RAISING STANDARDS
IN INITIAL TEACHER TRAINING IN PHYSICAL EDUCATION FOR PRIMARY SCHOOLS:
A COMPARATIVE ANALYSIS BETWEEN KUWAIT AND ENGLAND

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ABSTRACT

This study focuses on a comparative evaluation of initial teacher training for Physical Education teachers in Kuwait and in the United Kingdom. Survey data were collected from a questionnaire sample of trainee teachers (n=162) and an interview sample of teacher educators (n=11) to assess their views on current provision. The trainee and teacher educator samples were drawn from two institutions, the College of Basic Education (in Kuwait) and the I M Marsh Centre for Physical Education, Sport and Dance (UK). The purpose of the study was to evaluate initial teacher training provision for Physical Education in the two institutions with the main objective of investigating how Physical Education teacher training in the College of Basic Education could be made more effective and efficient.

Chapter 1 provides a general introduction to the study and sets out the research rationale underpinning it. Chapter 2 explores the two differing research settings. A review of relevant literature on teacher education and for Physical Education follows in Chapter 3, which also develops a theoretical framework for the evaluation work. Six key dimensions likely to have an important bearing on the effectiveness of initial teacher training were identified: (i) the curriculum, (ii) teacher educators, (iii) teaching practice, (iv) facilities and equipment, (v) admissions policy, and (vi) the relationship between the Ministry of Education and the training institutions. Chapter 4 addresses the considerations influencing the research design, and reports on the conduct of the fieldwork and data collection. The results are reported in Chapter 5 and discussed in Chapter 6, along with a response to the findings from high-ranking officials in the Kuwaiti Ministry's Physical Education Department. The final chapter draws conclusions from the study, puts forward recommendations on how initial training for Physical Education teachers might be improved in Kuwait. After acknowledging the study's limitations, suggestions for further related research are highlighted.

The study identified a number of weaknesses in current provision in Kuwait, warranting urgent remedy. First and foremost of these was the apparent mismatch between the primary-based training programme offered by the College of Basic Education and the likelihood that Physical Education graduates could find themselves appointed to intermediate or secondary sector schools. Various aspects of teaching practice arrangements were sources of concern, especially matters of supervision. The main recommendation was that an improved dialogue between the Ministry of Education and the College of Basic Education was essential to address the situation, with a view to improving the suitability of the training provided, and the status of (and provision made for) teaching practice. Suggestions for further research included a survey of recent College Physical Education graduates to assess their views, once they had begun their professional careers, on the usefulness and relevance of the training that they had received.

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Chapter One

INTRODUCTION TO THE STUDY

1.0 Introduction

This study focuses on fieldwork conducted in England and Kuwait to explore the views of teacher trainees and teacher trainers on initial provision made for physical education teachers. The opening chapter provides a general introduction to the study, by outlining briefly its context and purpose, why it was undertaken, the research rationale behind it, and by setting out the structure of the thesis.

A number of themes are, therefore, central to the context of the study. Apart from those relating to the specifics of physical education teaching, there are some themes that can be said to have equal validity regardless of a teacher's subject specialism/area of specialism. These are now considered briefly, as a prelude to a fuller discussion of them in Chapter 2. These include the importance of teachers, their qualities and attributes, expectations of parents, students and governments, and the importance of good teacher education and what this involves.

As a profession, teaching can be both demanding and satisfying. For children, teachers can be inspirational role models whose lessons last well beyond school. Publicity promoting teaching as a career, quoted the words of the British Prime Minister, Tony Blair: *"No one forgets a good teacher. We are passionate about education and I hope that many people who feel the same will respond to this message and join us to help raise standards."* (http://www.careerworld.net/hearticles/sl282a04.htm)

Teacher qualities and attributes are also recognised as important. For example, in their paper, *Education Observed*, Her Majesty's Inspectorate drew attention to the importance of teachers having,

> *"... such a personality and character that they are able to command the respect of the pupils, not only by the knowledge of what they teach and their ability to make it interesting, but by the respect which they show for the pupils, their genuine interest and curiosity about what pupils say and think, and the quality of their professional concern for individuals. It is only where this two-way passage of liking and respect between good teachers and pupils exists, that the educational development of pupils can genuinely flourish" (Her Majesty's Inspectorate, DES, 1985, p.3).*

For Kyriacou (1991), there were three important elements in teaching skills:

1. knowledge about subjects, pupils, curriculum;

2. decision-making, that occurs before, during and after lessons; and

3. action and overt behaviour by teachers to foster learning..

Capel (1997, p.1) provides a reminder of the complex of skills and professional judgement that teachers need to be able to exercise:

> *"There are basic teaching skills in which teachers require competence. Effective teaching also requires the development of professional judgement in order to be able to adapt the teaching skills to meet the demand of the specific situation, to take account of, for example, the needs and abilities of pupils, the space and environment in which the lesson is being delivered".*

The purpose of teacher education and training should thus be to produce professional teachers with good levels of theoretical knowledge and understanding, combined with practical skills, competencies and a commitment to teach to consistently high standards. Anayiat (1970) emphasised the importance of preparing teachers professionally so that they could achieve the best results possible. If schools were to achieve good results, it was dependent upon them having the right complement of teachers who had well developed teaching skills through their professional training.

Today's conception of teacher education stresses not only the matter of the skills that initial teacher training should develop in trainees but also allies this with an ongoing professional training throughout their teaching careers. In a world of rapid change, not least in the fields of knowledge and technology, teaching has become more complex, and with it the need for new skills and updated knowledge. Degree level initial teacher training courses aim to provide high quality theoretical and applied professional development with the purpose of producing teachers who are equipped to educate young people for lifelong learning in the 21st Century. Joyce and Showers (1988, p.23) emphasised the importance of the quality of teacher trainers and the conditions in which the training takes place to the successful outcome of producing good teachers:

> *"High-quality trainees can be marvellous learners if they are provided with high-calibre trainers under adequate conditions. Success breeds success".*

The State of Kuwait is committed to the provision of a good education for its young people. In his introduction to the Kuwaiti report to the 44th Session of the International Conference on Education in Geneva (Ministry of Education, 1994), Ahmad Al-Rubei,

Kuwait's Minister of Education and Higher Education put that commitment in these terms:

> *"Education is a national responsibility that is not less than defending the homeland against enemies. This means that the work in the educational field is required to be to the utmost of its zenith by all the teachers... " (Al-Rubei, 1994, p.3).*

Mr Al-Rubei also stressed the Ministry's recognition of the crucial role to be played by teachers in that provision,

> *"We believe that the teacher is the core of the educational process and the most important among its elements. We are in a bad need for assuring his/her social importance and modifying his/her financial position and providing him/her the healthy conditions for work" (Al-Rubei, 1994, p.4).*

Having considered briefly some of the broader themes of teaching and teacher training, it is now appropriate to give brief consideration to themes specific to physical education and teacher training.

