing relationship between pupils and teachers. As was reported earlier they appeared to talk from a pupil's/student's perspective, as their comments showed when they emphasised the brotherly/friendly relationship. In the teaching practice phase, there was an increasing shift towards being firm with pupils so as to respect the teacher. But, they were still hoping that when they become full-time teachers, they would be in a better situation when they could build a friendly relationship and have more time to know pupils' problems. In other words, even if they were firm during teaching practice, as some of the student-teachers argued, that was owing to, among other things, their status as. trainees rather than teachers. However, what seemed clear from their comments in the last phase as beginning teachers was that there was a clear shift towards being even more firm towards pupils. The majority of those who commented on this issue have talked from a teacher's perspective rather than a pupil's/student's perspective as in phase one. A firm strategy at least

temporarily is not only necessary for the teachers´ respect, as student-teachers learned during practice, but as beginning teachers they now seemed to say it is also necessary for pupils´ problems such as truancy, apathy, misbehaviour and so on.

The clear shift from phase one to phase four is attributed by beginning teachers mainly to pupils, and by some of them in certain circumstances to the size of the classes. They tended to argue that they found reality different, and pupils forced them to be firm. Hence, to know pupils´ problems, to talk to pupils outside the class, or even to know their names as envisaged appeared to be difficult, as they commented, due to the large number of pupils.

It should also be noted that quite a few beginning teachers advocated a friendly relationship, and to some extent talked more or less in the same way as in phase one. Most of those beginning teachers were teaching in rural schools and their place of residence. They found, (by having an informal brotherly relationship, helping pupils, being sympathetic with them and so on), that they succeeded in gaining pupils´ respect, and improving pupils´ school performance and behaviour.

> "..I was expecting to be softer than I am now..
> but, the reality and situation let you be less
> soft. Otherwise it will be chaos.."

> "..With this number of pupils in the class you

will not be able to know their names, or their problems, neither do you have the time to do so.."

"..you have to be strict from the beginning so as to be respected. If you are humble they will make fun of you. They do not appreciate that kind of attitude from your side, because they have not been accustomed to meet such kind of attitudes or relationships from teachers.."

"..Firmness, always useful.. ..but do not be very firm to repel them.."

"..I am happy about the relationship between me and my pupils. One should not be aggressive with all pupils. Some pupils improve by just talking to them softly, others do not improve unless you hit them.. ..sometimes you have to be firm for their benefit.."

"..you have to gain their respect and liking for you, through helping them, offering your willingness to solve their problems, academic as well as family ones, avoid being arrogant. My home is open to them in the evening.. ..they come to me and I solve their problems. I take their views regarding teaching.. ..we crack jokes within certain limits.. ..take the middle way between firmness and softness.. ..we have mutual respect with each other.."

"..I deal with them like friends or brothers.. ..I found that their school performance has improved.."

7.2.12 Pupils' Problems and Manners

In phase one, student-teachers commented on how they would like pupils to be and what they expected to happen from the pupils side. As they moved to teaching practice and first year teaching, the specific concerns of this theme appeared to be increasing. Parallel to that the softening

attitude and strategy seemed also diminishing at the expense of a hardening of attitude and strategy. Furthermore, as the degree of optimism and the intention to improve the situation was higher in phase one, the student-teacher/beginning teacher increased the blame more on others as they moved to teaching practice and the first year of teaching.

In the last phase beginning teachers referred more or less to the same issues as in the previous phases such as the poor academic standard, the lack of respect for the teacher in general and the Yemeni teacher in particular, pupils' apathy and so on. There was increased reporting of more specific concerns such as the late coming, neglecting home work and so on as in the teaching practice phase. However, the number of specific concerns and the emphasis and elaboration on some concerns have increased and changed.

Beginning teachers have elaborated and emphasised more on pupils' apathy, lack of interest and lack of concern with learning; pupils poor academic standard; and pupils lack of respect for the teacher. More examples which reflect these concerns were added such as: pupils do not study at home, do not bring their jotter or textbooks, making excuses to leave the class, absenteeism, not attending the morning assembly, insulting and attacking the teacher, and so on.

Beginning teachers reported that they had not expected that pupils would be as bad as they found them. In other words although they were expecting most of these problems, they did not envisage the intensity of them.

Other problems and manners referred to by a few of the beginning teachers were things like bringing in daggers and pistols, breaking windows and doors, the untidiness of pupils, stealing, cheating, swearing, preferring the non-Yemeni teachers and the decline of moral values of boys and girls.

In terms of coping strategies, it appears that the beginning teachers, as in the previous phases think that the school administration, the home, the pupils and the teachers should act as integrated agencies to overcome all pupils' problems and bad manners. However, in this phase the intensity of the responsibiliy put on the school administration, the home and pupils seemed to be more than before. They also seemed more inclined to put across reasons which hindered the teacher from doing anything effective, such as the school administration, the home, the pupils, other teachers and the big class size. Generally speaking, firm co-ordinated strategy between the three main agents: the school administration, the home, other teachers and the teacher seemed to be more prominent in this phase than in the previous phases. Beginning teachers comments appeared to show that soft measures such as advice were not

working with all pupils, particularly with those the teachers were complaining about.

They argued that the home should be more concerned with their children´s learning and behaviour by, among other things, following up their learning at home, encouraging them, disciplining them, and keeping in touch with the school.

The school administration should, among other things, be firm, support the teachers decisions and give him more authority to decide, keep in touch with home, not pass any pupil unless he/she deserves it, do away with taking bribes for passng pupils, and deal with all pupils justly without being biased.

Other teachers, particularly non-Yemeni teachers should, beginning teachers seemed to argue, act in the same manner in a co-ordinated way. In conjuction with other agents´ supporting strategies, the teacher, then, could at least relatively overcome pupils´ problems by employing different strategies such as using advice when workable, having continuous assessment, giving more homework, encouraging with marks and all possible firm measures, such as dismissing them, contacting their parents, and threatening them to affect their marks, which pupils fear most as the beginning teachers saw. Supporting strategies refers here to the support and the authority given from the school

administration and the home, to the co-ordination of other teachers, to having smaller class size, and to pupils coming from primary school with a better standard.

In general, the relative success that some beginning teachers reported in overcoming some of the problems with pupils seemed to be associated with taking, among other things, firm measures by all teachers and school administration in a co-ordinated way.

The new experience as full-time teachers appeared to have an impact on the teachers' expressed views and strategies particularly with the shift in emphasis on pupils' apathy, lack of respect for the teacher and poor academic standard which they found exceeding their expectation. As they argued, they based their expectation on their experience as pupils which turns out to be different now as teachers.

> "..Pupils' standard is very poor.. ..despite the effort we put.. ..I was not expecting to be as bad as I found.. ..we are trying our best to have continuous assessment, more homework, because pupils do not study unless they have an examination.. ..I found only little response from pupils, because there is no concern from the pupils side. They go home, play, watch T.V without any parental discipline.."

> "..Pupils cannot read or write properly. Further, they find difficulty in simple calculations.. ..more emphasis should be given to primary education, and also we need the help of maths and Arabic teachers in this respect.."

> "..The standard is poor.. ..pupils are passed automatically sometimes with bribes. Moreover,

they pay no attention to your teaching, do not work out their homework and even do not bother to bring their jotters.. ..if the school administration is tough, and parents are supportive, pupils will improve. Instead the parent sometimes think that since his boy is in the school, he should pass.. ..once I told the father how to help his child; he immediately sent me money. This is the way they have been accustomed to do in case of trouble.."

"..I was not expecting that pupils will not respect the teacher to that extent. For instance, a pupil was calling the teacher donkey.. ..some of them want to fight the teacher.. ..yes we used as pupils to behave in an unacceptable manner, but not as such. We used not to dare say any bad word to the teacher.. ..even we used not to dare to smoke in front of our teachers. Now pupils can do all of these things carelessly.."

"..you call him and he walks as if he did not hear anything.. ..we used to advise, but found no response. When we were firm, and the school administration has given us the authority and supported our decisions, things improved relatively.."

"..Even if you were firm and the other teachers did nothing you cannot overcome the problem.. ..you need all people to act as one.."

"..We used soft measures but without success.. ..now I am using the marks, things seem better.."

"..They do not respect you, they view the Yemeni as less able than the non-Yemeni. Further, the non-Yemeni pass them without serious assessment.. ..you send the boy to the administration to take action against him; instead they send him back to you as if nothing had happened.."

"..Some pupils bring daggers and pistols with them.. ..now it is better because the administration is very strict and there are guards by the school gate to check.."

"..you see some pupils follow girls in streets.."

"..pupils are breaking doors, windows.. ..we need the school administration to be more firm.."

7.2.13 Class Control

Most of the beginning teachers, if not all, are still, in their first year of teaching, concerned with disciplining pupils as in phases two and three. They, more or less, referred to the same reasons, strategies and ways of jusifying the shift from phase one into a firm strategy as they had done in phases two and three. In other words, there seems no subtantial difference between phases two, three and four in terms of the kind of issues raised, though possibly more reasons and more varied coping strategies were referred to.

However, there seems a progressive shift in terms of the degree of adopting a firm strategy to overcome the disruptive pupils. Student-teachers particularly in phases two and three were optimistic about overcoming this problem, and that was owing to the fact that, as they argued in phases two and three, they were trainees who lacked the authority of a full-time teacher in being able to affect pupils marks. Now it seemed, as they commented, that they faced pupils who to some extent behaved and reacted in a way which appeared to them worse than expected. Soft measures,

or pupils being better than expected, were reported rarely.

> "..I found when I take the stick, disruption finishes in the classroom.. ..I found all non-Yemeni teachers are harsh. I was not expecting to use a stick.. ..I had to use it, because the reality is different from what we have studied.."

> "..with regard to the pupils in the school I am teaching in now, I was not expecting that pupils would be disruptive as such.."

> "..you have to master your subject, then be firm.. ..some pupils make disruption, because they do not want to learn, or just it is their own way, and slow learners. I began dealing with them softly, but it was of no benefit.. I then resorted to use force, sending them out, hitting them, or reporting them to the administration.. the administration is supporting us.. I affect their assessment marks.. you had to do it for the benefit of the majority; otherwise you will not be able to teach and pupils will not learn.."

As more tough and firm strategies were advocated, more blame appeared to be pushed on others such as pupils, other teachers, school administration, the home, class size, or physical conditions such as insufficient chairs or small classroom, or the timing of the lesson such as the first lesson, after-the-break lesson, or the last lesson.

> "..The class was quiet today, because the pupils of this class are good and keen on learning.. ..but in the other class there are some pupils who do not want to learn and I think it is just their nature to make noise.."

> "..I tried at the beginning to be firm, I send pupils out, reported to the headteacher.. I found at the end no support from teachers and the headteacher.."

> "..we invited his father, unfortunately he was not helpful.. he spoiled him by giving him too much money.."

"..It is difficult to overcome the noise when you have a class of seventy pupils.."

Although many beginning teachers complained about the lack of support from parents, school administration, other teachers, yet they argued that to maximise the success in overcoming the problem of pupils' disruption, all of these different agents, including the teacher himself, should have a common agreed strategy in facing this problem. Again, to them, as it is apparent from their comments, a firm coordinated strategy showed success, if not in the total elimination of the problem, at least in the reduction of the difficulty to a manageable degree.

"..I taught for two months without using the stick, I thought it is not needed, but at the end I had to use it.. ..when I used it, I found that pupils responded and became quiet.. ..all teachers are using it.."

It seemed also that beginning teachers, (who thought previously that by being a full-time teacher, they will have more authority particularly in affecting pupils' marks and by being firm in general), found, that in certain circumstances a firm strategy is invalid.

"..I was thinking that if anyone makes any noise I shall get him out of the class.. but later on I found as a Yemeni teacher told me not to send them out, because those particular pupils, whom he taught last year, like to be kicked out so that they can go playing outside.."

"..hitting for some disruptive pupils is not effective, also getting them out of the class or even affecting their marks.. home should discipline the child, the administration should be firm and keep in touch with the parents.."

It was also noted that beginning teachers adopted less harsh strategies with secondary school pupils than with

prepatory school pupils. Hitting pupils by a stick has not
been reported with secondary school pupils.

> "..Secondary school pupils are near your age;
> you cannot use the stick with them; we advise
> them, reproach them or maybe report them to the
> administration.."

As expected by student-teachers, they also argue now
that having the authority to affect pupils' marks is
important to control the class.

> "..I can control and overcome the disruptive
> pupil in my class, because I have their marks,
> but those whom I am not teaching or the final
> grade pupils, we don't have authority over
> them, so it is the responsibility of the
> administration or they should give us authority
> so as to be able to control them.."

Hence, the beginning teachers appeared to consider the
effectivenes of the strategy before using it as in the
previous two phases, but what seemed different now was that
the beginning teachers have moved from trial and error in
the adopting of strategies from along the soft-firm
continuum to trying different alternative firm strategies.
In other words, the beginning teachers appeared not as soft
as they were in phase one or hesitant in choosing the
strategy as in phases two and three; rather they seemed to
have more clear-cut views of the strategies they advocate
now in phase four.

In general, beginning teachers seemed to argue that the
best way to overcome this problem is to coordinate effort
between the teacher, other teachers, the home, and the
school administration and to act firmly and together, and
more particularly the achool administration should support

the teachers' decisions and act firmly.

> "..one should be competent in his subject, firm
> actions should be taken.. ..but also other
> teachers should act in the same way, the school
> administration, once we report to them a
> disruptive pupil, should deal with him firmly
> and support the teacher. They should inform
> his father and call him to school, the father
> should be concerned with the behaviour of his
> child, not as some parents do. You send
> letters of invitation for discussing his
> child's problem and they pay no attention.
> Some parents are excellent, their children have
> improved. If the disruptive pupil found at the
> end that all of us have the same attitude, I
> think things would improve.."

Finally, it could be added that the new experience, particularly with pupils, school administraton, parents, and other teachers, appeared to legitimize the shift which occured relating to this concern as it seemed clear from the beginning teachers comments.

7.2.14 Class Size

About two thirds of the beginning teachers referred to class size as one of their concerns, whereas about one third of student-teachers in phases one and three commented on it. Beginning teachers, in addition to talking about the consequences of large classes mentioned earlier, identified new difficulties for both the teacher and pupils. They argued that large and crowded classes affect pupils' understanding, make it difficult for pupils to see the writing on the blackboard clearly, and encourage the likelihood of cheatng in examinations. Also, some cannot find seats owing to the limited number of chairs and the high number of pupils ranging, as different teachers

reported, from 60-90 pupils in each class, particularly in cities and towns. Furthermore, it becomes difficult, as beginning teachers argued, to teach in the laboratory, to pay attention to the individual differences in pupils' abilities, to discuss with pupils particularly within a lesson of 45 minutes, and it makes it difficult for the teacher to follow his pupils' progress of performance and understanding.

What appeared to be different from previous phases was that they found that they were faced with more demands which became difficult to fulfil with such large classes. As they reported, they are demanded to mark pupils' homework, jotters, to have a monthly oral and written and behaviour assessment, and to register absent pupils every lesson. With large classes, beginning teachers reported that it was difficult to fulfil, and if they attempted as they had to, they admitted they did it inaccurately and sometimes by guessing.

> "..I was not expecting that the class would have 90 pupils. I was expecting 40 in each class.. With teaching six different classes of that size, how can you have a monthly oral and written examinations? You need to mark the written examinations, ..they ask you to mark their written summaries of lessons, and homework. Moreover, they ask you to register the absentees in every lesson.. they are unrealistic in their demands with such large classes.. ..most of the problems are caused by crowded classrooms. I cannot do everything accurately. I do my best.. I do the oral tests for some pupils, but the rest I guess it on the basis of the their results on the written examinations.."

7.2.15 School-Home Relationship

Most, if not all, beginning teachers have commented on the problem of parents lack of concern with their children, although a few of them experienced some somewhat unexpected individual parents concern about their childrens´ learning and behaviour and claimed that this had led to improvement of those children in terms of behaviour and performance. Beginning teachers in phase four have, more or less, wanted parents to do what they have been asking from them in the previous phases. However, in phase one the student-teachers who commented on this concern were less in number and most of their comments tended to be more general. As the student-teachers went to school they became more specific. Although blame was levelled against parents in phase one, it appeared that as student-teachers became teachers,´ their criticism became more context-related. The lack of support from the home was expected, but in the previous phases there was a hope, at least by some of them, of improving the relationship between the home and the school. In their first year of teaching they seemed to have met a discouraging reaction from parents.

As was reported earlier, and as commented in the last phase, student-teachers´/beginning teachers´ demands from the home were that parents should assist the school in matters such as, pupils´ attendance, homework, study at home, pupils´ tidiness, disciplining their children so that they behave well and respect their teachers, reading the

teacher's comments on their children's work, not keeping their children busy at home, particularly boys in rural areas and girls at home, trusting the teacher more, and helping the school financially for the improvement of their children's learning.

In practice, the beginning teachers reported little support in these areas. When they did get support, they get it in matters related to pupils' absenteeism, disruption, and sometimes pupils' performance in response to a communication from the headteacher. However, it appeared that there was almost no response regarding inviting them for a meeting to discuss and promote school-home relationship.

Beginning teachers attributed the general lack of concern and support to different reasons, such as parents lack of understanding of the importance of teachers, teaching and learning for their children and the role they should play in this respect, even from the educated strata of the society; and in some rural areas fathers are emigrants. Many examples have been reported by beginning teachers which manifest this lack of understanding such as: blaming the teacher for his child's failure or bad performance, considering his child as clever even if he is not, complaining to the police about the teacher, paying no attention to the teacher's comments or the school administration letters, and not responding to the school's

call for a meeting. Calls for meetings, as beginning teachers responded, are associated with asking for money and owing to previous experiences parents tended to decline from attending school meetings. Beginning teachers think that the Ministry should play an important role.in furthering parents' understanding about what they should do for their childrens behaviour and learning.