Physical Education is arguably an important and active vehicle that contributes to the preparation for lifelong learning of young people by developing their physical skills to educate them and give them the ability to face life's difficulties. Heath (1991, p.4) suggested, *"PE has a most significant part to play in the healthy development and welfare of the individual primary child".*

Mountakis (2001, p.103) commented:

> *"Physical Education teachers have to concern themselves with the development of appropriate social and ethical behavior of their pupils while engaging in sporting competition and society at large."*

Referring to the World Summit on Physical Education, Hardman and Marshall (1999, p.20) suggested that it reinforced 'the importance of Physical Education as a life-long process'. Moreover, it was

> *"... particularly important for every child as articulated in the International Convention on the Rights of the Child. All children have a right to the highest level of health, free and compulsory primary education for both cognitive and physical development, rest and leisure and play."*

A paper distributed to Physical Education teachers at the I M Marsh Centre for Physical Education, Sport and Dance emphasised the major role to be played by physical education in achieving educational objectives. It contributed 'to the school curriculum by enabling pupils to perform reflectively with increasing physical competence and confidence in a range of physical activities and contexts'. It promoted 'physical skills and physical development, knowledge of the body in action, and positive attitudes to engagement in physical activity through a process involving planning, performing and evaluating'. It involved experiencing, learning about, and learning through, physical activity in a range of activity areas. These required 'different ways of thinking, selecting and applying physical skills' (I M Marsh Centre, 1999, pp.6-7).

1.1 Study rationale

The impetus for the present study came from the researcher's experience of teacher training in Kuwait and subsequently of teaching physical education in primary and secondary schools. The research problem was generated from that experience and could be said to derive from two main elements:

1. the initial teacher training curriculum: its content, delivery and evaluation;
2. the relevance of that curriculum to would-be teachers and to the schools in which they would later serve.

While these elements are germane to all aspects of teacher training, the researcher considered them to be of particular relevance in the context of understanding the situation of those undergoing training to become physical education teachers in schools in Kuwait. In consequence, many of the issues explored in the course of reporting this study are also of a generic nature. This was inevitable since physical education teacher training (or that of any other area of specialism) cannot be divorced from the wider training context in which it is provided.

The selection of physical education teacher training as the primary focus of the present study was justified, on two particular counts. Firstly, the researcher's own background and interest commended this approach. Secondly, in the particular context of Kuwait, one of the field centres for this research, there were a number of aspects about physical

education teacher training, of which the researcher had firsthand experience which he considered to be deficient. These emerged, as is presently explained, both from the teacher training programmes that he had undertaken and from his experience of working in schools.

1.2 Background to the research problem

The researcher completed a two-year teacher training programme at the Kuwait Institute of Education with a Diploma in Education in 1988, before becoming a primary school Physical Education teacher. While he was undergoing that training, the Institute underwent a name change, becoming the College of Basic Education. For those who subsequently enrolled, the previous diploma course was replaced with a four-year (eight-semester) degree level programme. Having taught for a year, the researcher returned to the College of Basic Education to enrol on the degree course to upgrade his teacher qualifications and to enable him to teach in the secondary school sector (for 14-18 year-olds). In any other secondary school subject specialism, it would have been possible to train at the Kuwait University College of Education. However, as it did not offer specialist physical education training, the only available training route open was the degree level primary physical education training programme at the College of Basic Education. Graduating in 1992 with a B.A., he subsequently worked for two years as a secondary school physical education teacher.

Thus it could be said that the research problem emerged during this period, 1986-1994. During this time, the researcher had undergone physical education teacher training under both systems (i.e. the diploma and the degree courses), and had taught physical education in both a primary and a secondary school. That experience suggested that there were a number of deficiencies in physical education teacher training, which warranted systematic investigation.

While on the diploma course, the researcher noted in particular, the shortcomings in curriculum content and teaching methods. They appeared to lack an integrated approach to teaching and learning and did not include any aspects of school administration or organisation. The curriculum, which should have emphasised how to

teach children skills and techniques, focused only on the performance of physical education skills. For example, during a football course, trainees were only taught soccer skills. It did not address how to teach these skills to children. The teaching methods used by the teacher trainers did not extend beyond the 'chalk-and-talk' approach. The trainers did not seem able to combine theory and practice in any meaningful way and of relating teaching approaches to children of different age groups or abilities.

Lectures on child psychology were largely confined to theory. The contributions of psychologists and educational pioneers like Piaget, Montessori, Froebel, and Skinner, were rarely applied to an education context. No attempt was made to relate psychological theory to what trainees might experience in the classroom. Similarly, methodology lectures were concerned more with methodology as a discipline, rather than practical tips on how this or that technique might motivate pupils of different age groups to participate meaningfully in physical education.

The College's Physical Education Department faced a number of particular problems with regard to its facilities. Apart from shortages of equipment including the hardware and software needed for Information and Communications Technology (ICT) to support delivery of the curriculum, there were no laboratories to address scientific topics, like, for example, physiology and anatomy. Because there were no appropriate indoor facilities, practical work could only be done outdoors, when the weather allowed. (This is discussed further in Chapter 2, which looks at the countries in which the two research settings were situated.)

On taking up their posts in schools, new entrants to the profession appeared to be deficient in some teaching skill areas, such as setting lesson objectives, lesson preparation, explaining to pupils how to develop particular skills, and dealing with pupils' behaviour. There also seemed to be a difference in how the Institute of Education (later the College of Basic Education) expected trainees to approach teaching and what the Ministry of Education expected of teachers in government schools. This was encapsulated in what the researcher had been told, on taking up his first school appointment, by a well-meaning and experienced colleague: "forget all you learnt at the

Institute". Although similar 'wise' words will have been offered to novice professionals in many walks of life, let alone teaching, this seemed to suggest to the researcher that there was a lack of a meaningful relationship or understanding between the Institute and the Ministry of Education.

In the case of the researcher, the guidance given by his supervisor from the Ministry of Education differed from that given by the Institute. As in other Arab countries, all teachers are monitored by regular visits from a subject specialist supervisor (teacher supervisor) to evaluate their performance in the classroom. This is a function shared with the headteacher, who submits an annual report to the Ministry on each teacher's performance.

The Physical Education Department's advice to trainees recommended changing the gymnastic apparatus layout on a regular basis, yet the Ministry supervisor insisted on the use of one layout for the whole year. This also seemed to suggest a lack of communication and confusion between the teacher training institutions and the Ministry of Education, especially as regards what skills beginning teachers needed for work in schools. Lectures on how the school system worked might have been all the more effective, if they had been informed by current practices in schools. This all suggested that there needed to be more meaningful communication between the teacher trainers and the Ministry's teacher supervisors and headteachers to ensure that trainees were better prepared for teaching practice and, on graduation, for entry to the classroom.

On his return to the College to convert his diploma into a degree, the researcher was able to compare the new degree level course with the old diploma-bearing one that he had followed. Despite the change in length of the programme and its degree status, the curriculum did not seem to have been extended in either quality or depth. The content of most courses remained unchanged from those provided on the old two-year programme. For example, in Football 2, a course which had been introduced in years 3 and 4, both the theoretical and practical contents were only slightly more advanced than those in Football 1 studied in years 1 and 2. The two hours a week allocated for practical classes seemed to be insufficient to promote the full development of the trainees' practical and teaching skills. No new courses had been added to the physical

education teacher programme. Moreover, despite being a degree-bearing training programme (and the only one in Kuwait for physical education teachers), it remained rooted in primary school teaching, even though many trainees might find themselves appointed to secondary schools on graduation.

As a secondary school teacher, the researcher formed the view that most newly qualified teachers were unable to apply the skills taught in the College to the classroom situation. They seemed unable to motivate or control the students. There were particular problems in teaching physical education in this sector, as students could do this subject either as an examination or as a non-examination. Students in the non-examination classes did not take the subject seriously and were difficult to motivate, control and teach. Failure to bring physical education kit was a constant problem. New entrants to the profession had not been trained in how to handle students in the 14-18 age group and faced many problems in trying to manage and teach them. This seemed to be a particular problem facing physical education teachers, all of whom would have been trained in the College of Basic Education, where the basic focus was on the training of primary education sector teachers.

First-hand examples of the shortcomings of the education and training system were sufficient to motivate the researcher to investigate and seek out alternative examples of good practice. While recognising that this assessment of the situation was heavily based on his own experience in terms of training received and of teaching, the researcher wanted to find out the extent to which the views of those currently undertaking teacher training for Physical Education at the College of Basic Education in Kuwait and of those currently providing that training were consistent with his assumptions and judgement.

1.3 Research Assumptions

There were a number of assumptions underlying the present study:

1. There would be differences in the policies and national strategies on primary school teacher preparation between the I M Marsh Centre for Physical Education, Sport and Dance, and the College of Basic Education, Kuwait.

2. The relationships between the respective Ministries of Education and the two institutions would be different.
3. There would be differences in the preparation programmes that the two institutions provided for training primary school physical education teachers.
4. The Physical Education teacher preparation programmes in both institutions would face a number of obstacles that would differ in character or scale between one institution and the other.
5. Some obstacles faced by trainers and trainees would be seen as more important than others.
6. Various factors such as admissions criteria, programme, training, supervision, teaching practice arrangements and equipment would have crucial influences on successful teacher preparation outcomes.

These assumptions rested on a broader one. This was that a combination of factors relating to the different cultures in which the study's two field settings operated would have a bearing on the study's outcomes.

It was these that the researcher sought to test through his fieldwork investigation. The fieldwork would, it was hoped, provide evidence as to the extent to which trainees and those providing the training considered the current delivery of initial training for physical education teachers in Kuwait to offer adequate preparation for the classroom. He recognised that it was possible that, since he had undergone his training, there had been improvements and, equally, that his own experience of training and perceptions of its inadequacies might not be shared by others.

1.4 Assumptions underlying the study

Two main assumptions underpin the study. Firstly, the researcher's perspective on physical education teacher training in Kuwait was that it was confused and disorganised and, therefore, steps needed to be taken to establish a clear philosophy for that training, particularly as it related to programme content.

The second assumption about the performance of newly qualified physical education teachers in Kuwaiti secondary schools was that it would fall far short of the ideal, as

presented in the writings of a number of educationalists. Al-Malaifi (1992), for example, emphasised the importance of a well-constructed teacher training programme in providing trainees with the right platform on which to build in the development of their teaching skills and attributes. The end-goal of physical education teacher training ought to be to produce effective teachers of the subject. Therefore, a preliminary step in designing such a training programme ought to be to determine the characteristics of effective and efficient physical education teachers.

According to Al-Motawa and Bedair (1996), many educators judge teachers to be competent, if they have the necessary subject knowledge, and skills in planning and preparation, organisation and classroom/class management. Other educators, they asserted, saw competent teachers as being characterised by having good communication skills, powers of observation, and well-developed planning and mentoring skills.

Arguably, successful teachers must have common characteristics, such as knowledge and understanding of the subject(s) they teach, and of school operational procedures, and of how to deal with pupils/students through knowledge of how children learn and how to promote learning in the individual child. Furthermore, they should be committed to educating pupils, be honest and sincere in their teaching and the way that they convey information, and in acting as role models for them, socially, culturally, morally, and spiritually. In their acquisition of those characteristics, the qualities and expertise of those training them would have a particularly important part to play.

1.5 Research questions

The research questions generated from the assumptions listed above are as follows:

1. What points of similarity and difference are there between Initial Teacher Training for physical education teachers in Kuwait and in the United Kingdom?
2. What particular challenges and problems are faced in teacher preparation in Kuwait?
3. What lessons might usefully be learned by The College of Basic Education in Kuwait from the experience of physical education teacher training at the I M Marsh Centre for Physical Education, Sport and Dance in the United Kingdom?

1.6 Aims of the study

The aim of this study was to collect information about initial teacher training for physical education teachers in Kuwait, with a view to corroborating the researcher's personal experiences and to generating recommendations that could help to improve training that they received in the College of Basic Education, Kuwait. In order to achieve this aim, a comparative approach was adopted, gathering data from two field settings, the I M Marsh Centre for Physical Education, Sport and Dance, based in the Liverpool John Moores University in the United Kingdom, and the College of Basic Education in Kuwait. The justification for such an approach is considered presently.

1.7 Objectives of the study

The study sought to investigate:

1. the most important issues in the training of quality primary school physical education teachers;
2. factors adversely affecting trainee teacher development and performance;
3. the contribution of various aspects of teacher preparation (i.e. the various components of the programme itself, the parties involved in its delivery, including those involved in school-based work) to producing appropriately trained and qualified teachers.

Through this, the study sought to make recommendations, setting out ways in which the initial training of physical education teachers in Kuwait could be made more effective.

1.8 The approach to the research problem

As already established the research problem was addressed through a study of initial teacher training in two settings: a teacher training institution in Kuwait (the College of Basic Education) and one in the United Kingdom (I M Marsh Centre for Physical Education, Sport and Dance).