Both pupils and parents seemed to be responsible for the increased number of student-teachers in phase three and beginning teachers in phase four who commented on home-school relationship, and the increased tendency of being specific and context-related. Further, both agents also seemed to have led to the change of hopeful view reflected by some of the student-teachers in phase three.

It could also be added tentatively that student-teachers tended from phase three to talk less about what they could do on their own to further pupils' understanding, as they had in phase one, and to push away any responsibility particularly for pupils bad performance, asserting that the home should be partially responsible.

> "..I was not expecting this at all.. ..we told pupils to tell their fathers that we do not want money.. ..we just want them to attend.. ..they know from previous invitations that school invitation means money.. ..we of course need money for repairing and buying chairs, doors, windows, etc., but also to discuss their children's education.. ..I think we might have to resort to firm measures to bring them.."

> "..There are two parents I am very pleased with. One of them sent me a letter asking me

about his son's performance and behaviour.. the boy's was not that good.. but now he is improving. Another boy was of bad manners and disruptive. We sent a letter to his father and he came and even gave us his phone number in case we wanted him again. However, the majority do not bother about their children's learning and behaviour.. ..even if one of them comes after sending a letter, he comes to attack and accuse the school and teachers of doing nothing.."

"..Parents are not putting in any effort. They does not know what and how their children learn. A teacher hit a boy and the father brought the police.. ..another came to the school to complain that his child is not as the teacher claims, rather he is clever and intelligent.. .. I think the ministry should attempt to create awareness among parents.."

"..A pupil was detained by the school administration. His father came shouting and claiming that his son is clever. When the boy was asked in front of his father, he could not answer.. ..the father, then, said the school was the cause.. ..he appeared to be educated.. ..if he were not educated, one would not have blamed him.. ..the home is more important than any other agent.. ..he should give him sufficient attention at home to study, to do his homework.. ..there is total neglect for their children.. ..some pupils have no interest in learning.. ..he has no jotter.. ..he does things only by hitting.. ..one pupil was always either absent or late, we sent a letter to his father and we discovered that he lives next to school, we asked the father to bring him every morning.. ..we need parents' co-operation without which it becomes difficult to overcome some of pupils' problems.. ..some pupils are disruptive because of their fathers.. ..I was expecting that the school will be enough, but now I discovered that the co-operation of parents in indispensable.."

"..we agreed to have parents' council, we sent 1000 letters to parents with a slip for their answers. First, it was encouraging, we received positive answers from all of them.. ..but in the meeting, only 30-50 turned up.."

7.2.16 Subject Mastery:

Generally speaking, beginning teachers seemed to stress the importance of having command over the subject matter as in the previous phases, and offered more or less the same explanations. In practice, beginning teachers appeared to find it difficult to prepare the subject matter as it should be. Among the reasons offered were: that they are beginners and they need more time; some of them either have an additional employment which they see as necessary but which takes some of the teachers time; that they were required unexpectedly to teach subjects which they were not prepared to teach; and again they found themselves teaching different grades which demand several preparations every day. All of these, as the beginning teachers argued, have led to less efficiency and to tiredness despite the optimum efforts made.

> "..I am tired from the preparation of lessons..
> ..particularly subjects which are not of your
> specialization. Further you teach several
> grades.. ..in rural areas due to the limited
> number of classes you are bound to teach in
> several grades.. ..I do not find enough time in
> the evening for preparation.."

> "..I am teaching in secondary as well as in
> preparatory.. ..preparation is difficult..
> ..you have to prepare several lessons a day.
> As a result, you do not give the due attention
> to each lesson.. ..it would be better to teach
> one level only.."

> "..I never expected to teach physics and
> chemistry.. ..now I am reading even more than
> when I was at the university.."

"..I am facing the problem of preparation,
because I am working in the morning.. ..I want
to prepare well so I do not stand shaking in
front of pupils and affect their level of
understanding.. ..my work is also important
because I want to get married.."

Further, beginning teachers seemed now in this phase
to seek the help of teachers in general in relation to
subject mastery particularly when teaching subjects which
they have neither expected to teach nor have been
prepared to teach, whereas during teaching practice they
used to refer to their fellow student teachers.

"..I am a biologist, I know very little about
physics.. ..I ask a non-Yemeni physics
teacher.. ..he is a polite teacher.. ..if he
was snobbish or arrogant I would not ask him.."

7.2.17 Teachers' Manners:

More beginning teachers talked about this theme than
had referred to it in phase three, and more or less the
same number as in phase one. In addition to what was
said in the previous phases, the beginning teachers were
more likely, as a result of their new experience, to
stress the characteristic of being patient. Terms such
as 'do not despair', 'have patience', 'do not get
surprised from the first encounter', 'do not be nervous',
and so on were used. Beginning teachers have referred to
a variety of examples which demand patience such as: the
status of the Yemeni teacher vis-a-vis the ministry, the
school administration, teachers, pupils, and so on. This
characteristic as beginning teachers argued, should make

the teacher tolerant, not arrogant but humble, not claiming that he knows everything, and so on.

Further, a few of them added that the teacher should not receive gifts, money, or cheat by selling examination questions. Beginning teachers arguments seemed to assume that adopting all of these qualities would elevate the teachers´ status and respect and improve the quality of the teaching-learning process.

> "..The beginning teachers should be patient,
> particularly in the first year.. ..he should
> not be surprised from the first encounter or
> from the way the ministry, the school
> administration, the teachers, and the pupils
> deal with you.."

> "..some teachers do not deserve to be
> teachers.. ..one pupil he had resit, and before
> the day of the resit he came and wanted to give
> me money, so that I could help him to pass the
> exam. This shows that it is a common practice
> at least with some teachers.."

It seemed clear from beginning teachers´ comments, that their increased emphasis on the particular characteristics was based on their recent experience of interaction with the different people, beginning with the Ministry officials, the Education Department of the Region, the school administration, other teachers and ending with pupils.

7.2.18 Teacher´s Apprehension

A very few beginning teachers have reported the state of being nervous in retrospect, at the beginning of their

teaching, but all reported that it ended.

7.2.19 **Time:**

More than half of the research subjects have talked about the limited time they had. This showed a marked increase on the previous phases. Previously a few student teachers, particularly during teaching practice, referred to the limited period of the science lesson; now it appeared that beginning teachers elaborated more on it. The time of the lesson was now seen as even more limited as more things demanded more time such as: marking pupils' jotters, dictating notes, checking pupils attendance, and so on. Further, the time is limited to finish the required syllabus. Furthermore, the teachers' time is seen as generally limited as the beginning teachers' responsibilities increased in and outside the school such as teaching load, different lesson preparation per day, marking pupils' homework; marking examinations which is more difficult with large classes, additional employment and others.

> "..the time is not enough.. ..too much work
> here, and there, in the morning and in the
> evening.. ..the responsibilities are more than
> the time available.. ..I teach in the morning
> and in the evening. Making a lot of
> preparation, having continuous assessment,
> marking exams, jotters, and homework with large
> class is quite troublesome.. ..you do not have
> time even to rest, you begin working from early
> morning till sometimes midnight.."

> "..I do not think the time will be sufficient
> to cover all the topics of the syllabus.."

7.2.20 School - Society Relationship

Again as in phases one and three, very few beginning teachers commented on this concern, and they did so in the same way as before.

7.2.21 Assessment

Again, very few referred to this concern now as in phase one, whereas in phase three it was not mentioned. However, there seemed a difference in the way of talking about the unfairness of the existing system of pupils' assessment which as noted earlier seemed to reflect talking from a pupil's perspective. Now, beginning teachers seemed to talk from a teacher's perpective. They talked about the difficulty of carrying out the present system of assessment with large classes which gives 20% for pupils' attendance, 20% for homework, 20% for oral examination, and 40% for the written examination.

> "..Assessing pupils is a difficult job with
> such large classes, when I want to put a mark
> for the oral, because due to the large classes
> I cannot ask them all, I find difficulty in
> remembering them.. ..I have to guess.."

7.2.22 Job Placement

Some beginning teachers, referred to this concern as

a primary focus; but it should be noted that most of the beginning teachers have talked about it in relation to the Ministry or the Regional Deparment of Education. Hence, most if not all, beginning teachers have referred to this concern either as a separate concern or, as most of them did, in conjucntion with the ministry and the Regional Department of Education.

It might be worth noting here that there was a tendency among those who teach in rural areas to move to urban areas for different reasons as was elaborated in reporting the previous phase.

7.2.24 Transport

No significant change in this was observed, but the comments were not only from those who were expecting to teach in rural areas as quoted in phase three. Those who referred to it now were teachers in rural as well as urban schools.

7.2.24´ Teachers´ Personal Concerns

There seemed a slight increase in beginning teachers´ concerns about pursuing post graduate studies, marriage and accommodation. Now, for instance, about one third of beginning teachers wanted to follow up postgraduate studies to improve their status, marriage was of concern

to those who were not yet married and accommodation was mainly the concern of those teaching in urban areas.

> "..I wanted to continue postgraduate education, but the Ministry refuses now.. ..I want to improve my status.."

> "..I want to settle and get married. In fact I come to teach here so that I can get married. Otherwise, I would prefer to teach in the city.."

> "..I do not feel that I have settled, I left my family in the village, because I do not have accommodation, and the cost of rent is so high.."

7.2.25 Extra - curricular Activities:

About one third of student teachers reported in phase one about the importance of extra-curricular activities, and almost the same number were hopeful during teaching practice of engaging in such activities in school when they become teachers. In the first year of teaching the number of beginning teachers who talked about this concern was less, and those who commented on it mostly reported no extra curricular activities, and only very few of them reported a few activities.

In general, beginning teachers seemed to have lost their enthusiasm in this area, and tended to blame either the school administration, or the pupils.

> "..I was expecting enthusiasm from everyone in the school, but I found lack of concern.."

> "..I was thinking to do scientific activities so that pupils will be motivated for science.. ..I found quite the opposite.. ..no supportive

school administration.."

"..you do not find response from the pupils..
..they are motivated by marks only.."

"..we participate with pupils and teachers in
sport, but not as one was expecting.. ..I think
the main cause is the school administration.."

7.2.26 Themes Not Mentioned

1. Job Satisfaction

Alhough very few student teachers talked about the importance of satisfaction of the teacher for his job, both in phase one and three; this does not necessarily mean that they were satisfied with their jobs. However, the beginning teachers have not been heard even commenting on this issue. However, a great deal of what was said by the beginning teachers on various aspects of their teaching jobs implied a certain lack of satisfaction with these jobs.

2. General comments

General comments in phase one, were mainly focussed on the issue of serving society which was referred to by almost half the research subjects, and only by few in phase three; there seems no general comment, reported by the beginning teachers.

7.3 Socializing Agents

1. The Occasional References

Most, if not all, beginning teachers cited examples, from their recent experiences whether regarding their responses which confirmed their arguments in the previous phases, or with regard to noted shifts in some of their concerns. They only tended to refer to previous experiences occasionally when making comparisons such as: "pupils are not respecting their teachers as we used to do as pupils"; "I used to hear that the headteacher does not like Yemeni teachers, but I found the headteacher better than that", "The headteacher and apparatus are better, because the school we had teaching practice in was really bad"; "not all teachers are bad, we found some of them helpful, possibly not so much during teaching practice because we were not teachers"; "you cannot now try to know pupils' problems or consider the differences in pupils' abilities as we were thinking before, simply because reality is different: the class size is large and due to the numerous responsibilities there is no time to do all of that"; and so on.

b. Socializing Agents

As in the previous phases, the beginning teachers reported that they do not seek help or consult anyone in

school particularly in matters pertaining to pupils´ problems, or the subject matter except after exerting one´s utmost effort.

Inspectors appeared to have little influence on beginning teachers´ concerns. On rare occasions beginning teachers reported that they benefitted from inspectors.

> "..he visited me and I asked him if he could teach the class while I observe him. I admired his simple way of teaching.. ..I also learned from him how to plan the syllabus because I did not know how to do it.."

> "..I ask, discuss with the regional science inspector, I know him before going to university.. ..he is a humble person, if he was not so, I would not refer to him.."

Hence, it could be said that, the inspector could be a source of influence, if ·he was among other things perceived as humble, possibly known to the beginning teacher and responded to his felt needs.

In general, beginning teachers were critical of inspectors where they could be likened, in some way, to teaching practice supervisors, who represent threat rather than offering help. Even in case of abiding by what the inspectors said, such as writing the lesson in the preparation book, the beginning teachers argued that they would do it, not because they are convinced by it, but because they had to.

> "..I am not convinced with the way I write the preparation book, but I had to.."

In phase one they expected teachers to help, particularly in things like the subject matter and discussing pupils´ problems, teaching aids and others. In teaching practice, it was reported that student teachers argued that they benefitted more by observing and discussing with their fellow practicing science student teachers particularly, again, in matters like class control, practical teaching, subject matter and teaching method. Non-Yemeni teachers were rarely referred to or discussed with Yemeni teacher though they were few who were generally found to be more helpful.

Beginning teachers still argue that they tend to discuss, seek the help of Yemeni teachers who generally were found to be more helpful, although some referred to unhelpful Yemeni teachers.

Non-Yemeni teachers seemed now to be referred more than during teaching practice, particularly in seeking their help in the subject matter of subjects other than their specialization, laboratory work and possibly discussing pupils´ problems such as apathy, poor understanding and the like. However, they tended to qualify such non-Yemeni teachers as humble and not arrogant.

> "..I ask normally a physics teacher, he is
> quite O.K, I am nice to him, and he answers my
> questions, because we did not study physics and
> did not expect to teach physics.."

It seemed that if the beginning teacher perceives the

non-Yemeni teacher as looking at him on the same level and did interact in a way which might be interpreted as an act of snobbishness, then it might be possible that the beginning teacher would discuss with him his more felt needs.

> "..I discuss anything I feel I want help in
> however trivial it is with (....), such as
> subject matter, pupils´ behaviour, syllabus
> planning, etc.. ..he is very humble, and you
> feel that he is sincere.. ..I would never go to
> (....), he is very snobbish, he looks at you as
> if you know nothing.."

With regard to Yemeni teachers, beginning teachers used to refer to Yemeni science teachers and other subject Yemeni teachers; where they discuss more issues in a more relaxed manner than with some of the non-Yemeni science teachers. It should be noted that Yemeni teachers during the research tended to be a minority in comparison with the non-Yemeni teachers, and it ought to be noted that not all Yemeni teachers were like this. Some beginning teachers were critical of some Yemeni teachers. This stems from the fact that they had a tense relationship. Hence, it could be added in this respect that beginning teachers used to qualify their arguments with different reasons which had led to such good relationship such as ´he is a Yemeni´, ´we share the same problems´, ´we graduated together´, ´he has the same way of thinking´ and so on.

In other words, one could say, as argued earlier, that the more they have shared characteristics which

result in a good relationship, the more likely the agent might have an influence.

School administration and school headteacher in particular influence appeared to depend on the kind of relationship between the teacher and the headteacher. As in teaching practice the student teachers´/beginning teachers´ mainly coping stategies regarding class control and pupils´ problems were influenced by the school administration and the headteacher in particular.

Previously held expectations of the administration´s help varied; either as expected, better than expected or worse than expected. Generally speaking, what was seen by beginning teachers as good relationship which seemed to be associated with internalized influence, appeared to be associated with, among other things, the headteacher/school administration being known to the beginning teacher before, being humble, having more in common with the beginning teacher, having the same way of thinking, and responding to the beginning teachers´ felt needs.

> "..I expected to have a tense relationship with the headteacher and did not expect very much.. ..but it turned out to be better than expected.. ..he is trying his best to make everything available to us, and if we take any decision against a pupil he supports us.."

> "..the Deputy is more helpful, because he is a graduate like us.. The headteacher is not.."

> "..the educational methods we studied cannot be used in teaching these pupils.. ..the headteacher told us forget them.. I believe it is true, when you are firm with pupils the

situation improves.."

Pupils seemed to represent again a source of influence and legitimization for beginning teachers mainly in the change which appeared to have happened towards an increase in being more firm with pupils and in relation to the classroom concerns in general. Moreover, the beginning teachers seemed to have found that pupils' disrespect was far more serious than they had anticipated.

> "..I tried to advise them but without success.
> When I carried the stick I found them better
> behaved.."

> "..I hit her and she fainted, from that time on
> I never hit any girl.."

Other agents could have influence on beginning teachers although occasional reference was made to them such as a friend teaching in another school, a friend who is a primary school inspector, a friend headteacher of another school, a friend official at the Education Department, a residence friend who is not a teacher, and others. Beginning teachers seemed to trust them, to feel at ease in discussing his/her concerns, to be concerned with the beginning teachers' felt needs, even if they are from outside the school.

> "..sometimes I meet a friend who is a primary
> school inspector, we discuss school matters in
> general.."

> "..I discuss my problems with some of my
> friends in my area of residence who are not
> teachers.."

> "..I learned from the technician things about
> the ways of organizing the lesson preparation
> book, the necessity of signing the attendance
> record so as to avoid criticism of
> inspectors.."

> "..I know two friends with whom I discuss

matters concerning me as a teacher, one is a
headteacher of another school and another is a
science teacher of another school.."

Although, beginning teachers sought help and support
form different people for different purposes, yet one's self
appeared to be seen by all, if not all, beginning teachers
as the main source of help; and more particularly in matters
related to pupils' problems and control and subject matter.

"..you should seek help, you ask others only
after you try your best.."

As beginning teachers argued that class size, the more
responsiblilities they have and others also affect their
concerns which they expected to do such as solving pupils'
problems, and taking into consideration the pupils'
different abilities.

"..We found it difficult to take into account
the difference in pupils' abilities within the
class, or even to take the pupil alone and
discuss his problems.. ..the class is large in
size, and also we have a lot of
responsibilities, and as such cannot have
enough time to do what we were expecting to
do.. ..one's hope is something and reality is
something else.. ..you cannot apply what you
study at the university.."

It might be worth noting here that most, if not all,
events cited by beginning teachers were from their recent
experience and they seldomly referred to their experiences
as pupils. The University was also rarely referred to
whether in terms of lecturers or courses apart from some
references to their training when talking about lesson
preparation.

Chapter Eight

Students/Teachers and Staff: Views and Reactions

Chapter Eight

Students/Teachers and Staff: Views and Reactions

8.1 Introduction

After its establishment, the Faculty of Education was administered by either the Faculty of Science or the Faculty of Arts. Only since January 1981, as the Dean of the Faculty reported, has the Faculty been administered independently.

During the four years since this study's inception, the kind of subjects taught and their contents varied from time to time depending on different factors. Among these were the absence of a specified plan and more importantly the changing nature of the expatriate staff of the faculty. Now, as reported earlier, the curricular plan for each specialization has been specified as the 1985 Faculty prospectus outlined, according to the recently adopted credit system.

From chapter IV to chapter VI student-teachers' concerns were considered as they become science teachers. In this short chapter I shall discuss student-teachers'/beginning teachers' views, at three points in time, in relation to their university training and the extent to which their previously reported concerns were reflected in their training. These views were obtained at the time of

conducting the general interviews i.e before teaching practice, after teaching practice and in the first year of teaching. Student-teachers' responses to these research questions were then looked at, and their main arguments were summarized generally. These arguments were then reported to the Faculty of Education Dean, each individual member of staff, and to the Dean of the Faculty of Science. Then their reactions were sought to what the student-teachers had said.

8.2 Views and Reactions

Going through both the student-teachers' responses at both stages and the University staff reactions, it was possible to discern a few themes around which the arguments of student-teachers appeared to be centred.

8.2.1 Educational Subjects

The main criticism levelled against the Educational Subjects, in general, was that they cover too much and occupy time at the expense of science subjects.

> "..the Educational subjects cover a lot, to the extent you feel that you do not benefit; ..and that at the expense of eliminating science subjects or teaching them superficially.."

However, among other criticisms were: too theoretical, idealized, do not discuss the reality, and theorized in relation to different cultures and based on other philosophies.

Student-teachers argued that the educational subjects should be summarized, and should reflect the Yemeni reality and culture in order to be useful. This should not be interpreted as meaning that student-teachers did not think they benefited from Educational Subjects; on the contrary, they reported that they could see the relevance in Teaching Method, Educational Aids, some topics of psychology, and the importance of Educational Research.

"..Despite the fact that educational subjects cover a lot and contain meaningless and confusing things, one can find close relevance in teaching method course and to some extent in psychology.."

"..Educational Subjects could be useful, but in addition to the fact that they focus on theory, they were theorized in a different culture, you can hardly find the contribution of Arab and Muslim scholars.."

"..in the Teaching Aids course they tell you how to make an aid.. ..the problem is they teach you theories rather than skills.. ..we are required during our training to make two aids. A group of student-teachers share making it. As a result some student-teachers do not really participate in making it as we do them outside the university. In addition we pay a lot of money for making it so as to get better marks.."

"..I feel that psychology could be useful to teach you how to interact with pupils at the adolescent stage of development. Unfortunately they do not relate it to practice.."

"..they teach you curriculum theory, but I will be a teacher not a curriculum developer.. ..you have to teach from a textbook.."

"..Teaching method, teaching aids, and possibly psychology seem relevant; yet they cover too much and they are too theoretical.."

"..Educational research is important, it helps you to learn the way to investigate a problem.

I think it would be useful for us as teachers
and possibly for postgraduate studies.."

In short, student-teachers, though they admitted the
possible benefits from all subjects, seemed to be critical
of Educational subjects in terms of quantity and relevance,
both to their jobs and their culture. In general, the
emphasis during university training appeared to be on the
wide coverage of the Educational subjects which seemed to
stem from students' perspective owing to the effort needed
for the examination. However, they appeared also to be
talking about their feeling that subjects were too
theoretical, but were less certain of the way to resolve
this problem. When they came back from teaching practice,
although their comments still seemed to be general, they
appeared to be talking more than before about relevance and
possible ways of improving the quality of Educational
subjects.

> "..When we were in teaching practice, we found
> the relevance of some of what we studied in the
> Teaching Method course. Also I realized the
> importance of Teaching Aids, but I think they
> should teach you and train you how to make
> Teaching Aids taking into account what is
> available in the Yemeni school and
> environment.. ..they now lecture us about
> Teaching Aids.."

> "..All subjects should be looked at again,
> summarize them, and leave only what could be
> relevant to our teaching.. ..now there is too
> much talk, too many theories, and little
> relevance, you study just for the
> examination.."

> "..We need to do all the experiments in the
> secondary curriculum so that you do not feel
> embarassed in front of your pupils.."

Again, generally speaking, there seemed no significant

difference in the way the beginning teachers talked about their university training. They still talk about the problems of the wide theoretical coverage of Educational Subjects and the lack of relevance to reality. They repeated that relevance would be found in Teaching Method, Educational Aids and in some psychology topics. Further, as before, different opinions were reported regarding the rest of the subjects.

However, it could be noted that there seemed a slight increase in beginning teachers´ arguments about Educational subjects´ relevance to the reality of teaching in general and to teaching science in Yemen, in particular.

Also, from beginning teachers´ arguments one could see the emergence, possibly as a result of their new experiences, of advocacy of co-ordination and liaison between the Faculty of Education and the Ministry of Education on the one hand; and the Faculty and the schools on the other.

> "..We studied something and what is required of us by inspectors is something else. You came to know responsibilities you have not thought before. The university are on one side and the Ministry and schools on the other side.. ..there should be co-ordination between both, so that when you go to school you know exactly what you will be doing and you know what is going in the Yemeni schools.."

> "..They teach you theories, this could be postponed for postgraduate studies.. ..we studied theoretically how to set up an overhead projector.. ..some of the equipment in the school I could not use them despite the fact I had two courses on Educational Aids.. .. even

the teaching aid we made in the fourth year I paid my share towards the cost of it to the group I was working with and I got a mark. That was how to make a teaching aid. We want them to focus more on practical skills, you want to know how to use what is available in school and to be equipped with practical skills to make an alternative from the local environment.."

"..We have memorized a lot in the teaching method course, but when it comes to practice, I was afraid to carry out a chemical experiment.. ..it would be more useful to carry out all experiments in preparatory and secondary school science textbooks.."

"..we benefited from the teaching method course and recognized the importance of teaching aids. We also know from psychology the nature of the adolescent stage and how to deal with pupils at such a stage. However, even if there are good ideas in some of the educational subjects, it is difficult to realize them in practice. When you have so many pupils in the class how could you take into consideration each individual.."

"..I cannot remember what the Educational Subjects were. We studied them, memorized them in order to pass the examination; that was the most important purpose. I cannot see the relevance of what I studied.."

"..More research should be carried out in the schools and in Yemen so as to make the Educational Subjects relevant to Yemen. The existing subjects in their forms now are just a copy of what is written even outside the Arab countries. Yes there is relevance in the History of Education in Yemen, but it is not written as a textbook, it is a masters degree which is full of statistics.."

The comments of the Faculty of Education administrators and Education lecturers on student-teachers' responses regarding the Educational Subjects showed that most of them did not agree with the student-teachers that the Educational Subjects cover too much and take too much time at the expense of science subjects. Diferent arguments were offered by different people such as:

"..Students perceive that education subjects take more time in comparision with science subjects, simply because all Educational Subjects are taught in the third and the fourth year. If they were spread as is the case now with the new intake of student-teachers they would not feel it as such.."

"..the allocated time for Education subjects is even less than that of Egyptian universities and more or less the same as other Arab countries.."

Only one lecturer agreed with student-teachers that the amount of coverage is unjustifiable and commented that he felt that there seems a kind of repetition in the subject he is teaching with other lectures as, he said, even some students came to tell him.

With regard to the relevance to the school teaching realities and Yemeni culture, there seemed an apparent agreement that relevance is an important consideration, but views varied about the extent to which they attempted to achieve such relevance.

"..Most of the lecturers are non-Yemenis, so it would be difficult to demand the realities of the Yemeni schools.. ..again lecturers keep on changing.."

"..Students do not understand what is useful and not useful now; all they are concerned with is how to minimize the subjects for the purpose of examination, but later on they will know the importance of the subjects taught.."

"..I am trying to relate the teaching method course to their realities, but do not know how far I should go.."

"..In comparison with the previous years we are a lot better. One of the considerations we have taken regarding Educational Subjects was the practical application; despite the shortcomings the students have suggested, now the student-teachers make their own teaching

aids. From next year there will be a laboratory so that students will carry out school science experiments, ... there is a psychology laboratory, and curriculam subjects consist of theoretical and analytical sides.."

"..In making an aid we take into consideration the professional, scientific and simplicity aspects. Next year I will have 500 students, and there is only one hall, one lecturer and one technician. Moreover we have limited resources.. ..we work with what we can do.. ..the practical side of teaching aids is in our consideration, but with such large numbers and limited resources we cannot do what we would hope to do.. ..but the situation is better than before.."

"..we have learned these theories from our previous teachers as such. Yes we have to admit that these theories are translated and we are teaching them as we were taught. But, there is an attempt towards realizing the relevance to the society's Islamic creed. This could be found now in subjects such as Islamic Education and comparative Education and they could see the relevance to the Yemeni school in the subject about the system of education in Yemen.."

"..you cannot satisfy the students, this is their nature.. ..if they are paying money towards the cost of making an aid, it is because of the Faculty's limited resources, and we do not ask them to pay much. If they did so it is a

aids. From next year there will be a
laboratory so that students will carry out
school science experiments, ... there is a
psychology laboratory, and curriculum subjects
consist of theoretical and analytical sides.."

"..In making an aid we take into consideration
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the subject about the system of education in
Yemen.."

"..you cannot satisfy the students, this is
their nature.. ..if they are paying money
towards the cost of making an aid, it is
because of the Faculty's limited resources, and
we do not ask them to pay much. If they did so
it is a their misconception.. ..they spend
30-50 Yemeni Ryal for chewing qat every day
anyway.."

"..I agree with student-teachers to some
extent, but I am the only lecturer of (.....).
For maximizing the efficiency of (.....), we
need more lecturers, less teaching load, like
any other university, less class size.."

"..we are among the few faculties of Education
   in the Arab World which teach Educational
   Research and demand field work. By doing so
   student-teachers can attempt to know the
   problems of the Yemeni education and schools.
   I agree with students that it is important, I
   wish it could become even a means of assessment
   in the different Education subjects.."

8.2.2 **Specialization Subjects:**

Most of the student-teachers, if not all, argued that
they did not study science subjects in depth like their
fellow science students. Behind their concerns about this
there seemed to be different reasons. Among these were:
they were looked at by others as less knowledgeable; it
would be a handicap towards pursuing postgraduate study in
their specialization subjects; some secondary school science
topics were covered superficially or not at all; the more
you are knowledgeable in science the more competent a
teacher you become; and finally some science topics were
taught repeatedly at different levels and/or in different

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subjects.

"..one lecturer, when we asked him to explain more, he said you are education students, we gave you only the veneer of science, your faculty required this.."

"..What is the difference between us and science students, in fact we need to master science more than them, because we shall face difficult questions by pupils, while science students will be working in laboratories.."

"..What is the point of studying Educational subjects, without being fully equipped with what you are going to teach.. ..we feel that we are discriminated against.. .. if you master your subject well, you will teach better.."

"..studying less science than science students will be an obstacle in postgraduate studies.."

"..I don't think we studied genetics as it is elaborated in secondary school science.."

Hence, student-teachers seemed to argue that they wanted to study science subjects in the same way as science students. This could be done, student-teachers argued, by squeezing and summarizing the Educational Subjects in such way that only what is important for the teacher is discussed or by adding extra time so as to cover what has been eliminated from science subjects.

"..Why to cover that much in Educational subjects which is meant to support your job as a teacher rather than to replace other subjects.. ..you will not be a teacher of educational subjects, you will be a teacher of science ..we should study the same subjects as science students if not more students if not more.. ..I think educational subjects should be summarized and they should try to teach us what could be useful for us such as Teaching method, Teaching Aids, and to a lesser extent psychology.. ..but these should be practical, realistic and relevant.. ..not just to cover too much and forget all about it after the examination.."

Beginning teachers still stress more the studying in depth of the specialization subject and argue that priority should be given to science subjects. Educational subjects, as beginning teachers seemed to argue, ought to be restricted to the most relevent topics to teaching in general and teaching science in particular. That will lead to minimizing the time allocated for such subjects. As their arguments run, this saved time should be devoted to studying science subjects. What seemed to be emerging from beginning teachers' comments was that their minor science subjects should be studied in more depth. That was, as beginning teachers argued, because they had to teach other science subjects as well as their majors. In short, science subjects should be given priority over Educational Subjects and as such should be studied in depth as done by science students, even if this required additional time.

> "..We studied a little physics in the first
> year, and it was in English before changing the
> medium of instruction into Arabic in the second
> year. I cannot rememder what I studied.. ..we
> are now required to teach physics, chemistry
> and biology in preparatory school.. ..I think
> that, for us to have more confidence and to
> teach better, they should have taught us more
> of the minor science subjects.."

Student-teachers' argument regarding the science subjects was read to both the Dean of the Faculty of Science and Faculty of Education. They seemed to hold different views. In other words, the Dean of the Faculty of Science seemed generally to support student-teachers' views.

> "..It would be better if they had the same
> courses as science students.. ..but this is how
> we are required to do it by the Faculty of
> Education.. ..they would be better teachers if

they studied the same as science students..
..we are forced due to the limited time given
to us to teach some of the topics
superficially.. ..I suggested to the Faculty of
Education that student-teachers should study
the same course as science students but it was
rejected.. ..they could study Education as
minor, or the Faculty of Education squeeze the
Education subjects to a minimum, or let the
student-teacher to finish first their degree in
science and then have a course on Education.."

On the other hand, the Dean of Faculty of Education

offered another argument:

"..When we looked at the courses the
student-teachers took previously, we found that
he is taking more or less the same course as
non-education students. That was more than any
fellow student-teachers in the Arab World. We
started negotiating this issue with the
different departments of the university, and
our argument was we want "teachers and not
researchers". We spent a lot of time till we
came, as a result of this co-ordination, to
specify the courses each student-teacher in
each department was to take in both major,
minor and elective subjects.. I wish I could
extend one year more as is the case in many
other countries, but this is the policy of the
state.."

8.2.3 Teaching Practice

In the third year, the teaching method course included

presenting seminars by each student-teacher to his/her

classmates which is taken to be a modified version of micro

teaching. Student-teachers did not seem to consider it as

an approximate experience to real teaching, yet some of them

considered it as a useful experience for lessening

apprehension from standing in front of others.

"..It is a different experience from real

teaching.. ..you stand in front of your classmates.. ..their questions are not the questions of pupils.. However, you learn how to stand and talk to a group of people.."

Teaching practice took place in the first term of the fourth year for a period of about two months, where student-teachers used to go for two days a week. Each student-teacher taught only a few lessons during the whole period.

Student-teachers seemed to argue that the setting of teaching practice is not normal; the practising teachers had no authority, being looked at as students rather than teachers; the time was short; and the supervisors, in addition to differing widely in their ways of evaluation, were not helpful and came to assess, rather than to help. However, despite all of that, student-teachers commented that the feeling of nervousness was lessened, they began to get used to standing confidently in front of pupils, they came to know more about how to deal with pupils and how to countrol the class; and in general they got an idea of how things go before starting to teach.

"..no one looks at you as a teacher, it becomes difficult to work as in a normal setting.."

"..I think it would be more useful if they extended the period of teaching practice.. ..each of us taught only a few lessons. We began to know more about pupils, class control, and so on, but the time is very limited.."

"..different supervisors have different criteria. Science supervisors check mainly the accuracy of the subject matter; where education supervisors focus more on other matters such as class control, pupil's participation, questioning technique, blackboard planning and

clear writing, etc. So it is unjust to have such differences..

Furthermore, they reported that they did not get any help from experienced teachers in schools, particularly from non-Yemeni science teachers.

"..I think they deal with us as if we came to replace them, we rarely see them.."

Student-teachers and beginning teachers suggested, in addition to avoiding all the shortcomings of the present-teaching practice, lengthening the period of teaching practice and preferably having practice in both preparatory and secondary schools.

It seemed that all staff and administrators generally agreed with what student-teachers said about teaching practice. The time of teaching practice will be extended. Student-teachers will have two and a half months teaching practice in preparatory schools during their second or third year of training and two and a half months in secondary schools during their fourth year of training. The staff seemed to refer the supervisors' problems to the limited number of Education supervisors in comparison to the number of practising teachers which is the limitation put on them by the university administration. That had forced them, as they argued, to ask non-education supervisors to participate in supervising practising teachers. Owing to the unfairness of assessing practising teachers, the Faculty has shared the responsibility of assessment in this case between the supervisor, the lecturer of teaching method and the school

headteacher. Despite steps taken to improve it, teaching practice will not be performed as it should be. Increasing the number of well qualified education lecturers will help towards a better teaching practice experience, so the staff appeared to argue.

> "..I know two months is not sufficient. However, from next year they will practice in both preparatory and secondary.."

> "..five education lecturers cannot supervise all student-teachers, so we had to ask non-education lecturers to help us in supervising student-teachers. Having realized the problem, instead of giving the supervisor the full mark of 250, we gave him 100, and 100 for the teaching method lecturer and 50 for the headteacher to note the punctuality of the student-teacher and to be more involved and give more attention to our practising teachers. In fact we give the headteachers now even financial incentives, because we found in the past that they used to consider the practising teachers as a burden.. ..however, student-teachers tend to exaggerate any event.."