The main reason, in the first instance, for the selection of the I M Marsh Centre at Liverpool John Moores University as a UK-based teacher training institution, against which to compare initial teacher training for Physical Education in the College of Basic

Education, was because of the evident quality of its provision and of its philosophy for physical education teacher training. This institution was accorded a Grade A status both in an OfSTED inspection in 2000 and on re-inspection in 2003 (OfSTED Report, 2003). Moreover, it was a training institution in England offering Physical Education undergraduate and postgraduate teaching training for the primary (5-11 years), middle (7-14) and secondary (11-18) education sectors, as well as M.Phil./Ph.D. programmes in physical education. It was, therefore, considered to be a particularly appropriate institution in which to investigate initial teacher training (7-11 years) for Physical Education, and to use as a point of comparison for what was provided in the College of Basic Education in Kuwait.

The impact of National legislation and change instigated by the Department for Education and Employment (DfEE) throughout the 1990s and the responses the I M Marsh Centre had to make to ensure the delivery of quality initial teacher training programmes provided many examples of coping with managerial and change processes. Knowledge of the processes of change might help the researcher to formulate ideas in initiating strategies for change in Kuwait. (Quality control systems, whether in its schools, let alone its two teacher training institutions have yet to be introduced in Kuwait.).

1.9 The context of initial teacher training in the two research settings

The study of any teacher training institution needs to be set in the context of the country in which it operates and in the particular context of the education system in which it is located. That broader context seemed to be particularly important in the present study. This was because one of the critical aspects in the delivery of initial teacher training in Kuwait was the relationship between the College of Basic Education and the Ministry of Education. While the College provided initial training for teachers and gave accreditation as teachers to those who successfully completed it, the Ministry of Education was responsible for the schools in which the College's graduates would subsequently work. In light of this, the relationship between the two teacher training institutions and their respective Ministries of Education and the influences of the latter

on the former, especially with regard to reform and innovation were of particular interest.

1.9.1 Initial Teacher Education in the United Kingdom

During the last ten years, teacher education and training in England and Wales has witnessed a significant number of major changes and developments. In the first instance, DfEE Circular 9/92 (DfEE, 1992) required that:

- Students should spend a greater percentage of their training course in schools. Trainee teachers undertaking the Postgraduate Certificate in Education are required to spend 24 of their 36-week course in school-based training (32 weeks in the case of students on a 4-year undergraduate training programme.
- An equal partnership was to be developed between schools and Higher Education Institutions in the provision of training; and
- There was a transfer of funds from Higher Education providers to schools to allow for these developments to take place.

In 1997, DfEE Circular 10/97 initiated another significant step forward in determining the quality of initial teacher training through:

- the introduction of National Standards for the award of Qualified Teacher Status
- the promotion of teacher training curricula for primary English and Mathematics
- standardising requirements for all initial teacher training programmes.

Within a year of these initiatives, another set of changes, set out in DfEE Circular 4/98 (1998), sought to build on these requirements by introducing additional initial teacher training curricula for Science, English, Mathematics, and the use of ICT in subject teaching in all Initial Teacher Education (ITT) courses. Apart from the National Curriculum requirements, the introduction of Standards for the award of Qualified Teacher Status (QTS) were considered likely to have a significant influence on the quality of initial teacher training in all subject areas including physical education in both primary and secondary schools. Qualified Teacher Status (QTS) was to be awarded to teachers, who had made a successful transition from raw recruit to beginning teacher.

1.9.2 Initial Teacher Education in Kuwait

In contrast, during the same period of time in Kuwait, few changes or developments had taken place in teacher training. As Al-Sarheed (1998, p.12) noted that,

> *"Very little research, curriculum development or approaches to teaching methods have changed in any significant way and it will take many more years to make these changes."*

In particular, there appeared to have been a lack of any meaningful liaison between the Ministry of Education and the College of Basic Education as far as national policies for development in education and training were concerned. Yet, it might have been thought that the Ministry of Education, responsible for the delivery of public education in Kuwait, and the principal recruiter of the College's graduates would have a particular interest in establishing such a dialogue with the College as the provider of training.

Kuwait's Ministry of Education recognised the challenges that it faced in improving the quality of education in the State schools. In its report to the 44th Session of the International Conference on Education, reference is made to the work of a committee that it set up to 'assess the problems facing teachers and suggest solutions' (Ministry of Education, 1994, p.108). Among the problems identified by the committee were the following:

- constant changes to what were overloaded teaching syllabuses
- high teaching loads faced by teachers
- class sizes
- few financial and moral incentives
- growth in the number of early retirements
- some media presenting a negative view of teachers
- increased paperwork and other administrative/clerical tasks
- deficiencies in the preparation of new teachers for the primary school sector.

While the problems identified by the committee could not be seen as having direct relevance to the teaching of Physical Education, they provide an indication of the pressures on Kuwait's education system, which has been undergoing a considerable expansion in the 1990s, quite apart from the disruption to national life, arising from the

Iraqi invasion of Kuwait. (Chapter 2 considers in some detail the growth of the state education system in Kuwait.)

The study of initial teacher education in two very different systems would, the researcher considered, generate a number of useful issues and strategies, from which useful suggestions could be developed for improving the provision of initial teacher training, especially for Physical Education in the College of Basic Education in Kuwait.

1.10 The Physical Education teacher and child development

The physical education teacher plays a significant role in supporting the process of mental, physical, social, spiritual and educational growth of the child. Al-Najar (1995, p.11) asserted that *"the Physical Education teacher is one of the essential factors that plays a main role in achieving physical education goals, and in the teaching and educating of future adult generations."*

The success with which physical education teachers carry out their roles is underpinned by the quality of the institution where they undertook their training, and on the extent to which they have benefited from the training process. It also depends on the readiness of physical education teachers to develop their own professional development including educational, social, spiritual, psychological, physical and mental qualities.

To help future physical education teachers to fulfil such a goal, teacher trainers need to recognise these aspects and their importance. The preparation of physical education teachers should be given a special priority, because the nature of the education that they provide for students shapes the nature of future generations. Teacher training should educate and train effective physical education teachers who will guide the all-round growth and development of young people. The most important aim of all is to educate and train effective physical education teachers capable of conveying important knowledge and understanding to students in support of the process of life-long learning (Al-Najar, 1995).