> "..due to the limited number of supervisors every one supervises more student-teachers and that does not give enough chance to discuss in detail with every individual student-teacher.."

> "..sometimes you expect that the practising teacher will not find help from the experienced teacher, particularly, the non-Yemeni, and also from the laboratory technicians, for one reason or another, but again, it depends on the school.. ..let us hope for the best.."

8.2.4 Lecturers

Student-teachers seemed to have two different views of lecturers. First, Education Lecturers of whom there were five at the time of interviews, were seen as "not doing what they preach". As some student-teachers' argued, lecturers

tended to say, the teacher should, among other things, sympathize with pupils' problems, should interact with pupils, let them participate in discussions, use teaching aids, take into account the differences in pupils' abilities, avoid essay questions, avoid lecturing method and the like. All of these, the argument ran, could not be seen.

> "..they tell you, do not use lecturing method, at the same time, they group us all in the hall and start lecturing. Some of us have a nice sleep in the hall during Education lectures.."

> "..they talk about Educational Aids, and the importance of using them.. ..I have not seen some of the Education Lecturers holding a chalk.."

> "..you tell him about your own problems and circumstances, but with no response, even if I had a question to ask I cannot find him, yet the next day you hear him talking about being sympathetic with pupils, interacting with them and all the rest.. ..just empty words.."

> "..it is nice to hear about objective tests, attracting pupils' attention and so on; but what you find in practice is that a lecturer dictating notes for three solid hours and discussing nothing, and then asking you to write in examination what he dicated to you. What kind of objective test is this.."

Science Lecturers, on the other hand, were seen easy to talk to and though not educationalists, they were seen as applying educational ideas better than the education lecturers. However, student-teachers complained about the attitudes of the science lecturers in that they looked down at them in comparison with science students. This bias is manifested in the way the lecturers behave towards them and in giving more priorty to science students. Moreover, student-teachers seemed to complain more about science

demonstrators than science lecturers.

> "..although science lecturers did not study
> Educational subjects, yet you find their style
> of teaching is better. You can see them at
> anytime, and we interact with them more.."

> "..There is discrimination between science and
> education students from the science lecturers
> and demonstrators.. ..our laboratory timetable
> was in the morning, later on they made it in
> the afternoon and we were replaced by the
> science students.. Even when they talk to you
> they say "you are education students"
> sarcastically. They want you to feel inferior
> particularly science demonstrators.."

From what the staff said regarding this issue, they

seemed to argue as follows.

First, when one discusses the nature of the relationship

between the lecturers and students, one gets the difficulty

of generalization. It depends on the human nature as the

Dean of the Faculty of Education said:

> "..I cannot dictate a particular way of
> relationship on lecturers.. ..we do our best in
> selecting the lecturers and we are above all,
> human beings.. It differs from one lecture to
> another.."

Second, owing to the fact that the small class size and

more frequent interaction with science teachers, the

education lecturers argued, student-teachers perceive them

as better than education lecturers.

> "..I cannot see each student-teacher, because I
> give my lecture in a big hall and leave it..
> ..student-teachers see their science lecturers
> more freqently and in a small class.."

Third, with regard to preaching rather than doing,

reference tended to be made to the time limit, teaching load

and big number of students, and the difference in context.

">..It might be true sometimes that we advise them to do something, but the university context is different, further, we have a limited time, and the number of students are increasing.."

Fourth, concerning the bad view of student-teachers by science lecturers and demonstrators; though as in the case of education lecturers generalization was not accepted. Yet it was agreed that such a view, seen as being foreign to the Yemen, does exist.

">..It is not true of all science teachers, as I am a science lecturer myself. I heard a sarcastic comment from a science demonstrator and I was very critical of him. It is a completely foreign view. In Yemen we used to respect the teacher more than anybody else.."

8.2.5 The Faculty Administration

Different issues commented on by student-teachers were grouped under this theme because of their relevance to the Faculty of Education administration. Among these issues which the student-teachers complained about were: the lack of empathy for the student's problems, insufficient grant, the unavailability of references, the bad organisation of the faculty and the difficulty in getting in touch with the faculty administration, bad accommodation, the difficulty in moving to and fro between the Faculty of Education and the Faculty of Science, ugly faculty building, inefficient co-ordination between the two faculties in matters such as examinations and extra-curricular activities, unjustifiable rules for admission to the Faculty or the different departments in it, and so on.

"..It is difficult to see the Dean of the faculty to explain to him your problems. Even if you meet him after sometime or any other official, he will tell you this is the regulation.. ..if you were absent for good reasons or not, they know only to fine you by either taking off part of the grant which is not suffecient in itself any way, or not allowing you to sit the examination.."

"..You feel ashamed to see the faculty building.. ..it used to be a primary school.. ..all other faculties buildings are very good except the Faculty of Educations. It reflects how even officials view teachers and teaching despite the fact that the Faculty of Education was the first established Faculty. Can you believe that there is no toilet in the faculty building.."

"..you cannot get references, some of your grant which is little goes for transport between the Faculty of Education and the Faculty of Science.."

"..No co-ordination between the two faculties, sometimes we have several tests in one day at both faculties. One day we had a scientific trip organized by the Faculty of Science, and instead of encouraging us, the Faculty of Education registered us absent.."

"..Our acommodation is terrible, you can hear your friend talk in the next room quite clearly. It is unhygienic..."

"..when they apply regulations they apply them blindly.. ..I was refused to sit the examination simply because I forgot my I.D. card. I told them you know me and I am not a stranger, yet they insisted. So I had to go home and bring the I.D. card. By the time I arrived, half of the examination time has passed. This is how they apply the regulation. They could have taken our names and warned us to bring them the next morning.. ..but even in such a difficult situation they do not appreciate your psychological well-being.."

"..they sometimes force the student to chose a particular department against his interest simply because of his grades in the final examination of secondary school.."

The staff in general and the administrators in

particular seemed, in contrast to student-teachers, to view

their firm policy as important. It helped, they argued,

towards more punctuality, better performance, and the

establishment of the sense of identity and loyalty to the

Faculty of Education.

> "..Student-teachers before used to come just at
> the end of the month to get their grant. Now,
> if a student's attendance was less than 70%, he
> is not allowed to sit the examination.
> Furthermore, part of his grant is taken away..
> ..we do not only fine students, but also
> encourage them by offering prizes for those who
> perform well, in a ceremony..

> "..In the past, 50% of the students used to sit
> the exam, now last term 97% of the students
> attended the examination.."

> "..Further, the number of student-teachers who
> got very good and excellent grades is
> increasing.."

> "..It is not ture that they find difficulty in
> getting to see the administrators. If you
> start giving exceptions to some students all of
> them will turn up asking for exception from the
> rule.."

Regarding the building of the Faculty of Education, all

of them agreed that it is not suitable in terms of its

facilities and resources for the increasing demands and also

in comparison to the rest of the faculties' buildings. They

seemed to argue that is because the Faculty of Education

that is not included in the Kuwaiti project as is the case

with the rest of the university buildings.

> "..we are trying our best to improve the
> existing building. We have to know that to
> have 22 rooms instead of 2 rooms is a big
> jump.. ..however we are not satisfied with this
> building but what can we do? This faculty is
> not part of the Kuwaiti project.. ..it needs an
> effort at the university administrator level.."

> "..Unfortunately this is the case of faculties

of education in the Arab World.. ..it is not
nice to see the faculty of education in this
manner next to the very good buldings of other
faculties.."

Co-ordination with other faculties, accommodation,

transport, and other issues were also commented on more or

less in a sympathetic manner, with an attempt to do whatever

is possible towards improving the situation.

Finally, having asked student-teachers beginning

teachers about their views of their university training;

they were asked about the extent to which their reported

concerns were reflected in their university training.

Generally speaking, student-teachers/beginning teachers

appeared to comment quite often that most of these concerns,

if not all, were not reflected; and even if some of them

were reflected, they were touched upon quite generally and

quickly without discussing how to cope with them in

practice.

Chapter Nine

Individual Case Studies

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Individual Case Studies

9.1 Introduction

In the previous chapters I have attempted to follow the process of becoming science teachers for the researched group as a whole. Having done that it was then possible to distinguish between dominant shared concerns and idiosyncratic ones, at each stage. It was also very necessary to do so, given the open-ended questioning technique employed, since individuals might or might not remember to mention things at particular stages. As a result it was possible to see trends, common to large proportions of the students, of changes in attitudes or concerns which occured at the same stages for all students.

However, individual studies are also valuable. First, they exemplify and demonstrate, in a way which has not been clear from the descriptions up to this point, the extent of similarity and differences among individuals, both in their stable concerns and attitudes and also in the kinds of changes which occur. Second, they therefore, provide some necessary insurance against false conclusions about changes being slight, simply as a result of averaging over students as could be seen in the studies of Petty and Hogben (1980)

and Hogben and Lawson (1983). For example, two sub-groups changing in opposite ways could give the impression of no change. Very probably, different students change in the same ways at different times, especially if they change and then revert. Third, individual studies show the different possible processes of becoming a science teacher which could differ from one student-teacher to another in a variety of ways.

Hence, in this chapter I shall attempt to discuss selected individual case studies. Several factors were used in selecting individuals, in order to maximize the diversity of cases, rather than just to display the variety that the general study inevitably conceals.

The different factors employed were based on the general study analysis and criteria employed in sub-categorizing the researched group which indicate the association of these factors with the process of becoming a teacher. Among these factors were: rural/urban distinction, sex, kind of science subject, teaching experience, type of secondary school certificate, the nature of the relationship with the school administration, and so on.

9.2 The First Case Study

This case study is concerned with a female student-teacher who studied at primary, preparatory and

secondary levels in urban school. She got her General Secondary Certificate in 1979/80. She enrolled at the university in 1980/81 to become a biology teacher. She had no teaching experience and was expecting to work in an urban school.

In her first interview in the third year of her university training and before teaching practice, the overwhelming emphasis was on issues related to her expected first encounter with pupils. This was expressed in terms of questions to which it was seen as difficult to get satisfactory answers which would allow her to feel confident in facing pupils. Such questions were: how to deal with pupils, how to stand in the classroom, how to attract pupils7 attention, how to control pupils, how to start the lesson, and so on. She summed up her concern by saying, "..teaching is full of embarrassing situations".
She expressed the difficulty in having a clear-cut answer for such questions or concerns. However, her experience as a pupil and as a student gave her clues about the possible ways of coping with such expected difficulties.

> "..I am expecting some embarrassment as a beginner and I am thinking how to avoid such situations; like what happens now when some lecturers escape answering some of our questions and then we start commenting on that.. ..I have not yet thought how to avoid such situations.."

> "..from my experience as a pupil we found ourselves understanding some of the teachers and not others. I do not know why!.. ..until

now I have observed some lecturers in order to benefit.."

This does not mean that she was not concerned with the pupils, for instance. On the contrary, one of the teacher's elements of success, she mentioned was the ability to get the subject across to his pupils. But this was expressed as one of the problems she is expecting and trying to know more about. In other words she was concerned at this stage with her impact on pupils but in the form of self-concern.

One aspect of her self-concern was how to deal with pupils, how to control them and so on. She appeared at this stage to be optimistic and possibly critical of the present state of affairs, which could be seen as a reflection of her experience as a pupil and her teaching methods course.

> "..the teacher should improve the relationship
> with pupils.. ..some of the teachers, when they
> are in the class, consider themselves superior
> and pupils are of no value.."

As she had no previous experience in teaching and was concerned now mainly with the first encounter, she appeared to view her training at the university as good and as sufficient to prepare her as a good teacher. Indeed she found, particularly in the teaching methods course, some answers to her questions such as how to plan a lesson, how to stand in front of the pupils, and so on. She said that she came to know many things she did not know about before. Only her specializing subject was seen as not enough; apart from that, educational subjects seemed good and applicable.

In both the second and the third stages, that is the interview about a lesson and after teaching practice, different things could be seen. Competence in the subject matter was still an important concern, and she came to stress it even more than in the first phase i.e before teaching practice. Teaching method and teaching aids were also still an important concern although she had come to know more about different specific skills which appeared to her as successful.

The clear shift appeared to be in the way of dealing with pupils and how to control them.

> "..the relationship with pupils should be a sisterly one.. ..I like to be like that. But, from my experience now I found pupils generally, when one treats them in a brotherly manner, they tend to view it as a weakness and start making fun of the teacher.."

> "..from my experience as a pupil I felt that teacher had no consideration for the pupils. Now I think he might be right in doing so because when I tried to be soft and to treat pupils sisterly they made a fool of me, so I changed.. ..now I think you have to be hard to control the class.."

It seems that her attitude to class control, which was seen by her as the major difficulty she faced durng her teaching practice, and her coping strategy which was expressed in both phase two and three, has hardened as a result of pupils' reactions to her attempt to improve the sisterly relationship.

> "..I dealt with the girls first softly but I found that they perceived it differently. I have tried to control the class that day but could not. The next day I entered the class with a different personality. When I entered I

said anyone who is not interested in the lesson
could go out now. I saw them looking at each
other in disbelief.. ..they sat quietly.. ..I
saw one of them looking here and there; I told
him to go out. When the rest saw their pal
sent out they kept quiet.."

New concerns also appeared during these two stages such
as pupils problems, the role of the home mainly in relation
to pupils' problems, class size, the limited time for both
teaching the lesson and teaching the textbook, the length of
the textbook, the school administration and teacher-teacher
relationship. Most of these issues were expressed in terms
of self-concern and to some extent in terms of her impact on
her pupils.

"..Some pupils do not pay attention. Yes they
are quiet, but they daydream particularly in
specific lessons such as the lesson preceding
the break.."

"..the textbook is long; I do not think the
teacher will be able to finish it in the due
time.."

"..the father should be always in touch with
the school.. ..he should know whether his
daughter attends the school or not, wheteher
she studies at home or not and so on.."

"..the number of pupils in the class are many,
and the lesson was the fourth. The period is
short, and after the break. All are mucking
about.. ..one is drinking and the other is
eating.. ..you lose between 10-15 minutes till
they sit quietly.. ..you are left with about 35
minutes.. ..I could not finish the topic.."

It can be seen that in these two the student-teacher
seems to be more concerned about the specific practicalities
of her teaching, whereas in the first phase she tended to
talk about general aspects of teaching.

The student's apprehensiveness seemed to be decreasing

as she acquired more experience, as she commented:

> "..the head teacher was good, you can meet her
> at anytime and they take a firm action if we
> report a pupil.."

> "..our relationship with each other is good,
> but sometimes due to one reason or another
> pupils say one teacher is better than another
> and that creates envy and tension that is not
> nice.."

To pass the course successfully was a concern expressed both in the first and the third phases and taken into account in the second phase.

In relation to her training, her regard appeared to be decreasing. Although she added psychology to the list of useful subjects mentioned previously (Methods of Teaching, Teaching Aids) and considered the Educational courses generally useful, she seemed to be saying that the university training is not concerned with the practicalities of the school. Issues, such as how to control the class, how to establish a good relationship with other teachers or with the school administration; how to overcome the apathy of pupils, and so on have not been discussed in detail. She argued that they tended to discuss things in a very general way and as she commented that both sides generally were concerned with passing the examinations.

> "..our training was not that good:
> fifty-fifty.."

> "..They talk about general things.. ..it is
> impossible to be a successful teacher.."

> "..An education student will be of course
> better than a non-education student in that
> he/she would know how to treat pupils. But,
> the educational courses are too many and too

repetitive.."

In terms of the socializing agents she commented in the
first, the second and the third phases that she did not
expect help, nevertheless she appeared to argue that she
would refer to others such as science lecturers, fellow
student-teachers, school teachers, and head teacher and she
did so sometimes. Her discussion of seeking help focused
mainly on two issues: the subject matter and pupils'
problems.

Some of her comments: (in the first phase).

> "..I might refer to the headteacher if I could
> not solve a pupil problem.."

> "..if I cannot find a satisfactory answer
> during the lesson preparation I shall ask my
> fellow student-teachers.."

In the lesson teaching phase she said:

> "..I asked lecturers, demonstrators, my fellow
> student-teachers.."

> "..I remembered some of the things we studied
> in the course such as the teacher should move
> about, asking questions to attract pupils'
> attention, using the blackboard and so on.."

In the third phase she said:

> "..I did not expect any help.. ..you have to
> depend on yourself.."

> "..My supervisor directed me sometimes.."

It should be noted that the supervisor was one of her
science lecturers. She seemed more or less to accept some
of her lecturers' advice though she was nervous, when he
visited her in the class because that might affect her
grade. She said:

> "..When the supervisor entered the class I was
> a bit confused.. ..all of us fear about his/her

grade. I tried not to show it. Because of
embarrassment and the availability of visual
aids I did not use the blackboard often. The
supervisor said that I should have used it more
frequently.. ..hence, I am going to start with
writing on the blackboard.."

Looking at phases four and five, although she maintained

more or less her concerns about the issues referred to

previously, now she seemed to focus more on how to get

pupils to understand the subject. She was still asking the

questions: ´how to get the subject across´? and ´how to

attract pupils´ attention´? but she seemed to have more

confident answers to such questions.

"..Despite the fact that I repeat, make it
relevent to the environment, yet they still say
it is difficult to understand.."

However, she still evaluated her lesson in terms of

pupils´ understanding, as in phase two.

Her concern with pupils´ disruption and class control,

although referred to, appeared to be less than in the first,

second, and third phase. But pupils´ problems such as

apathy, not doing the homework and the like were still

mentioned.

Apparently, she had already internalized the view that a

hard attitude and strategy is workable at least in the

Yemeni environment, as she commented.

"..it is important to be firm whether at school
or at home.."

Her soft attitude in dealing with pupils which she had

used to hold, either as a pupil in school or as it was

reinforced at the university was now seen by her as not workable.

"..I have used the educational approach but it did not work.."

To be firm and to get the headteacher on your side in supporting your actions was seen as important, just as it was seen during and after teaching practice.

"..(with one class where all teachers complain about pupils).. ..I have tried 'educational' approaches but without success.. ..we succeeded only when the headteacher supported and helped us.."

It might be interesting to note that even her view of janitors has changed between teaching practice period and her first term of teaching. During her teaching practice she criticized both the school administration's and the school teachers' way of treating the school janitor as completely unfair. But during her first year of teaching she was critical of the janitor instead. "They do not do the job as they ought to" she commented.

Many of the concerns referred to during the previous phase were also referred to in the last two phases but with more specific references to the day to day running of the school and the teaching such as that the science textbook of the second year of preparatory school is too long, the textbook is not available, specific pupils' problems, the size of the class, the shortage of chairs, the shortage of teaching aids, the limited time for lesson and the subject and her relationship with the other teachers. Most of these aspects were not mentioned in the first phase but were

mentioned in the second and the third phases; that is during and after teaching practice. But now her relationship with others particularly with other teachers and with the school administration, have been discussed and elaborated more than before. Most of her time was said to be spent with other teachers and she rarely came into contact with school administration. This could be due partly to the fact that most of the teachers do this and partly to the fact that she had a bad time with the administration at the beginning of the year. Pupils' problems and misbehaviour are being discussed with other teachers in the staff room.

Other issues appeared in the last two phases as she began her full-time teaching.

She used to hear that the routine process of joining the teaching profession is difficult, but she had not expected such difficulty as she was now experiencing. She also faced unexpected difficulty from the school administration in accepting her as a science teacher. An attempt was made from the school administration to reject her and to persuade her to teach in a primary school. The process was seen as starting from the Ministry of Education, passing through the Regional Education Department and other government ministries and offices and ending with the school administration and was enough to bring her to regret that she had chosen to be trained as a teacher.

"..I did not expect that the process of joining
the profession would be as difficult as I

experienced.. ..I really regret that I made my
choice to be a teacher.. ..I wish I had not
made this choice. I will never allow one of my
relations to become a teacher.."

How an inspector has treated her was described by her as
another tragedy. (This was the first time she had referred
to the inspectorate). The way he talked to her when he
visited her, and criticized her in front of the pupils was
considered by her as another reason to regret becoming a
teacher.

"..As I did not receive any instruction from
the inspectorate so I began teaching physics as
it was done last year. When the inspector came
to my class he started talking loudly and
objecting: why I did not start teaching
chemistry instead, as the new regulation
stated.. ..I did not receive those. They
should be blamed, not me.. ..but he did not
accept that.. ..he led me to hate my job. This
is not the right attitude of an inspector to a
beginning teacher.. ..I was really thinking of
leaving the job, and to go and stay at home.."

A third issue referred to here was that of lesson
preparation. As she said, she had been planning to
engage in other work in the afternoon. But due to the
fact that she had to teach different classes and
different subjects at different levels this made it
difficult to do any other work. She found that her
afternoon and evening time is fully occupied in lesson
preparation. She did not expect as she commented that
preparation will take so much of her time. Further, she
did not expect to teach other subjects such as chemistry
and mathematics at another level such as primary school.
But as she explained, it might be possible to study or do
another work in the afternoon after the end of the first

year of teaching.

Concerning socializing agents, it seems that her teaching did not show substantial influence from educational courses. The most prominent agent she referred to was her colleagues particularly in matters pertaining to the problems of pupils and the subject matter. Also, the headteacher was referred to in helping teachers to overcome pupils´ problems. Pupils are seen to legitimate her strategies. This can be clearly seen in the hardening attitude towards pupils. Her argument was simply explained in that she found such firm attitude was successful for her at least in the present situation in the Yemeni environment.

With regard to her training, it seems that there were no significant differences between when she was a beginning teacher and her teaching practice period or after her teaching practice; in that she still saw that generally speaking education courses were useful though they might not be practical. She still held to the view that in dealing with pupils in general one should be hard and firm. Educational principles might be useful sometimes, as she argued, in dealing with a particular individual in trying to investigate and explore her problem or difficulty.

Generally, she seemed again to see that her training

was dealing with general issues and less with specifics and practicalities of the Yemeni school.

To sum up the process:

She was in the first phase mainly concerned with her first encounter with pupils and in general and vague terms. She talked about her impact concerns but in a way which reflected self-concerns.

Her general concerns were also referred to during teaching practice, but in a less abstract way. But it seemed that her concerns did not change substantially at this stage. The most obvious change which was reinforced later was in relation to her relationship with pupils. She was less apprehensive than in the first phase; but survival was still of high concern, though not so much as before.

At the first term of her first year of teaching new concerns have cropped up and other concerns were mentioned again and reinforced and elaborated in more specific and practical terms. It should be noted that in the first phase she had little to say in answering the interview questions. In fact her answers were short and she tended to repeat that she had no experience and knew nothing, whereas she had alot to say at the first year of teaching, (Though occasionally she said that she was

'still a beginner').

It seemed that she was still as a beginning teacher concerned with self and that was for instance evident from her emphasis still on the preparation of subject matter least she had embarrassing questions from pupils, as she said in her 'teaching a lesson' interview in the first year of teaching. But she was less apprehensive than in the first phase and thus less concerned with the self.

Her concern with impact is still apparent but it seems to be moving from being one way of expressing self-concern to being a more separate concern.

9.3 The Second Case Study

This is a case of a biology student teacher who was previously a graduate of a primary teacher training institute. He received his primary and preparatory education in his village. Having left his village preparatory school he joined a teacher training institute in a city and spent three years training to be a primary teacher graduating in 1977/78. After becoming a qualified primary teacher he taught for two years in his village. He then joined the university to become a biology teacher. He is currently a full time science teacher in a secondary - preparatory school in his own

rural area.

This student teacher responded to my interview questions by discussing specific concerns which reflected his experience as a primary teacher in his village. Issues mentioned included poor school physical conditions, the problems of unqualified headteacher, home school relationship bad Ministry of Education practices, bad salary, the bad social status of teachers, the unavailability of educational aids and more particularly textbooks, the desire for continuing his postgraduate study and the like.

> "..I need a school where everything is
> available such as educational aids, chalks and
> textbooks.. ..and not to waste my time in
> dictating notes.."

> "..there must be a committee to supervise how
> the money collected from parents is spent for
> the needs of the school.."

> "..peoples' view of the teacher affects me..
> ..one of the most important problems is the
> poor salary. We want to be treated at least
> like any other government employee who holds a
> university degree like us.."

> "..I am thinking now how to pursue my
> post-graduate study at least to overcome the
> bad opinion of people.."

In fact he went further, discussing the problem of pupil drop out and what the Ministry should do about it.

During teaching practice and after teaching practice, he discussed broadly the same issues as in phase one. His attitude about teaching practice was seen as he commented:

> "..My teaching did not come about as a result
> of reading books.. ..I taught for two years. I
> don't think I learned any thing from the
> books.."

> "..The main aim for me during teaching practice
> was how to please my supervisor, how to get a
> better grade. For instance, I bought aids from
> my own pocket, I wrote the lesson preparation
> neatly. I do not think I will do that later.."

The only concern which appeared to escape mention in
his first phase but was mentioned in the third phase was
his job placement, and that could be explained in that he
was approaching graduation when the the third interview
was conducted.

It could be seen that most of his concerns reflected
the impact of his previous experience in teaching.
However, in his first interview he made mention of one
event which happened to him when he was a pupil which
also indicates the impact of his schooling at least when
the event is in his view outstanding.

> "..The teacher should not blame and reproach
> one pupil too much and joke with others. For,
> that might lead the pupil to dislike study and
> may run away from the school. In fact that is
> what happened to me when I was a pupil.."

In seeking help and support he referred to the school
administration, pupils, parents, colleagues and science
lecturers. His kinds of needs were quite specific.

For instance, he said that he would refer to the
headteacher in case of the need for aids, chalk and
textbooks. To colleagues, he would refer in matters such
as subject matter, writing a letter to the Ministry to

raise teachers´ salaries and to discuss any issue which concerns the teachers commuity.

In his second and third phase interviews, he commented that the school administration were supportive, but saw the non-Yemeni teachers as unhelpful. He used to refer to some of his fellow student teachers mainly in matters related to laboratory work. He also used to refer to a Yemeni science lecturers at the university. He thought of the purpose of teaching practice as for evaluation and not for learning. His supervisor was a science lecturer and, as he argued, knew nothing about educational matters or teaching. Hence, the supervisor´s comments might be good in the view of the supervisor, but not in his view. He further commented that different supervisors have different views.

> "..We studied for instance some things, our
> teaching practice supervisor contradicated
> them.."

> "..to me the supervisor is not the final
> reference, and his words are not final.."

> "..Some topics are repetitive in both science
> and education, such as the educational system
> in Yemen. In the fourth year we studied, in
> Environmental studies, the same topics as we´ve
> studied in the second year in zoology.."

> "..to give an example: a long time was spent in
> studying the advantages, the uses, the
> operation, etc of the overhead projector.. ..I
> can assure you now that I still don´t know how
> to switch it on or focus it. During a science
> lecture, the lecturer asked for the overhead
> projector to be set up,.. ..one of my
> classmates, after spending time studying this
> apparatus and memorizing many things about it
> and even passing the examination, he tried to
> set it up but could not. Later the

demonstrator came and fixed it.."

From his first interview he was critical of his training.

> "..I personally did not benefit from the
> educational courses.. ..the world's
> educationalists themselves do not agree, how
> can I go and implement these views.."

> "..the methods of teaching course is relatively
> useful and more particularly the practical side
> of it not the theoretical. You feel it is
> relevant to what you teach.. ..psychology, the
> development bit seems to be useful but even
> that, it could be read.."

He thinks that the specialization subjects were not enough and time is wasted in studying things mostly irrelevant to the teachers' job.

In his third phase interview, he was still maintaining more or less the same views as a year ago. He saw most of the educational courses as focused on theoretical aspects, and the school reality and the practicalities of science teaching are not emphasised.

> "..I am not saying the courses cannot be
> useful. They should talk about what we will
> need in our job. More time should be given and
> devoted to science and they should try to
> summarize the educational courses and restrict
> them to the most relevant and practical.."

In the last two phases, as a beginning teacher he has touched most of the issues he raised in the previous phases such as school physical conditions, class size, salary, the Ministry, home-school relationship, textbooks, and so on.

Having started his teaching in the area he was

expecting to teach he gave more emphasis to some of these aspects. For instance, although he had mentioned the school administration, pupils´ problems and discipline before, it seemed that he now put more stress upon these. This does not mean his views have changed. On the contrary, for instance, he pointed out that both his school administration and the administration of the school in which he did his teaching practice, thought they are helpful, lacked a firm disciplinary policy with pupils. He expressed his view that one should be firm otherwise the pupils will not learn. In this respect he explained that when problems with pupils became acute, the school administration came to accept his proposal which reflected firmness.

> "..at the end they argued to accept my proposal
> that we can terminate the pupils´ schooling.."

It might be worth noting that this incident indicates that this teacher had an impact on the school.

His sympathy with pupils based on how he used to see things when he was a pupil was wrong, he said.

> "..I used to blame the teacher when he used to
> get angry if I, as a pupil, laughed with my
> friend in the class. Now I do not blame him.."

Other expected and unexpected issues arose in the last two phases. For instance in the employment formalities, he was actively involved and even negotiated to get his placement in his own rural area: a process which lasted more than a month.

The burden of five different preparations a day for

different levels in different subjects was not something he expected, which changed his view of the possibility of finding another job in the afternoon. Other issues mentioned at these later phases were: Inspectors who do not know how to do their job; the non-Yemeni teachers whose aim in his words was to please their bosses and not to teach; the poor academic background of pupils and other such specific aspects.

From what we have said it appears that his previous teaching experience had more influence on his concerns than had his training. He maintained most of his concerns till the first year of teaching with a few new concerns arising as a result of his recent experience, with even more firm attitudes towards pupils which reflected his new perspective as a teacher rather than a pupil.

He did not show self-survival concern even in his first phase interview. During teaching practice his concern was how to get a better grade and in his first year of teaching he seemed to be concerned generally first with issues related to him as a teacher such as firm policy, salary, post-graduate study, inspectors, non-Yemeni teachers and so on, and then with pupils' understanding and matters which would enhance achieving that goal particularly when it comes to discuss a lesson.

> "..before teaching the lesson I was mainly
> thinking how to make the lesson simple and easy
> so as to be understood by at least the majority
> of pupils, because you still find some pupils

do not understand whatever you do.."

When it comes to discussing the socializing agents, the teacher seemed not to refer to anyone in a relaxed way. He is the only Yemeni science teacher in the school and seems generally not to be satisfied with the school administration.

With regard to his training, he seems to hold the same view as before, that too much time was devoted to educational courses, although they make sense and give you the general background. As he saw it, science should be given more time. Teaching methods, psychology, Educational aids, and Educational Research were seen to be relevant to his job as a teacher, but in a theoretical way. In fact he regarded educational research as the most important course, which was taken in the fourth year. This was justified in that it equipped the teacher with the methodology to tackle any problem which might face him.

It might be worth noting here that this teacher tended to say from the first phase that he was not interested in teaching and this was even repeated at the last interview. He also stated that the only comforting thing about his job is that he is staying with his family; apart from that he saw nothing interesting in teaching.

9.4 The Third Case Study

This case study is about a biology teacher who studied primary, preparatory and secondary school in an urban school and got his general secondary certificate in 1978/79.

He then worked as a headteacher as well as teaching in both primary and preparatory classes in the same rural school he was running, for one year after finishing his secondary schooling. Later he joined the university to be trained as a biology teacher. He is currently teaching in an urban secondary school.

In his first interview he referred to many concerns such as bad professional status, salary, pupils' understanding, extra curricular activities, school administration and others. But also has made mention of more specific problems he encountered in his school as a headteacher and teacher such as class size, the limited time for teaching science, the need for teachers' help to replace each others in case of absence and so on.

Further, some of his answers reflected his apprehensiveness from encountering pupils in secondary school.

> "..one should be well prepared, lest pupils might ask questions for the purpose of embarrassing you.."

Thus, he commented that presenting seminars to his

classmates was useful at least in learning to stand and talk to people. Despite his experience he still seemed to be holding the view that the teacher should know his pupils' problems and be sympathetic. This can be explained partly in that this particular teacher had a bad time with the university administration and lecturers, and also partly in that it reflects his experience as a pupil.

> "..I have tried to explain my situation to (.....) , but with no avail. Can you believe that I had five tests in different subjects in one day.."

> "..When I was at school one teacher said to the class you are shoes, donkeys. What kind of manners did this teacher have?.."

His life in the school as pupil, as teacher and headteacher, as student at the university and his life in general seems to be associated with his expressed concerns.

> "..I want well behaved pupils, because I saw in the school I was teaching in, some who think to behave just as they choose.."

> "..It is difficult to get any thing out of the Ministry for the school. I have experienced this when I was a headteacher.."

> "..nobody is looking at your problems. They want just to give orders.."

> "..I know how to prepare the lesson from the time when I was a headteacher.."

> "..The salary is very poor particularly for somebody like me who is married with children and responsibility towards my parents and family.."

He showed his dissatisfaction with most of what he studied at the Faculty of Education except some of the relevant things as he said in psychology, Methods of Teaching and Educational Aids.

"..The university does not prepare you
properly. You have to depend on yourself.."

It might be worth noting that before joining the Faculty
of Education, he said that he tried to enrol in the the
Business Faculty, but his application was turned down. Then
he joined the Faculty of Science and later the Faculty of
Education.

In the second and fourth interviews, he repeated most of
what he stated earlier (although this might be exemplified
by events from his recent experience) such as school
administration, school physical conditions, curriculum and
so on. A few others were referred to in the third interview
possibly because the time of graduation was approaching such
as passing the examinations and ending study, where to
teach, accommodation and salary as he started thinking to
settle in the city. The element of self-concern or what
might be called 'survival concerns' seemed to be still
existing at least at the lesson teaching phase.

"..I was afraid when I was demonstrating.. ..I
put the best and clearest slide in front of me
so that pupils would say since the slide is
clear then the teacher is good.. "

The new experience in teaching practice also seemed to
highlight some of the issues such as when he commented:

"..The headteacher should not be arrogant and a
dictator, as it is the case in (....) secondary
school.."

"..pupils look at the Yemeni teacher as if he
is not able as the non-Yemeni teacher.."

Moreover, he appeared to express his hard attitude
towards pupils more clearly. It should be noted that in his

first interview, when he used to talk from a teacher's and headteacher's perspective, he used to express more or less the same thing, but when he used to talk from a pupil's or student's perspective he used to argue for a brotherly and sympathetic relationship with pupils as was discussed earlier. In his second and third interviews tough approach were more pronounced.

> "..Some of my friends do not look at all pupils in the class.. ..I myself if I saw anyone started making any noise, I ask him or throw a chalk at him I know it is not good.. ..but if I did not do that I might waste fifteen minutes.."

> "..I just kick any disruptive pupil out.."

As he was dissatisfied with his lecturers including the supervisor, and generally with non-Yemeni school science teachers, he appeared to seek help from some of his fellow student-teachers (mainly those he shared his class teaching with) and the only Yemeni school science teacher. Help and support were sought in matters related to subject matter, laboratory work and pupils' problems.

> "..I observe my friend's teaching and avoid their shortcomings.."

> "..I discussed with some of my friends the problem of three disruptive pupils.."

> "..the Yemeni teacher helped me a lot in the preparation for my laboratory experiments.."

With regard to his training he expressed at the end of his teaching practice more or less the same view. He still emphasised that educational courses in their present form are not of much benefit. They, as he argued, focus on quantily and not quality.

"..They gave you too much to read but with
little that is relevant to the reality of the
school.."

Method of teaching, Health Education, Educational Aids,

and Psychology were seen as potentially useful subjects if

they were summarized and made relevant.."