Gill (1986) referred to physical education in its widest concept as having three main integral points: (i) developing and improving physical education skills, and the fitness of each individual child; (ii) educating individuals to know and understand about body functions; and (iii) contributing to the improvement of logical thinking and understanding. In its "Berlin Agenda for Action for Government Ministers", the World Summit on Physical Education also drew attention to the wider benefits of quality Physical Education arguing that it was:

> *"the most effective and inclusive means of providing all children, whatever their abilities/disability, sex, age, cultural, racial/ethnicity, religious or social background, with the skills, attitudes, values, knowledge and understanding for life long participation in physical activity and sport" (International Journal of Physical Education, 2000a, p.4).*

1.11 The role of Initial Teacher Training

Arguably the purpose of initial teacher training for Physical Education should be to produce teachers with sound professional knowledge, theoretical and practical, and who are committed to teaching in a manner that is attuned to high national standards. They should also recognise that there are different views internationally about the particular skills and attributes required of Physical Education teachers, which might also usefully inform their developing professionalism.

Teacher preparation is founded on two beliefs. Firstly, a good teacher needs a range of teaching skills, and secondly, these skills are not innate but can be learnt (Ben-Peretz, 1995). Ben-Peretz (1995) described this process of learning as involving a combination of subject matter studies, education studies and teaching practice. After completing such a preparation, an individual is nationally recognised, and is thus certificated or licensed as a teacher. Initial training has a significant influence on and meaning for teachers, although it has been noted that substantial learning about teaching occurs before entry into teacher training (Lortie, 1975). As Goodlad (1990) argued, it is necessary to study teacher preparation in order to improve it.

Reviews of physical education teacher training by Bain (1990) and Locke (1984) consistently identified four important aspects of a preparation programme: participants, curriculum, governance, and evaluation.

(i) The participants in the programme include the trainee teachers, teacher educators, and co-operating teachers in public schools. Trainees engage in teacher preparation programmes, the formal process towards their certification and employment by schools as teachers. Teacher educators are charged with planning, conducting, and evaluating the preparation programme. They do this by teaching courses, preparing early field experience, and directing students' teaching practice. Teacher educators are often seen as the most important factor in a teacher preparation programme, and their influence on students is far-reaching. However, according to Metzler and Freedman (1985), Goodlad (1990), Lawson (1991), Goc-Karp and Williamson (1993), Mitchell (1993), and Graber (1995), there has been little research into effectiveness of all the agencies involved in the training of physical education teachers. School teachers may be assigned to act as on-site supervisors and mentors during early field experiences and student teaching practice. They also play a vital part in the development of trainee teachers (Byra and Coulon, 1995). Developments in the role of the school and of partnership between teachers and teacher educators in the UK and in Finland are considered further in the literature review (see Chapter 3).

(ii) The second aspect of teacher training is the curriculum itself. Teacher training programmes have been defined by Locke (1984) and Bain (1990) as the cumulative knowledge learned and experienced by pre-service teachers. The teacher training curriculum therefore comprises formal course work, as well as related and supporting experiences. It is through the teacher education curriculum that trainee teachers gain the requisite knowledge leading to certification and subsequent entry into the profession. Consideration of the curriculum in any research on pre-service teacher training is, therefore, essential.

(iii) Governance is the third factor in teacher training. It refers to the process of determining what is taught in teacher education programmes, and how it is taught. It is defined by Gideonse (1995) as any policy or action taken by law-making bodies or professional organisations that concerns the recruitment and preparing of teachers and the maintenance and enhancement of their skills.

Houston (1990) includes governance as an important factor in teacher education. In England and Wales, increasing importance is being attached to the role of the school in teacher training, as a partner of the training institution and, as a result, trainee teachers being required to spend more time in schools to develop their practical skills and to learn from teachers (Partington, 1999)

(iv) Finally, programme evaluation has also been found to be of importance when studying teacher education programmes (Houston, 1990). Galluzzo and Craig (1990, p.599) defined such evaluation as being

> *"a data collection process wherein the focus is on making decisions about the degree to which educational programmes, projects, or materials are of value to the participants they are intended to serve and to the system in which evaluation operates."*

1.12 Importance of the study

The present study is a comparative one, investigating initial training for Physical Education teachers in Kuwait and Liverpool. Alexander (2001, p.4) emphasised the usefulness of comparative studies in the field of education:

> *"to define the possibilities and limitations of international comparisons in education and of what one country can learn, borrow or adapt from another... is to point up similarities and differences."*

The results from such research can serve as a guideline for evaluating and improving current practice in either country or both. The findings of the present study, it was considered, might be useful to Kuwait to help it to improve its teacher training system. In so doing, this study might make a contribution to improving the quality of education received by its young people and future adult members of the population.

The desired aims of the educational process cannot be achieved without training effective teachers who are able to meet educational objectives. This study was therefore considered important for the following reasons:

1. It recognised that primary school physical education teachers must be able to plan and direct activities that are appropriate to the different educational needs of their pupils.
2. It would generate and test a series of factors that could be considered important and essential to the preparation of primary school physical education teachers.
3. It would generate information that could be used to improve the College of Basic Education programme, and, in particular, its training of primary school physical education teachers.

1.13 Scope and Limitations of the Study

As indicated earlier, the study set out to gather the views of trainee teachers and teacher educators about initial teacher training for physical education in two teacher training institutions, one in England and one in Kuwait. Ultimately, this was done to determine how training might be made more effective in Kuwait. To support the study, data were collected from samples of trainee physical education teachers and teacher educators in two teacher training institutions.

It was recognised that the study, like any other being undertaken by a single researcher would be subject to a number of limitations and constraints. These would include the time and other resources at the researcher's disposal. Thus, while the present study could be said to involve an international comparison, it focused on only two teacher training institutions. It was, therefore, possible that the researcher's findings might be coloured by the circumstances of the particular moment when the study was undertaken and the contexts in which the institutions found themselves at that particular time. In that sense, it was a matter of regret that it was not possible for the researcher to extend the comparison to include another institution preparing physical education teachers in a western country.

It was also recognised that this study was not exactly comparing 'like with like'. For example, the College of Basic Education in Kuwait is, as already mentioned, the only teacher training institution in the State offering physical education teacher training. In contrast, the I M Marsh Centre for Physical Recreation, Sport and Dance is one of a

number of institutions in the United Kingdom that offer specialist physical education teacher training. In consequence, the nature of the relationship between Ministry of Education and Teacher Training Institution, as far as Physical Education teacher training was concerned, might well differ in the two chosen settings, simply because the necessary communications structures differed. In Kuwait, this was likely to be part of a direct Ministry/College link. On the other hand, in the United Kingdom, apart from any direct link between the Ministry (i.e., the DfES/DfEE) and the I M Marsh Centre itself, the existence of specialist physical education units in other teacher training institutions offered opportunities for the exchange of views among staff and the possibility for joint representations to the DfES/DfEE. Additionally, the existence of other specialist units enabled the possibility of interaction and dialogue between them on matters of concern arising from governmental demands, whereas the Physical Education Department at the College of Basic Education remained in relative isolation.