"..I benefited more from the science subjects
and learned almost nothing from the Educational ·
subjects. We studied them just for
examinations.."

His fourth and fifth interviews were characterized with

the discussion of immediate problems which resulted from his

teaching. In other words the first year of teaching has led

him to discuss solely what is immediate.

Generally he complained on endless aspects. Extra

curricular activities, professional status and other

non-immadiate issues were not referred to.

His complaints were directed at the Ministry with its

lack of concern with the teacher which manifested itself,

for instance, in the poor salary, the inspectorate who do

not know what to do, the school administration which put a

lot of pressure on him whether in terms of teaching load or

additional responsibilities, other teachers whether Yemenis

or non-Yemenis whose main aim is to look after

self-interest, and even some of the pupils who are

disruptive and lacking interest in learning.

"..I have got 29 lessons per week. I did not
expect that much. I thought I should have 21
lessons. Some of my friends in other schools
have 10 lessons per week. Furthermore, I am
responsible exclusively for one class: their

files, problems, textbooks, etc.."

"..due to the poor salary, I had also to have a contract with the Ministry to teach in the afternoon period. Unfortunately the Ministry did not fulfil the contract conditions. Now I am getting less than half what we agreed upon.."

He appeared to argue that his life as he is experiencing at the time of the last interviews is unbearable.

"..I have nine classes with 1800 pupils' jotters which I have to check regularly.."

"..I am working from 7.30 a.m. till 12.00 p.m..
..it is a must to be there at 7.30 a.m. till the end of the school day even if you do not have teaching.. ..after I finish from the first school I go straight to the other primary school. Later, I go home and start doing my lesson preparation till 12.00 p.m. It is a difficult life.."

"..Inspectors are checking others, but not being checked.."

He claimed that this unsympathetic attitude from school administration and Ministry which did not even leave time for him to spend even with his family, had led him to isolate himself from everybody in the school except from his classes.

In this situation he seems to be satisfied with his teaching and seems also to move towards being concerned with pupils' understanding more than before, though he is still mentioning some aspects which might indicate that his 'survival concerns' have not been resolved completely.

"..I was thinking today how to simplify my lesson for the pupils by quoting examples from the environment and making an analogy.."

"..I was expecting in yesterdays' lesson some

questions.. ..I was well prepared.. ..I
referred to my old notes.. ..but one also could
cover it up if one could not answer.."

It might be worth mentioning that now he is not only

dissatisfied about non-Yemenis, but complaining about all

without making any distinction. He mainly expressed his

complaints about his friends who are holding administrative

posts in the school and becoming his bosses.

"..It is a bit difficult to see your friend who
knows about your situation, yet he disregards
such a thing, simply because he became a
boss.."

As such he commented that he cannot stand such

unbearable situation in this school and was planning to

leave the school before the end of the academic year.

"..I am leaving. ..I have been offered to work
as a head teacher in a rural preparatory
secondary school. I shall at the same time
teach a few lessons properly.."

Although he had followed what the administration told

him to do without being convinced, he also appeared

sometimes to be resisting the administration view

particularly in relation to the way he is dealing with his

pupils. Further, he seems to do whatever he wants with his

pupils in the class.

"..One of the staff came and started talking to
me about the way I handled one of the
disruptive pupils.. ..I told him this is the
way I am convinced will work.. ..he could not
say anything.. ..in a way they are good in
respecting the teachers' view.."

"..Sometimes I tell a few pupils to prepare the
lesson together and let them explain it to
their classmates. I then elaborate and explain
the topic once more.. ..I myself used to
understand better, when a friend explained to
me, than the explanation of the lecturers.."

Hence he seems not merely to internalise the administrations' views, but to be able to change the situation to his liking in ways which do not conflict with the system.

In relation to finding help in the school, we saw earlier that he had almost isolated himself. This is partly explained in his later comment.

> "..I was quite sure that when I made my choice to come to this school that I should be teaching one level only 18 lessons per week, and would be a school supervisor.. ..unexpected things happened.. ..I will be leaving soon.."

With regard to his training, he again sees what he has studied at the university as to an ever greater extent irrelevant to the school teacher.

> "..I have forgotten all I have studied.."

> "..They do not know what you need when you start teaching. For instance I was asked to prepare examination questions.. ..I had no experience in that.."

Even the subject he thought would be useful were studied theoretically such as Methods of Teaching and Educational Aids.

> "..I did not know how to operate a film projector in the school despite the fact that I have studied two courses of Educational Aids.."

To him such would-be relevant courses should be practically orientated courses and the rest of the time should be given to study more of science courses.

9.5 The Fourth Case Study

This case is concerned with following the development of concerns of one of biology teachers from the time he was in the third year of the university till the first year of teaching. He had his primary education in a rural school and then left to finish his preparatory and secondary education in an urban school. He finished his secondary schooling in 1979/80. He then enrolled in the university to become a biology teacher. He is currently teaching biology in a preparatory secondary school as well as being deputy head for the school. This school is categorized officially as a rural school, although it is not in a village but rather in a semi-urban area. This particular teacher had no teaching experience before joining the university.

In his first interview he had referred to many different concerns such as professional status, salary, teaching method, teacher manners, the irrelevance of curriculum, accommodation, the desire for post-graduate studies, educational aids and others. But one can see that in discussing his concerns, some were discussed in terms of aspirations for his future career and others were more specific which possibly reflect his own experience as a pupil, a student, or a reflection of others' experiences. For instance, the relationship with the pupils should be brotherly, the teacher should be a good model for his pupils and do away with arrogance, try to know their problems

rather than label them as thick or stupid. Also, the teacher should avoid rote learning. A third example, that the teacher is the main source of solutions to problems, and in his words: 'The teacher should not despair, but do his best using what is available'. A fourth example: 'we should try to help society through giving pupils advice about health, etc" he said.

"..I have learned in the secondary school..
..all of our learning was only theoretical..
..you have to know the problems of the pupils
because these might hinder their learning.."

"..Avoid arrogant behaviour of the kind our
teachers in school used to do.."

On the other hand, when he was talking about school administration, he talked about it as a very important problem which as he said might lead him to leave the profession. In exploring this concern, it was found that a friend of his has talked about a critical situation and an acute argument with his headteacher.

"..a living example is that in school due to
differences in opinion between a teacher and
the headteacher the teacher faced a lot of
difficulties. I think if something like this
happened I would leave the profession.."

This has led him to think of a tough strategy which he thought would be workable.

"..The school is not the property of the
headteacher. If I were him I would have
gathered the teachers and raised the matter
with the Ministry.."

It can be seen that there is a difference between the above two quotations. The first was expressed from a pupil's perspective and the second from a teacher's

perspective. Further, although this teacher did not have previous experience, his views sometimes reflected specific concerns. This shows that even without previous teaching the student-teacher could reflect on specific matters either on the basis of his own experience as a pupil or others' experiences, though they might be dealt with differently according to the perspective he is talking from.

His first phase interview did not show any great concern about self-adequacy or survival concerns, even though he did not have previous teaching experience. On the contrary his responses showed a degree of confidence, particularly since he viewed himself as competent in his subject matter. However, he commented that he learned from the presentation of seminars at the university 'how to stand in front of the class'.

With regard to his university training, his first phase interview showed that he was not happy with his training.

> "..Most of our time is devoted to of the study
> the educational courses.. ..which we study for
> examination. They are theoretical.. ..only
> teaching methods I found useful.."

> "..They group all education students of
> different subjects together in the educational
> courses.. ..they focus on theoretical issues.
> They do not seem to tackle the practical
> issues.. ..they talk about things they do not
> themselves practice.. ..and in examinations
> they grade you on the basis of how much you
> have written.."

Generally speaking, no major shift in the teacher concerns appears apart from a few concerns that arise as a

on self-adequacy issues.

With regard to university, he seemed to argue again just as in phase one that he found only the Teaching Method course useful and little of the Educational Aids course because most of it, as he argued, was theoretical.

> "..Training is based on theoretical rather than practical issues.. ..I benefited more from the Method of Teaching course.."

Supervisors, non-Yemeni teachers appeared not to have great impact or influence. His supervisor, as he said, was a science lecturer whose educational instructions were seen by the student-teacher as idiosyncratic. His responses showed that he was selective. He, for instance, accepted one piece of advice, but rejected others.

> "..I did not notice that, while I was teaching I stuck to one corner of the class.. ..the supervisor has told me about it. Now I am observing it.."

> "..I do not agree with him in that, for instance, he said to write a summary for them, or that 'you did not achieve your objectives'. For, you might have set of objectives, but because of pupils' lack of understanding you might repeat and repeat till they understand. so you fall short of achieving all objectives."

Regarding pupils, they were considered as a source of comfort and satisfaction. He commented that he was happy with his teaching practice, because the majority of pupils understood what he was teaching which to him indicated his success. In other words, they legitimated his teaching.

> "..My teaching was a success. I did not mind that some did not understand, the majority did.. I am really happy with pupils. I see their respect when I see them in the street.."

Concerning the school teachers and other fellow student-teachers, he commented that he discussed things sometimes with his friend who was sharing the teaching of the same class and did not come into contact with any other school teachers in discussing teaching matters.

In the first year of teaching, the most notable shift happened owing to his work as deputy head. Different concerns emerged, and even if the same concerns were referred to, they were talked about in different ways. However,other concerns were mentioned more or less in the same way as before.

He used to perceive the school administration as a possible major difficulty, but now the most difficult problem he faced was the parents, which he had not expected. When he and the headteacher attempted to contact the parents, they found almost no response.

> "..You feel as if you were doing a job which is
> not related to society.."

Parents in a rural area are seen by him as an important factor in the success of the school. Some of the aspects he mentioned in relation to the parents were aspects such as helping their children and the school.

He talked extensively about many practical problems the school is facing such as the need for chairs, textbooks, chalks, dusters, doors and general maintenance. He talked about the lack of enthusiasm of teachers, the lack of help

of the local Educational Centre, the lack of help from inspectors of all subjects, poor pupils' background knowledge, shortage of educational aids and others. In short, his responses seemed to reflect the day-to-day problems of the schools.

Further, although he still maintained the argument that pupils should be taught science as practical science not just as theories and has taken some steps towards that such as improving the poor laboratory, he seems to have a tougher attitude mainly towards the parents and also towards the pupils.

> "..Parents have not appreciated the work of the school. We prepared invitations and tried to use educational methods we have studied, but it seems that only force is workable.. ..as if you are giving the medicine to the sick by force while he is resisting using it.. ..we have discussed the matter with the local government authority.."

> "..Pupils lack interest in studying.. ..and some are disruptive.. ..only after threatening them with terminating their schooling and contacting their parents and adopting a firm policy generally, things improved.."

Hence, most of his concerns have something to do with his job as an administrator. Since he is taking only a few classes, he seemed to be concerned in his teaching about his impact on pupils with no indication of self-adequacy concerns.

His view of university training is more or less the same, but his criticism of the training is now more pronounced. It could be summed up by citing what he said:

"..Educational subjects are clear abstract
theories, it is better to learn more about your
own subject.. ..Instead of learning psychology
which I do not think I benefited from, they
should teach you how to bind a book, they
should talk about practical things, and they
should know the problems of the school and help
towards solving them.."

In terms of socializing agents, it appeared that he
referred only to the headteacher with whom only he discussed
the school problems and teaching matters in general. School
teachers were perceived as not concerned enough with
teaching to be worth talking to.

His advice to the beginning teachers is to be competant
in their subjects, not to be shocked when they face reality,
and not to despair; but do whatever possible.

9.6   The fifth case study

This is the case of a physics and chemistry teacher
whose schooling from primary to secondary was in an urban
school.   He finished his schooling in 1977/1978. Then he
taught in his village primary school for two years.   Later
he joined the university to become a teacher. It might be
worth mentioning that he commented that he joined the
Faculty of Education not out of interest, but for lack of
money.

In the first phase interview his concerns appeared to
reflect partly his optimism in improving the situation in
the school in general and teaching science in particular,

and partly his experience in the school in which he has been teaching. Other general concerns seem to reflect the current situation of the Yemeni teacher and teaching such as salary, profesional status, the shortage of qualified Yemeni teachers, and the irrelevance of the existing curriculum to the Yemeni environment.

> "..you need a qualified headteacher and teachers. The headteacher who shows no favouritism, who pass pupils on the basis of credits.. ..in the school I taught in, pupils are put in higher classes without knowing anything.."

> "..We want to build pupils´ scientific understanding, not just for passing exams.."

With regard to relationships with pupils, his responses seemed to reflect his life as a pupil. He is concerned with pupils´ understanding and trying to know all the problems which might hinder their learning.

> "..I shall use the best means and method which will enhance pupils understanding. That again will depend on knowing pupils´ circumstances and situations.. ..when I was a pupil, some of the pupils used to be forced to take private tuition to understand what they do not know in school.."

It is worth mentioning that at this stage he is expecting to take an administrative job after graduation in his village.

In order to succeed in his teaching job he appeared to hope for an encouraging environment mainly from the Ministry, qualified school administration, and educationally qualified Yemeni teachers.

> "..we shall try to change and improve things but so long as we are encouraged, and also if

we found people who graduated from the same
faculty. With the existing people it is
difficult to do anything.."

He appeared critical of his training at the university.

He argued that even the possibly useful courses are crammed

with a lot of theoretical information such as Methods of

Teaching and Educational Aids and possibly the Curriculum

course.

"..Educational Aids, Curriculum and Methods of
Teaching could be integrated in one subject
which focus only on what is useful for science
teaching.. ..we want for example, to know how
to conduct the school experiments.."

Other subjects did not seem to be regarded as useful.

"..They are wasting our time by studying
irrelevant information, which we memorize and
forget.."

Further, he also said that the amount of science

subjects studied is not enough, time should be given for

studying more science.

During teaching practice and at the end of teaching

practice, one can see two things. First, the

student-teacher seemed to be concerned with his impact on

his pupils, but really with what could be termed as

self-concern. Being well prepared and the fear of pupils'

questions can be seen as an indicator of such kind of

concern.

"..you have to be well prepared in case pupils
might ask you questions.."

Further, the blame for not being able to make pupils

understand what he was teaching, is directed towards the

poor background knowledge of pupils and their apathy, and

towards the administration who are not supporting the teacher with a firm policy.

> "..if a pupil comes later and you rejected him.. ..the administration should not try to persuade you to take him in.."

Second, owing to the nature of teaching practice, the student still feels that some of these difficulties are due to the nature of this setting where he is still considered as a trainee and not a teacher.

> "..your teaching is not considered seriously by pupils, teachers, school administration.. ..it will be different next year.."

Thus, he appeared to be optimistic as before, particularly in terms of his enthusiasm to change and improve the situation in the school he was thinking of running.

> "..we will show the pupils the difference.. ..we will teach them and not just pass them.."

> "..give pupils the time to ask.. ..go with them on trips..etc.."

Generally speaking, his hard and firm views regarding pupils and schools in general have been expressed quite explicitly at this phase.

> "..In the school I did my teaching practice in, the headteacher was educationally qualified.. ..he told the pupils that we (the students) are teachers.. ..he is firm.. ..one day I saw him walking with a stick.. ..I asked him why are you carrying it.. ..he said that the school would not function without it.. ..I think it is true.. ..the other day he was not in the school and consequently it was in chaos.."

During teaching practice, the student did not refer to the supervisor except with dissatisfaction:

> "..He comes to observe you.. ..do not expect help from him.."

He commented that first his fellow student-teachers were frequently referred to.

> "..we are all facing the same problems, so we tend to discuss and help each other.."

Pupils were also considered as a source of help particularly those who have the desire to learn. The administration was also considered as good because it was firm, supported the trainee, and made pupils respect the trainees.

> "..I found help from the pupils in that they responded positively and wanted to learn.. ..some of them are apathetic. They do not care.."

> "..The headteacher told the pupils that we have power to affect their marks.."

With regard to the university training, his views at this stage were more or less the same as in phase one.

> "..no need for all the educational subjects except methods of teaching. The rest of the time should be given for studying science.. ..whatever useful and relevant in the other subjects could be added and integrated in the teaching method subject.."

In his first year of teaching, most of the concerns were the same, but more practically orientated. His complaints about school administration, favouritism, and poor level of understanding are still as in phase one. What is different is the sense of frustration particularly that coming from school administration and pupils. In other words, concerns related to his aspiration and hopes have faded away such as trying to know pupils' problems and activities to enhance pupils' understanding.

> "..You have no value. The headteacher does not believe you. He takes the pupils' view for

granted.."

"..The headteacher does not want any Yemeni
teachers.."

"..during the re-sit, we marked pupils' exams
papers. Some of them failed.. ..the next day
we found out that they were passed. There is
no sense of responsibility.."

Again with pupils, he seems now putting more blame on
the pupils than for instance in phase one.

"..Whatever you do, the stupid stay stupid.."

Some concern arises as a result of the new experience
such as truancy, class size, that the curriculum is too
long, and the possible help from parents regarding pupils.
Some concerns have been consolidated such as the tension
between him and most of the non-Yemeni teachers.
Inspectors were referred to with satisfaction, possibly
because, as he mentioned, the inspector was pleased with
him.

Further concerns which were unexpected included such
things as non-teaching responsibilities such as assembly
attendance, attendance registration, etc.

In short his first year experience seems to be reflected
in frustration and unhappiness.

"..You do not feel that you are treated as a
teacher with responsibility.. ..That leads you
to hate teaching.."

Inside the school, he seems to be interacting with two
of his friends, science teachers whom he graduated with from
the university, and the non-Yemeni laboratory assistant.

University training now is seen as before. Teaching methods is seen as useful, but only if the circumstances and the situation are supportive. He still maintains that the training should better reflect the Yemeni school situation.