Finally, there was also the matter of the way that the fieldwork for the study was approached. As is discussed in Chapter 4, which considers the research design and methodology, data collection for the fieldwork focused on a questionnaire survey of Physical Education trainee teachers and on interviews with teacher educators in the two institutions, supported by some observation of trainees and teacher educators at work.

Nonetheless, despite its obvious limitations, it was hoped that the present study would usefully inform practice in Kuwait and the debate about initial teacher training for physical education in general. This, it was considered would centre on the roles of the teacher educators, the training institution and the schools, and the relationship between the Ministry of Education and the College of Basic Education and the College's Physical Education Department in particular.

1.14 Structure of the thesis

This thesis is presented in 7 chapters. The present chapter has provided a general introduction to the study. Chapter 2 presents a comparison of the two countries in which the fieldwork was conducted, Kuwait and the UK. Chapter 3 presents a review of literature relating to teacher education and draws on studies from a number of

countries. It also seeks to establish a theoretical framework to inform the design of the instrumentation used in data collection. Chapter 4 considers the research design, and conduct of the fieldwork. The findings from the fieldwork are presented in Chapter 5. Chapter 6 discusses the findings and reports on the response to them from two senior staff in the Kuwait Ministry of Education's Physical Education Department.

Chapter 7 draws conclusions from the study, puts forwards recommendations for the Ministry of Education and the College of Basic Education, acknowledges the limitations of the present study, and puts forward suggestions for further related research.

Chapter Two

THE TWO RESEARCH SETTINGS IN CONTEXT

2.0 Introduction

The previous chapter provided a general introduction to the study, addressing its research objectives and the rationale underpinning it. It established that the study sought to evaluate initial training for primary school physical education teachers in a teacher training institution in a developing country (Kuwait), using a highly rated training establishment in a developed country (the United Kingdom) as a point of comparison. It was explained that this was undertaken with a view to highlighting the strengths and weaknesses of the Kuwaiti teacher training establishment and, through this to put forward suggestions as regards how that provision might be improved.

The present chapter seeks to consider aspects of the geo-cultural settings in which the two teacher training institutions need to be understood. On the surface, there are points of similarity between the two. For example, both provide training and accreditation for those seeking to become primary school physical education teachers. Basically, both seek to cater for people who have successfully completed secondary school education and are seeking a career in teaching. Both provide a first-degree level programme. The training provision in both combines a mixture of the theoretical and practical, through the institutional-based work and through teaching practice undertaken in schools. On successful completion of that initial training, graduates would subsequently seek appointment in a school and set out on a professional career path.

However, without reference to the immediate context in which the two teacher training establishments operate, there is the danger/risk that any differences between them are not fully appreciated. It is hoped that a better understanding of these will become apparent in the course of this chapter. Accordingly, it begins by looking at the two field settings for the study. After considering the broader geo-cultural differences, it then turns to the more immediate contexts of education systems and of teacher education. Finally, it attempts to highlight the main points of difference in context of the two training institutions.

2.1 Geography

2.1.1 Location and Climate

The State of Kuwait occupies the north-western corner of the Arabian Gulf. It is bordered in the east by the Arabian Gulf, in the south and west by the Kingdom of Saudi Arabia, and in the north and west by the Republic of Iraq (Ministry of Planning, 2000). The distance between extreme points of the state boundaries from north to south is about 200 km (124 miles), and from east to west along Parallel 29 about 170 km (106 miles). The capital of Kuwait is Kuwait City.

Great Britain is the largest island in Europe and lies off the northwest coast of the mainland of Europe. Great Britain comprises the countries of England, Wales, and Scotland, forming with Northern Ireland, the United Kingdom. The total area of the United Kingdom is 244,111 sq. km (94,252 sq. miles) (Microsoft Encarta, 1997), which is about 13 times the total area of Kuwait: 17,818 sq. km. (6,969 sq. miles) (Ministry of Planning, 2000).

The climate of Kuwait is predominantly tropical semi-desert with long, hot, dry summers and short, warm winters with relatively little rain. In the United Kingdom, the climate is temperate but subject to frequent changes, moderated by southwest prevailing winds. Temperatures in the north of Britain are generally no more than a couple of degrees lower than in London. London in January has an average temperature of 4°C- 39°F, and in July 18°C (64°F), while Edinburgh has a mean temperature of 3°C (38°F), and one of 15°C (59°F) in July.

With the exception of some small coastal areas, Kuwait is barren desert with flat to rolling terrain. The average annual temperature is 25°C (77°F). The maximum temperature in the desert region ranges between 42°C (108°F) and 46.1°C (115°F) during the day in summer, and may drop close to freezing at night in winter. There are occasional dust storms, sometimes accompanied by thunder and light rain. Along the Arabian Gulf, humidity is high, making the summer time very unpleasant (Microsoft, 1997; Ministry of Planning, 2000).

In contrast, the United Kingdom has a rolling landscape, increasingly mountainous towards the north. To the north-west is the highland zone of old hard rocks and to the south-east is the lowland zone where rocks are generally less than 200 million years old. The highest point in Britain is situated in the Scottish Highlands. The rift valley of the central lowland separates the highlands from the smooth green hills of the southern upland to the south (Shenton, 1979). Vegetation, with its wealth of important species, consists of a wide variety of grassland or deciduous and coniferous trees and shrubs in forests, coppices, hedgerows, and heath and moorland in the deforested and higher regions. Natural resources include, petroleum, natural gas, tin, limestone, iron ore, clay, chalk, gypsum and silica. Kuwait obtains its freshwater supply from the desalination of seawater. Petroleum and natural gases are Kuwait's only natural resources. Kuwait, which has no mountains, rivers or other natural features was, for a long time, a transit area for nomadic tribes and caravans.

Geographical location and climate have their impact not only on how people earn their livelihoods, on lifestyles, and, in turn, on socio-economic structure and the systems designed to support it. In terms of climate especially, Kuwait differs from Britain and this impacts on the education system and the curriculum it seeks to deliver. For instance, physical education lessons in Kuwait's schools are usually variable in duration. At the beginning of the new semester in September, the majority of physical education lessons are scheduled for the morning to avoid the hot weather. Typically, the maximum number of classes doing Physical Education outside, weather permitting, is two at any time, or one, if it is an indoor lesson. Given the Physical Education staffing allocation in any school, it is inevitable that some physical education lessons have to be time-tabled for the last session of the school day. Winter also causes as many problems as the summer season, and most physical education classes tend to be time-tabled to the last lesson of the school day. Swimming is considered as an important element in most physical education programmes, yet provision tends to be very poor in Kuwait primary schools. The building and siting of swimming pools need to take into account the climate in Kuwait, which varies markedly between summer and winter, making it necessary to provide covered pools, which are more expensive to build and maintain.