Having followed the development of a few individual student-teachers' concerns, it might be useful to point out that the focus on the individual, in addition to confirming some of the general conclusions reported in relation to the group, also pointed out the different possible variation from one student-teacher to another.

Although individual cases showed the possible influence of biography, university, and teaching experience, yet the kind of influence and the degree of it might differ from one student-teacher to another. What might work as a socializing agent for one student-teacher might not work for another. Again, although there is a move from the general to the specific and immediate, as a result of experience in teaching, we nevertheless cannot generalize it to every individual. An individual for instance would talk about specific concerns though he had no teaching experience.

By focussing on the individual, we are more likely to see the change in concerns from one phase to another. For instance, according what is possibly and immediate at any one time might be concerned mainly with marriage and at

another time with postgraduate study, whereas at a third time might be concerned with job placement. In other words change in concerns is more noticeable with the individuals rather than with the group. Moreover, experience does not necessarily produce the same effect on all student-teachers. Further the individual cases indicated that Fuller's stages of concerns development are not necessarily followed by all student-teachers. One student without previous teaching experience did not show a dominance of self-concerns on teaching practice. In this respect it is clear that the focus on individual cases highlights the personal dimension and its contribution in the process of becoming a teacher so that, for example, a student-teacher with previous teaching experience nevertheless showed high self-concerns in the first phase.

CHAPTER 10

Conclusions

CHAPTER 10

Conclusions

10.1 Introduction

This Chapter is divided into three main sections. In the first section I have attempted to do three things: firstly to summarize very briefly the research findings, pointing out the stability and change of student teachers' concerns as they become science teachers. Secondly, an attempt was also made to understand the process through discussing the different sources of influence, and their association with the different student-teachers'/ beginning teachers' concerns. Thirdly, where appropriate, I tried to relate the research findings to some of the theories connected with the process of becoming a teacher.

In the second section, on the basis of the research findings, I have tried to offer recommendations to improve both the teacher training programmes and the process of induction of the new teachers to the teaching profession. In the third section, a few areas were suggested which seemed to require further research.

10.2.1 The summary of findings:

In this section I shall attempt to discuss the stability

and change of student-teacher concerns as they become teachers. Having considered the concerns and their development through the process of becoming a teacher, we can conclude that most of the concerns of science student-teachers as they become teachers remain stable. For instance, teaching method, teaching aids, professional status, salary, teacher-pupil relationship, subject mastery and others were referred to across the different phases. This seems to reflect the fact that student-teachers are experiencing such concerns in one way or another before and after training through what might be termed as first and/or second hand experiences, particularly with respect to the more general concerns.

However, some concerns were referred to by fewer student-teachers as they became teachers. Salary, professional status, and extra-curricular activities were mentioned by fewer student-teachers as they moved from one phase to another until becoming teachers. By contrast, pupils' problems and manners, class control, class size, home-school relationship and others were referred to by more student-teachers as they moved across the different phases. While most of the concerns were referred to across the different phases, some concerns were found to emerge or disappear. Job placement, inspectors, and time appeared to emerge as a result of experience and approaching the job. Graduation, apprehension and general comments seemed to disappear as student-teachers became teachers.

There was a noticeable shift in relation to some concerns as student-teachers moved towards becoming teachers. This was reflected in the move from commenting generally, and to some extent abstractly, and sometimes vaguely and briefly to more elaborated, specific, context-related, practical, and more confident comments. Among these concerns were: Ministry, school administration, curriculum, pupils' problems and manners, class control, home-school relationship, and class size. For instance instead of criticizing the school administration in general terms and attributing that mainly to the shortage of educationally qualified headteachers, they started (as they came into contact with school adminstrations) to refer to and comment on more specific matters such as time tables, teaching loads, administrative tasks and so on.

Further, at the same time as one noticed the stability of concerns generally and of some aspects of the way these concerns were discussed, one was likely to notice a shift during the process of becoming a teacher in the substance of the views expressed as they gained more experience of the teacher role. This was apparant, for example, in relation to attribution of blame, coping strategies, explanations, expectations, or criticisms, or in a move from discussing general concerns to specific concerns. The attribution of bad school administration to the lack of educationally qualifed headteachers, which was reported in the first phase

was almost unnoticed in the other phases. Advocating soft, flexible and brotherly attitudes towards pupils in the first phase was less pronounced in phases two and three and almost disappeared in the first year of teaching. Further examples related to expectations or less informed discussions of pupils' problems and manners, teaching aids and curriculum.

The way in which student-teachers in phase one expected pupils to behave was not the way in which they later found them in fact to behave. Their expectation about teaching aids in phase one was slightly different from what they found in phases two and three, and again that varied widely in the first year of teaching. Student-teachers' criticism of the irrelevance of science text books to the Yemeni environment were found to be significantly different in other phases as they came to know the newly developed Yemeni text books.

Concerning the attribution of blame, the shift was more clear in relation to some of the concerns. Among these were: teaching method, teaching aids, teacher-pupil relationship, pupils' problems and manners, class control, and home-school relationships. In the first phase, in addition to others, the class teacher used to be blamed. During teaching practice, blaming others such as school administration and pupils increased, but also problems were attributed to the nature of the setting of being a student-teacher. In other words, student-teachers were still optimistic in improving the situation when they got

their job. In the first year of teaching the teacher and the nature of the setting were hardly mentioned and the intensity of blaming others increased. Blame was directed towards different others, upwards and downwards, depending among other things on the kind of concern, and possibly on the teacher's status in the school (i.e. teacher or administrator). Blame could be focussed on pupils, school administration, class size, school and classroom environmout the home, the inspectors, the unavailability of teaching aids and so on. This change in blaming patterns seemed to be associated with a shift in the perspective they were talking from. Generally speaking, in the first phase, student-teachers were talking in relation to some concerns, from a pupil's/student's perspective and as they started teaching they moved towards talking from a teacher's perspective. This was certainly evident in the way in which they discussed school administration, teaching method, teacher-pupil relationship, pupils' problems and manners, and class control.

Relevant to pupil and teacher perspectives are notions of idealism, optimism, and enthusiasm. The discussion of the nature of teacher-pupil relationships in relation to beginning teachers' concerns such as teacher-pupil relationships itself, class control, school administration, and teacher-teacher relationships, showed the shift away from the more ideal brotherly relationship and away from enthusiasm and optimism about realizing it in practice.

Idealism was not so strougly expressed during teaching practice, and the sense of optimism was less clear. This could be seen in the disappearance of the general comments category, the way the beginning teachers discussed curriculum, its relevance and teachers' freedom in using it and the discussion of extra-curricular activities. Furthermore, the sense of enthusiasm and optimism were seen to be diminishing as student-teachers became teachers, particularly in the first year of teaching. This should not be understood to mean that the sense of idealism, optimism and enthusiasm were lost completely. 'Brotherly relationship' for instance was still advocated by a few beginning teachers. Firm measures against pupils were also found by a few beginning teachers to be unsuccessful. Thus although the diminution of optimism and enthusiasm of most student-teachers as they became teachers was noticed, the research did not suggest that it is inevitable. However, the maintenance of a sense of idealism optimism and enthusiasm appeared to be associated among other things, with a good relationship with the headteacher, and encouraging and sympathetic attitudes from the Ministry of Education, the Regional Education Department, school adminstration, and Inspectors. The concern with Teaching Methods could be taken as an example to reflect what was said earlier. As a concern it was referred to across the different phases by the majority of student-teachers and beginning teachers. However, the pupils' perspective is clear in phase one while the teachers' perspective is quite

clear in phases four and five. In phase one, from a pupil's perspective, student-teachers were criticizing the existing methods of teaching and were enthusiastic and optimistic about improving the styles of teaching when they started teaching, and a major element of the blame for bad teaching methods in the Yemeni schools was given to the teachers. As they moved to teaching practice, blame on the teacher seemed to disappear and the main new target of the blame was the nature of the setting which treated them as practising teachers and not as competent teachers. However, the sense of optimism although deminished, was still evident. In the first year of teaching, while various others were blamed as in the teaching practice period, more blame appeared to be laid on pupils and the school administration.

On the basis of student-teachers' comments in phase one, it seems that the impact of their schooling and university education support each other in relation to teaching concerns which reflect the pupils'/students' perspective. The university impact in this respect appears to be in two different directions. Educational courses support the pupil perspective, the actual experience of student-teachers with their lecturers reflects a lack of implementation of such ideas in the university situation. Although these two experiences, practical and theoretical, seem to be opposing each other, in reality they both seem to support the pupils' perspective at this period.

The association of the shift in perspective with the shift in status could also be seen in the different nature of the arguments of the few beginning teachers who were given administrative posts. It was found for instance that they directed blame differently. As was reported earlier, a teacher who was at the same time holding an administrative post was partly putting the blame on to teachers and parents.

The most evident shift in the group was the shift towards the hardening of attitudes and adoption of firm measures and strategies against pupils. This was reflected in their discussion mainly of teacher-pupil relationships and class control concerns as well as school administration and teaching methods. Instead of a few student-teachers (in phase one) contemplating the use of firm measures and strateges occasionally, it seemed that firm measures were advocated progressively more as students moved from one phase to another, to the extent that only a few beginning teachers advocated soft measures and only occasionally.

It was also noticed that the student-teachers/beginning teachers self-concern, reflected partly by the state of nervousness about confronting pupils and controlling them, the concern about pupils' respect for the teacher, the fear of supervisors during teaching practice and of pupils questions in relation to their specialization subjects during teaching practice and in relation to their

non-specialization subjects in the first year, seemed to diminish as they gained experience in teaching. However, these particular concerns do not take long to disappear. For instance, the major justification for using firm measures against pupils during teaching practice was to make pupils respect the teacher, whereas by the beginning of teaching tough measures have come to be seen as beneficial for pupils; and more emphasis seemed to be given to accomplishing other aims, such as to overcome pupils' absenteeism and their apathy, to get them to do their homework, and even to make them understand. Apprehension had also disappeared by this time.

10.2.2 Socializing Agents

First, it should be noted that as reported earlier the influence of a particular agent depends among other things on the type of concern. While, for instance, the science lecturer has an influence on the concern of subject mastery, you find pupils have an influence on the teachers' decisions regarding class control or pupils' problems.

Generally speaking, the influence of most of the agents such as lecturers, supervisors, teachers, practising teachers, headteachers and inspectors across the different phases seems to be associated with the nature of the relationship between them and the student-teachers/ beginning teachers. As reported in the previous chapters on the research findings, these different agents appeared to

have influence if they have more in common with student-teachers/ beginning teachers and if they are not arrogant or snobbish or perceived as such, do not represent a threat, interact informally, share the same problems or initiate the help and respond to the needs felt by student-teachers/ beginning teachers in the different phases. Further, because it was found that the actual behaviour of the agent has an influence in relation to some concerns such as teaching methods, teacher-pupil relationship and others, it appeared that it is important that the agent ought to practice what he says. Moreover, he should be trusted and should make one feel at ease to talk to him. Such kinds of qualification for being an agent was found to apply mostly to student teachers'/practising teachers' friends during the teaching practice and to some teachers during the first year of teaching. In short, the significant influence appeared to be associated with the nature of the relationship with the agents.

However in this research, student-teachers and pupils could be seen to represent important socializing agents during teaching practice; and pupils and headteachers during the first year of teaching, in the process of becoming a teacher.

Hence, one does not find support for other research findings which indicate the significant influence of both supervisors and co-operating teachers during teaching

practice. Supervisors were perceived as a threat and at the time of the research there was no system of a co-operating teacher as viewed and defined by other researchers. Student-teachers seldom met and interacted with other school teachers. Most of their time used to be spent among themselves.

A superficial influence was noticed in concerns related to some agents, namely supervisors during teaching practice and inspectors during the first year of teaching. As reported in the previous chapters, student-teachers/ beginning teachers tended to comply sometimes with what was required by supervisor, inspectors, and those with evaluating power, without internalization. Thus, in this research lecturers, supervisors, inspectors and to a lesser extent headteachers have not shown a significant influence on student-teachers/ beginning teachers. (However some individuals among those agents showed influence.)

The kind of superficial influence which was noted could be called as Lacey (1975) called it, 'Compliance Strategy'. This was evident in the superficial increase of emphasis on concerns such as teaching aids, and class control which does not necessarily reflect internalization. This increase in emphasis reflected the perceived expectations about what is required of them by people who have evaluating power.

In general, it appeared that the expectations of people who have evaluating power might be internalized and acted upon; internalized but not acted upon possibly due to constraints; not internalized but conformed to superficially; or not internalized and not conformed to, which was rare. This, however, depends on the kind of action expected, where, when, by whom and whether there are people within the school to support or oppose this kind of action.

Furthermore, the research did not support the deterministic view of student-teachers/beginning teachers as 'empty vessels', and seems to support in this respect Lacey (1975), Friebus (1977) and Goodman (1985). Rather, the research indicates that student-teachers/beginning teachers played an active part in their own socialization. Even if they showed conformity in certain circumstances regarding some concerns which mainly related to teaching in the school, the findings appeared to show their latent resistance which might be disclosed to their friends in or out of school. Some of them in fact acted on their own beliefs.

10.2.3 Discussion

The issue of stability or change cannot be explained in terms of any single factor or agent, though a particular factor sometimes might be prominent in relation to a particular concern, from time to time, and from context to

context.

In discussing the different possible influences on student-teachers/ beginning teachers' concerns, it should be pointed out at the outset that it is a difficult and complex enterprise. To answer the questions of what are the influences, what are their sources and what are the roles of each or all in influencing concerns and their development in the process of becoming a teacher, seems to be difficult.

The research showed that the answer will depend on the kind of concern, the situation or context, the person (as clearly shown by the individual case studies), and the time.

It is difficult to single out one particular influence in relation to one particular concern. Nevertheless, one could on occasions see the dominance of one particular influence in relation to a concern; whereas another concern might be the result of a variety of different influences interacting in a complex way.

Again, as the research showed, some concerns may date from a long time ago, probably as early as childhood; whereas others emerged belatedly at the beginning of the first year of teaching. For instance, concerns about teaching method or class control may have originated during the time of being a pupil; whereas teacher-pupil relationship or home-school relationship might have reflected experiences including being a son and how parents

treated him. The concern with inspectors clearly appeared in the first year of teaching.

Another point to make is that the source of influence could be a first hand experience of what the student-teacher/beginning teacher observed or did, or a second hand experience, that is what he/she heard from other professionals or non-professionals.

In short, the student-teachers'/beginning teachers' concerns are in a way cumulative and appeared to reflect their lives in general, though sometimes reflecting the dominance of the influence of a particular source and/or a particular period of their lives such as when they were pupils, students, practising teachers, or beginning teachers. In this process there is stability as well as change.

To take as example concerns such as teacher-pupil relationship, pupils' problems and manners, and home-school relationship, these were seen to reflect different influences at different times of the research subjects' life. The sources of influences reported earlier such as their lives as sons and daughters, as pupils in schools, as citizens, as students in the university reflecting both the courses they studied and their actual relationship with their lecturers, as primary teachers, as practicing teachers reflecting the influence of different agents among them

mainly pupils and school administration, and lastly as beginning teachers.

Other concerns, instead of starting from the time as a child, may start from the time as a pupil, like teaching method, teaching aids and curriculum. Furthermore, such concerns and other concerns such as inspectors, school administration, Ministry, professional status could be taken to reflect the influence of two different sources which I termed as first and second-hand experiences.

Experiences, as can be inferred from the findings, would involve interaction with others in or outside of the school, professionals or non-professional, formally or informally and consciously or unconsciously. This also includes communication and/or observation: observation of people or physical conditions. Further, it includes what is said to the person, what is expected of him or her, and what is perceived by him or her as expected from various sources.

Regarding some concerns, it was noticed that the influence depends, among other things, not only on experience but also the kind of experience or situation such as, in the case of teacher-teacher relationship, how it changed from the time of teaching practice to the first year of teaching. Student-teachers' responsibilities, demands, status and so on during teaching practice were somehow different from that of first year teaching. These different

kinds of situations have resulted in different kinds of influence being observed in relation to some concerns such as teacher- teacher relationships where a change was noted between teaching practice and first year teaching.

Student-teachers were seen to move from the general to the particular, specific and context-related or in other words to what is salient and immediate at the time of being questioned. This could explain the emergence or the disappearance of some concerns such as ´general comments´, ´graduation´, and ´job placement´. Some concerns highlight more the time at which student-teachers were questioned, such as ´graduation´ and ´job placement´. Thus, what is salient and immediate at the time of asking seems to be potentially important in explaining the concerns expressed at different stages. In addition to this, it is also important to consider what is latent, such as the case of the apparent decrease in the number of those who referred to ´professional status´ and ´salary´. This was evident from first year teachers when they were reminded of these two concerns if they did not refer to them; they used to respond in a pessimistic way that talking about these concerns did not lead to any improvement. In short, in studying the development of teacher concerns, there should be taken into account the personal, the situational or the contextual factors, and the time at which these concerns were studied.

It might be worth noting that some concerns seemed to be

associated with what could be termed as 'subject culture' 'rural urban distinction and 'gender roles within the culture'. 'Subject- culture' could be seen reflected in the way student-teachers/ beginning teachers talked about for instance, 'teaching methods' and socializing agents, as previously discussed. Rural/urban distinction could be seen reflected in relation to, for instance, talk about the Ministry, school administration, home-school relationship, teaching aids, as discussed in the previous chapters. 'Gender roles within the culture' was clearly reflected in the way they talked about 'salary', which female student-teachers/beginning teachers did not see as of great concern to them.

10.2.4 The Theoretical Conceptualization of Stability and Change: A Comparative Discussion

In discussing the impact of pre-training, university training, and teaching, the research findings appeared to indicate the effect of all these different stages in the process of becoming a teacher, depending, among other things, on the person, the situation and the different kinds of possible experiences and agents in each situation at a particular time, and the kind of concern.