In a study on physical education in Kuwait, Behbehani (1992) drew attention to the problems and limitations of suitable indoor facilities in schools in Kuwait. As in other Middle Eastern countries, in which there are climatic extremes (e.g. high/low temperatures, desert sandstorms, and so on), the importance of adequate indoor physical education facilities is obvious. Where schools have to rely on outdoor sessions, many Physical Education classes simply have to be cancelled, because of the weather conditions.

Kuwait's climate affects all kinds of planning, especially in the field of physical education. The initial teacher training programme at the College of Basic Education in Kuwait has physical education courses in which some activities should be external, such as football, basketball, and some athletics. Teacher trainees in the College's Physical Education Department attempt to exploit the facilities, which are offered by some sports clubs, whether grass football fields, running tracks or the covered hall to combat hot or cold weather. This often necessitates their leaving the college to travel to a local club often resulting in trainees arriving back late for their next College class.

In the case of the United Kingdom, where there has been a long tradition of team games, the terrain and climate have made it possible to provide green playing fields for outside activity, although some of this land has been disappearing in recent years, having been sold as building land. Such sales, however, have allowed some Local Education Authorities (LEAs) to make more capital available for school buildings and facilities. School-based swimming pools are the exception rather than the rule, because of the expense of construction and maintenance. Here too, climate plays its part, the variations in the United Kingdom weather requiring pools to be covered and heated. Some larger schools have entered into partnership with their Local Educational Authority to create indoor sports centres, which become a shared resource, with the school using the facilities by day and the local community in the evenings and at weekends.

2.1.2 Population

As has been seen, the geography and climate of the countries in which the two research settings for the present study were located differ substantially. In another important

respect, those countries differ in the size and make-up of the population. As Mackinnon, Statham and Hales (1996, p.6) noted, *"the size of the population of school or college age has important implications for educational policy and planning"*.

The native people of Kuwait are Arabs, but many minority groups are also present, including Arabs from other countries, as well as Indians, Pakistanis and Iranians (*Annual Statistical Abstract*, Ministry of Planning, 2000). Table 2.1 shows population figures for the period, since Kuwait was liberated from Iraqi occupation. Apart from a considerable dip at the time of the Iraqi invasion and occupation when many thousands (especially non-Kuwaiti residents) fled, the population of the country has increased steadily over the years. The latest statistics put the population at 1,991,115 (Ministry of Planning, 2000, p.25). Islam is the predominant religion in Kuwait, 90% of the population are Muslims, 8% Christians and 2% Hindus. The main and official language is Arabic, while English is the second language and the medium of communication in some fields.

Table 2.1 Kuwait: Population 1993-1999

	1993	1994	1995	1999
Total	657,493	681,526	708,115	*1,991,115
Male	325,892	337,934	531,314	1,220,743
Female	331,601	343,592	356,801	770,372

Source: Publication and Database Research Unit, IBS (1998)
*WWW.Odci.gov/cia/publications/factbook/ku.html (1999) CIA-The World Factbook 1999-Kuwait

Table 2.2 Kuwait: Population Age Structure (1999)

Age range	Male	Female	Total
0-14 years	343,461	285,129	628,590
15-64 years	850,689	468,618	1,319,307
over 65 years	26,593	16,625	43,218
Total	1,220,743	770,272	1,991,115

Source: WWW.Odci.gov/cia/publications/factbook/ku.html (1999)
CIA-The World Factbook 1999-Kuwait

Table 2.3 Kuwait: Government School Students, by gender and sector

1997/1998	Kindergarten	Primary	Intermediate	Secondary	Total
Male	21,272	47,213	45,472	33,322	149,690
Female	20,800	46,975	44,906	36,566	150,901
Total	42,072	94,188	90,378	69,888	300,591

Source: Ministry of Education (1998)

Table 2.4 Kuwait: government primary schools

	Students			Teachers			Classes			Schools		
Year	G	B	Total	F	M	Total	G	B	T	G	B	T
88/89	58,742	59,378	118,120	4,166	3,093	7,259	1,864	1,900	3,764	97	98	195
89/90	59,144	59,634	118,778	3,472	3,630	7,102	1,870	1,877	3,747	99	98	197
90/91	45,778	47,996	93,774	3,270	2,560	5,830	1,418	1433	2,581	75	77	152
91/92	41,210	41,249	82,459	3,324	2,471	5,795	1,307	1,318	2,625	78	81	159
92/93	43,582	42,844	86,426	3,546	2,162	5,708	1,409	1,364	2,773	80	82	162
93/94	44,489	43,815	88,304	3,958	2,222	6,180	1,476	1,427	2,903	84	85	169
94/95	45,612	44,843	90,455	4,404	2,375	6,779	1,507	1,470	2,977	85	89	174
95/96	47,035	46,809	93,844	3,642	3,347	6,989	1,549	1,560	3,109	86	89	175
96/97	47,579	47,575	95,154	3,852	3,670	7,522	1,586	1,597	3,183	88	90	178
97/98	46,975	47,213	94,188	4,193	3,838	8,031	1,593	1,603	3,196	89	90	179
98/99	47,072	47,571	94,643	4,216	3,833	8,049	1,599	1,613	3,212	89	90	179
99/00	48,317	48,270	96,587	3,979	3,838	7,817	1,623	1,634	3,257	91	91	182

Source: *Annual Statistical Abstract*, Ministry of Planning (2000)

Table 2.5 United Kingdom: Population (1993-1999)

UK	1993	1994	1995	*1999
Total	58,191,000	58,395,000	58,295,119	59,113,439
Male	29,718,000	29,803,000	28,527,964	29,037,788
Female	28,474,000	28,592,000	29,767,155	30,075,651

www. Helicon.co.uk Annual Abstract of Statistics, 1998, Office for National Statistics © Crown copyright.
*www.cia.gov/cia/publications/factbook/uk.html
CIA-The World Factbook 1999-United Kingdom

A 1999 estimate put the population of the United Kingdom at 59,113,439, making it the second most densely populated country in Europe. The overall population density is 238 people per sq. km (616 per sq. mile). A small percentage of Britons live in rural areas, about 11%, while 89% are urban dwellers. The largest cities in Britain are London (6,803,100 in 1991), Birmingham (934,900), Leeds (674,400) and Glasgow (654,542) Liverpool (450,000). The population age structure is shown in Table 2.6.