What Lortie (1973; 1975) termed as 'biography' to include the effect of one's life before training, mainly the life as a pupil, appeared to have an impact in relation to some of the teachers concerns.

Researchers have differed in their arguments as to the extent of the university effect on student-teachers' attitudes, perspectives, concerns, etc. This research started when student-teachers were in the third year, i.e before teaching practice. At this phase, although there was an impact, it seems that it was not as great as Butcher (1965) and others had indicated. However, the research indicated the informal influence of the university and to a lesser extent the influence of the courses. The informal influence is represented here by student-teachers' actual experience, observation of and interaction with their lecturers. The effects of what was taught and of what was practiced were not necessarily directed toward a common goal. Generally speaking, it appeared that their effects were mostly in opposite directions which created, at least in some of the student-teachers' minds, a lack of trust and confidence in what was taught theoretically. In other words, the courses seemed to support in a more elaborated version the pupils' perspective dating from when student-teachers were pupils, whereas lecturers' actual behaviour, usually contradicted it. In general the research seems to indicate, in addition to the accumulated effect of pre-training experience, the influence of university training, especially the informal influence. This seems to support Cheong (1974) and others who pointed out the important influence of lectures' behaviour in the process of teachers socialization.

Although stability was the general picture for the development of teachers' concerns during the teaching practice part of the teachers' training programme, there appeared to be a shift in the conceptualization and more particularly in the strategy in relation to some concerns, namely concerns of relevance to classroom teaching. As reported earlier, there is a move from the general to the specific in the conceptualization of concerns. This is also reflected in the differences indicated in phase one between student-teachers with previous teaching experience and those without, particularly in relation to some concerns such as Ministry, curriculum, pupils' problems and manners, class control, and class size, which diminished in the later phases.

The findings of this phase seem to support Lacey ((1977), Gibson (1976) who pointed out the idea of 'survive and play safe' or what I termed 'Mind your Grade' with its operational rules. Shipman's 'impression management' and Lacey's 'compliance strategy' are supported. Again, the clear shift noted during teaching practice from a pupil's perspective to a teacher's perspective in relation to some of the concerns seem to correspond somewhat to other researchers' concept of Pupil Control Ideology (such as Hoy and Rees (1977)). The research also seems to support the importance of informal influence as described by Lortie (1975) which could be reflected in, for instance, the

agent's values and attitudes expressed 'concretely' (referred to partly by Mahan (1978)), or the student-teacher's/beginning teachers' informal interaction with others as referred to by Marsland (1970).

Poole and Gaudary (1976), and Friebus (1977) seem to be right in their emphasis on the significant influence of pupils during teaching practice which is seen in this research particularly in relation to coping strategies mainly in the concerns related to classroom teaching, where the shift was clear as the research showed.

However, their argument that peers during teaching practice were of no value cannot be supported. On the contrary, friends who were fellow trainees played an important part, possibly owing to the more frequent meetings, discussion, observations and co-operation with them, and having more in common with them. Co-operating teachers seemed to have little if any influence. This might be due to, among other things, the preconception that help was not expected, science teachers' attitudes and behaviour towards practising teachers, infrequent meetings and so on.

Further, the influence during teaching practice or at any phase cannot be restricted to university or school. In and out of university and school, professionals, non-professionals and wider society influences could be included, as the findings indicated, particularly when

general concerns are discussed. This seems to support Cheong (1974), Friebus (1977) and others who asserted that non-professionals can have an influence.

Again, moving to the first year of teaching, working as a teacher appeared to have an influence, though the general picture of stability could be seen. The shift which took place during teaching practice seemed confirmed in the first year. The change noticed during teaching practice continued in the first year, as discussed in chapter seven. 'Technical constraints' influences referred to by Zeichner and Tabachnick (1985), which include resources and the environment of the classroom seem to be important when coping strategies in relation to some concerns like teaching method, class-control and the like are considered, rather than the concerns themselves. Furthermore, the non-deterministic view of change reported by Lacey (1977), Friebus (1977), and Goodman (1985) was strongly supported here in that beginning teachers referred to themselves as the first and last to refer to for help, indicating the active role each plays in his/her socialization.

Lortie's emphasis on no impact from the university cannot be taken as proved. Generally the view of a great impact of the university was not supported. Teaching experience, in general, whether before training, during training, or in the first year of teaching has an influence, but not on all concerns. The view that the university and

the school play the same role cannot be confirmed. In short, no single view or school of thought reported in the literature could be confirmed or refuted in totality as valid in relation to those becoming science teachers in Yemeni schools.

The shift which started during teaching practice and continued in the first year of teaching seems to reflect many different things interrelated in a complex way. Among these were: the dichotomy and contradiction between theory and practice and formal and informal aspects of university training; the lack of practical relevance to reality in the university training and the lack of realistic information; the attitude of the Ministry and the behaviour of the Ministry and Regional Department of Education behaviour towards teachers in general and beginning teachers in particular; the attitude and behaviour of school administration and headteacher in particular; the unsympathetic attitude and behaviour of science inspectors; the attitude and behaviour of pupils and parents; the numerous teaching and non-teaching tasks and the lack of support and sympathy from the various educationalists, concerned with beginning teachers; such as Ministry and Regional Department of Education officials, inspectors and school teachers, the different technical constraints faced; the change in status; the concern about self, particularly at the beginning; their dissatisfaction with the teaching profession brought in before training and so on.

In the light of the findings of this research Fuller's conceptualization of the process of development of teachers' concerns cannot be accepted as fully valid for this context. First, the move from self-concerns to task concerns was noticed with most student-teachers though with variation from one student-teacher to another. The self-concerns were seen to be pronounced during teaching practice and more particularly at the beginning. However, it should be noted that while self-concerns appeared to be inevitable, they could be minimised, and the period for which they were important could be shortened if, among other things, support, sympathy and confidence-building were attended to by all those who come in contact with practicing and beginning teachers. The system of teaching practice, supervision and grading seems to be partly reponsible for perpetuating self-concerns.

Fuller's 'task concerns', although there in the first three phases, appeared to dominate in the last phase of this research. The research findings indicate that 'self-concerns' were high at the beginning of the teaching practice and started to diminish, while 'task concerns' started to increase and became dominant in the last phase. On the other hand, the findings of this research seem to support both Felder's (1979), and Adams' (1982) doubts about Fuller's argument about 'impact concerns'. 'Impact concerns', as this research showed, existed in all different

phases, through the emphasis on pupils´ understanding and welfare, but as student-teachers experienced teaching the ´impact concerns´ moved from an ideal form to a practical form associated with directing the blame upwards and downwards within the education system. This research, however, did not generally show reversion to the ideal advocated before teaching experience though it showed stability of the ideal in some aspects such as dealing with pupils in brotherly manner, in relation to a few student-teachers.

10.3 Recommendations

The following recommendations are based on the research findings which in turn are based on student-teachers´ thinking as they become science teachers in the Yemen. The recommendations are relevant mainly to three institutions: the university, the Ministry of Education, and the schools. On the one hand, they reflect student-teachers´ concerns as they become science teacher On the other hand, they aim to improve the quality of teacher training as well as improving the induction process of the new Yemeni teachers into the teaching profession.

1. The university training courses should attempt to bridge the gap between theory and practice. The reality of the Yemeni teaching and teachers should be reflected in the student-teachers´ training. Further, student-teachers´

felt needs at the different stages which form the process of becoming a teacher should be recognised and dealt with. This might demand carrying out research such as the present study to develop critical grounded theory. Again this in turn would require co-operation between university lecturers, inspectors, school teachers and other educational personnel. This should yield at least general outlines for all of them to work co-operatively within this framework. Otherwise different sources of influence will result in possible conflict and confusion.

2. More emphasis should be given to subject mastery in general and on what is included in the school science syllabus and the relevant experiments in particular before student-teachers leave the university. This would partly improve the student-teachers' self-confidence which is a major feature in student-teachers'/beginning teachers' self-concerns.

3. An attempt should be made from the side of the lecturers to be consistent with what they teach. In other words, they should try to bridge the gap between the content of the educational courses and their actual behaviour and teaching. Lecturers should not stop at the level of talking about what ought to be done ideally, but also about what is there, what is feasible and possible within the present circumstances, and how practically

these could be improved. It ought be noted that this will require the lecturers to be well acquainted with the realities and practicalities of teachers and teaching in the Yemen. They will then be able to address student-teachers' concerns about what are seen by student-teachers as relevant issues for their training as teachers.

4. The lack of information from well informed sources is partly responsible for the unrealistic expectations and attribution. It was found that beginning teachers did not even have knowledge of what exactly is required of them by the different people with or for whom they will have to work, that is, about their rights and responsibilities. For instance, most of them, if not all, were expecting to teach in secondary schools, but in practice some of these had to teach in preparatory and even in primary schools. Moreover they reported that they had to teach subjects that they had not been prepared for. For the sake of a smoother transition student-teachers should be well informed so as to develop more realistic expectations about the Ministry, the inspectors, the Regional Department of Education, the school administration, the teacher, the pupil, the school in general, and the home. This requires the co-operation of all educational institutions.

5. To maximise the benefits to student-teachers from teaching practice, the following steps should be taken:

-The experience should be carefully planned and arranged in co-ordination between the supervisors, school science teachers and school administrations, and also the practising science student-teachers.

- The experience should be lengthened and the chance of teaching more lessons should be increased in both preparatory and secondary schools.

- All involved personnel should seek to understand the student-teachers' concerns at this stage and help, support, and show understanding and sympathy. Headteachers, school science teachers, supervisors and others should interact with student-teachers informally in ways which reflect an understanding of their concerns, and indicate no arrogance. They should maintain pupils' respect for the student-teachers and should interact in a way which cannot be interpreted as mockery or threat. More frequent interaction with school science teachers is particularly important.

- Due to the possible significant support and help student-teachers can get from their practising teacher friends, a proper arrangement and encouragement for student-teachers to interact more frequently, observe each other and help each other is needed; leaving the choice for student-teachers to interact with whomever they like.

- It should be noted that although the teaching practice proved to be useful to student-teachers in introducing them to the reality of teaching, nevertheless it cannot be taken as a simulation of teaching in the first year of teaching for the following reasons shown by this research:

i. Each student-teacher taught in one school and schools vary from each other in several ways, such as, facilities, headteacher, teachers, pupils and so on. As a result, different student-teachers in the different schools build different expectations.

ii. However one tries to optimize the similarities between teaching practice and real teaching, one would find it difficult to do so. The position, and other people's perceptions, of the practising teacher is not that of the teacher.

iii. The demands of the two situations are somehow different. In the first year of teaching beginning teachers encountered unexpected things like teaching subjects other than their own specialization and they have more non-teaching responsibilities. Moreover, the time of teaching practice despite its many benefits is a time of searching for a grade. Furthermore, new specific concerns appeared for beginning teachers, such as their teaching loads.

These differences should not be exaggerated. On the other hand knowing these differences should help us to optimize the similarity. A well planned and organized programme for teaching practice involving supervisors, the school administration, and teachers should be prepared, to induct the would-be teachers to the profession humanely. As the research showed, theoretical education courses will not be sufficient to overcome their self-concerns unless actual teaching, as in such a well planned teaching practice, is experienced.

6. It appeared that the first year of teaching is full of demands upon the teachers. First of all, it is a new situation, and the new teachers appeared to be poorly informed regarding some matters. Also, everything is made more demanding because at the beginning at least the teacher is still concerned with himself. The inspectorate, the headteacher, and even pupils seem to be expecting the new teacher to act like any other experienced teacher: teaching a number of classes of large sizes at different levels and sometimes in different subjects; submitting monthly evaluation reports for all pupils about their academic progress, based on oral and written exams, and behaviour; lesson preparation; keeping pupils' attendance records for each lesson; marking pupils jotters; performing non-teaching tasks such as attending the morning assembly, supervising classes and so on. All of these demand a lot of preparation for which the beginning teachers might spend the whole evening till midnight. The next morning he should attend the morning assembly and stay in the school till the end of the school day. This inevitably will have its effect on the teacher psychologically, and on the quality of teaching. Moreover, some of them, owing to insufficient salary, might be working in the afternoon.

Demands on the new teachers, therefore, should be kept to the minimum at least at the beginning so as to induct them to the teaching profession smoothly and humanely as well as helping them to overcome their self concerns in as

short a time as possible. This also requires that all different agents like lecturers, supervisors, headteachers, teachers, inspectors, Ministry and Regional Department of Education officials and whoever deals with student-teachers/beginning teachers ought to respond to, sympathize with, and initiate help for beginning teachers' felt needs and concerns which might differ from time to time and from one context to another. Further, they should interact with beginning teachers in a friendly and informal way.

7. In addition to the general dissatisfaction of student-teachers with the prospect of a career in teaching which reflected the impact of their life before training, it appeared that their experiences at the university and more particularly from the time they began the process of seeking a teaching post till they were placed in school, seemed to confirm and consolidate this dissatisfaction. Different factors contributed to this outcome which have financial, social, and psychological roots. This should be rectified. Teachers' concerns should be met and fulfilled, so that they are moved to think about the quality of teaching instead of for instance thinking about finding part-time jobs to improve their financial situations.

Beginning teachers, generally speaking, encountered many problems and discouraging attitudes particularly from educational personnel at all levels starting from the

Ministry, the Departments of Education and ending with school administration, mainly from the time they graduated till they were placed. The difficult and lengthy nature of the process of getting employment, the discouraging attitudes expressed by ministry officials, Departments of Education officials and headteachers expressed in receiving the new teachers, and the difficulty in placing in the area he preferred all are reflected in the frustration of the new teachers. This period of time, from graduation till placement is very crucial. As such, the employment procedure should be made easy. Priorities in job placement should give the new teacher preference.

More attention should be given to rural schools and particularly their new teachers. Beginning teachers who teach in rural schools thought they were forgotten to the extent that they could not get their rights such as their salaries, promotion, teaching facilities, teaching materials, etc.

In addition to the need on the part of the Ministry for paying more attention to teachers' concerns like salary, promotion, accommodation and the like, the mass media ought to point out the important role that teachers play in the country's development particularly in a country which has traditionally appreciated teachers and scholars, and ought to be directed not only to the relatively uneducated masses but also to the more educated strata of the society who

according to student-techers, also needed convincing of this.

However, the experience of a few beginning teachers showed, particularly in rural areas, that the good status of the teacher seemed to stem from the kind of interaction and behaviour in which the teachers engaged. As a result, both the state and the teacher have a responsibility towards improving the status of teachers which seems important for increasing the number of Yemeni teachers and improving the quality of education. The Ministry should show appreciation of the teaching profession in terms of responding to the material, social, and psychological concerns of teachers. On the other hand, the teacher should know that his teaching and behaviour in and out of the school play an important part in establishing his status.

The relationship between the beginning teachers and headteachers is of high importance. It seems to represent an important step in the success of the beginning teachers' career. This could be seen in the way the beginning teacher was received, listened to, consulted, trusted, respected, the extent to which his decisions were supported, sympathized with, and his concerns considered. The school administration, and the headteacher in particular should be sensitive to such kind of concerns and also to make minimum requirements and demands to enable the beginning teacher to overcome the pressures of the first year of teaching.

Things like a smaller teaching load, a smaller number of levels and subjects to be taught, and less non-teaching tasks ought to be cosidered at least in the first year of teaching.

10.4 Suggested Areas for Further Research

In this section, it is aimed to outline some of the areas which would require more investigation, taking into account the distinctive education system in Yemen as well as the social and economic context. However, it is assumed that a better understanding of the process of teacher socialization in any context at a particuler time would help us in improving the quality of teacher training as well as providing reliable information for the policy-makers and all concerned with addressing the issue of quantity and quality of teachers in particular and education in general. Some of these areas are as follows.

1. Having investigated the teachers' concerns generally, more research is needed to explore more fully each of several sets of a few inter-related concerns during the process of becoming a teacher in an in depth way. For instance, Teacher-Pupil Relationship, Pupils' Problems and Manners, Class Control, Class Size, School-Home Relationship, and possibly a few others seems to be inter-related. Doing this will broaden our understanding of what happens in the process of development of the teachers' concerns. Further, it will

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inform both the developers of teacher training programmes and also the policy makers.

2. More research is needed in the area of socializing agents, both inside and outside of educational institutions. However, it is not enough to find whether an agent has an influence or not, but it should also find out when, how, and under what circumstances such an agent would have an influence on the particular concerns of student-teachers/ beginning teachers. More generally, any future research in the area of teacher socialization should attempt to answer how this process takes place, by being able to investigate and relate answers of who (personal dimension), where (the situational and contextual dimension), and when (the time dimension).

3. The research has shown the importance of the nature of the relationships between the different possible agents of socialization with student-teachers as they become teachers. Thus, more research is needed to investigate in depth the different types of relationships and their consequences on both the process of becoming a teacher and in turn on the teaching learning process. For instance, Student-Lecturer, Teacher-Headteacher relationships and others were found to be crucial in the process of becoming a teacher.

4. The last phase of this study was conducted in the first
   few months of the first year of teaching. It might be
   useful to follow up the science teachers to know the
   further development of their concerns.

5. This study focussed on and followed the process of
   becoming a teacher of student-teachers of science.
   Investigating other subject teachers and teachers in
   general might prove to be useful to draw comparisons
   which might be of value for both the Faculty of
   Education and the Ministry of Education.

In all of these research areas it seems important to
study both the group and individuals. Each highlights
different aspects; both are necessary and complementary to
each other. We need to study the group because we design
programmes and plan procedures both at the University and
the Ministry for teachers in general. Furthermore, people
do not live individually. But the study of individuals in
relation to the group is also necessary, to see what is
common and what is idiosyncratic, to help us in planning for
the group, and to be sensitive to the individual. However,
this will depend among other things on the kind of aspect
under investigation. The more in-depth study is needed, the
more restricted number of subjects the research demands. It
would be advantageous to select the individuals from the
same group sample.

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