Table 2.6 United Kingdom: Population Age Structure (1999)

Age range	Male	Female	Total
0-14 years	5,822,901	5,522,122	11,345,023
15-64 years	19,393,706	19,103,882	38,497,588
over 65 years	3,821,181	5,449,647	9,270,828
Total	29,037,788	30,075,651	59,113,439

www.cia.gov/cia/publications/factbook/uk.html
CIA-The World Factbook 1999-United Kingdom

Comparison of the population age structures shows a considerable difference between the two countries. Those under 15 years of age in Kuwait make up almost a third of the total population (31.2%), whereas their United Kingdom counterparts make up just under a fifth (19.2%).

Britain is a multicultural society with a long tradition of religious freedom. According to a 1991 estimate, the number of people in religious groups are Anglican (27 million), Roman Catholic (9 million), Muslim (1 million), Presbyterian (800,000), Methodist (760,000), Sikh (400,000), Hindu (350,000), and Jewish (300,000). The majority of Britons (81.5 %) are English, Scottish (9.6%), Irish (2.4%), Welsh (1.9%), or from Ulster (1.8%). The remainder includes Indians, West Indians, Pakistanis, Africans, Bangladeshi, Chinese, and Arabs (2.8%).

(www.cia.gov/cia/publications/factbook/uk.html CIA-The World Factbook 1999-United Kingdom)

The country's main and official language is English, but there are more than one hundred minority languages, indicative of the cultural and racial mix. Provision of schools and, of

particular relevance here, of teacher training institutions to train the teachers necessary to staff them is also influenced by demographic considerations. The scale of operation is of significance here. For example, the total of Great Britain population is 59 million, while that of Kuwait is only 1,991,115.

2.1.3 The Economy

A country's economy is another critical aspect in the development of an education system. It is important in a number of ways. For example, the strength of a country's economy is an important factor in the amount of resources available to support the education system (and other public services). The strength of the economy is an important factor in the resultant opportunities open to those who progress through the education system.

The nature of the economy is also likely to influence the demand for particular types of skills to strengthen or sustain the economy. Those skills can be imported if a country has the resources to do so, or developed in the local population through the education programme. In the United Kingdom, one of the factors in the introduction of a National Curriculum (in England and Wales) was to raise the standards of education received by young people in schools. At the same time, this was to be linked with an expansion of provision in the higher education sector with a view to increasing the proportion of the population with high level skills, as this would help the economy to sustain itself by providing a high skilled workforce and thus maintaining (or increasing) the living standards of the population and helping to meet the costs of public services.

The Kuwait economy is based on petroleum, and it is one of the world's richest countries in terms of annual Gross National Product (GNP), although, in April 1999, Kuwait cut back its production to 1.836 million barrels per day set by its OPEC (Organization of Petroleum Exporting Countries) quota. The then production capacity was 2.4 million barrels per day with plans to increase it to 3 million barrels/per day by the year 2005 (www.kuwait-info.org/html/s-oilindustry.). Much of this wealth is in the hands of the ruling Sabah

family. The country is almost entirely dependent on petroleum production for its domestic development and foreign exchange.

Kuwait's crude oil reserves are estimated at 94 billion barrels, 10% of the world's oil reserves (see Table 2.7). However, Kuwait lacks fresh water resources and has practically no arable land, this prevents the development of agriculture. With the exception of fish, it depends almost wholly on food imports. Kuwait provides its citizens with an extensive high standard of health and educational services, as well as generous retirement benefits. For example, Kuwaiti schoolteachers were entitled to full pension rights after 15 years of service and it was common for women teachers to retire between the age of 30 and 40 (Kuwait National Commission for Education, Science and Culture, 1996, p.184). Although Kuwait enjoys abundant financial resources, the losses resulting from the economic and political problems such as the fluctuating oil market and the Gulf crisis led to a deficit in the general budget of the state, at a time when there was a growing need for financing the growth and development of education (Buouyan, 1999, p.115).

Table 2.7 Kuwait & other GC Countries: Crude Oil Reserves (billion barrels)

Country	1996	1995	1994	1993	1992
Kuwait	96.5	96.5	96.5	96.5	96.5
U.A.E	97.8	98.1	98.1	98.1	98.0
Saudi Arabia	261.5	261.4	261.4	261.2	260.3
Qatar	4.5	4.5	4.50	4.7	3.8
Oman	5.14	50.14	4.83	3.7	4.7
Bahrain	0.21	0.21	0.21	0.11	0.11
Total GCC*	465.65	510.85	465.54	464.31	459.61
% of World Reserves	45.0	48.8	44.5	45.5	45.7

* GCC = Gulf Co-operation Council Countries
Source: Ministry of Planning (1998)

Critically also, it is recognised that oil is a finite resource and that if Kuwait is to continue to enjoy high standards of living and high quality public services, it will need to diversify its economy, so that alternative forms of revenue can make up for the eventual loss of oil revenues (Buouyan, 1999). This has implications for the quality and relevance of the education received by the population, and, of particular significance in the context of the present study, the quality of the training received by the teaching force.

The United Kingdom is one of the greatest trading powers and financial centres, and its economy ranks the fourth largest in Western Europe (www.odci.gov/cia/publications/factbook/geog/uk/html#Econ).

The economy is essentially capitalistic and highly open and falls into four areas: the extraction of coal, natural gas and oil; agriculture; manufacturing; and the services industries. Agriculture is intensive, highly mechanised and efficient by European standards, producing about 60% of food needs with only 1% of the labour force. Industries include transportation, communications, steel, petroleum, gas, and electricity. Services, particularly banking, insurance and business services account, by far, for the largest proportion of GDP, while industry continues to decline in importance, now employing only 25% of the work force and generating only 21% of GDP. These economic activities contributed to making Britain a world leader in international trade. In January 1973, Great Britain became a member of the European Community (now called the European Union).

2.2 Education

Formal education has a critical role to play in a nation's life, both for individual and collective development. Recognition of this is true both of Kuwait and the United Kingdom, as is reflected in the following statements:

> *"Education is the means to prepare an individual of balanced thought and culture, one who performs positively in the different areas of private and public life. ... education is the main tool for building a highly performing society from the institutional, cultural, economic and social points of view" (Al-Rubei, 1996, p.1).*

> *"Foremost is a belief in education, at home and at school, as a route to the spiritual, moral, cultural, physical and mental development, and this the well-being of the individual. Education is also a route to equality of opportunity for all, a healthy and just democracy, a productive economy and sustainable development" (Qualifications and Curriculum Authority, QCA, 2004).*

Apart from the differences already considered in the comparison between Kuwait and the United Kingdom, in their geography, population and economy, how the education system in each country operates warrants examination.

Today, Kuwait is divided administratively into six governorates, namely, the Capital (Al-Asemah), Hawalli, Ahmedi, Farwania, Jahra, and, most recently, Al-Mobarak Al-Kabeer. In each, there is a local educational authority. These local education authorities are responsible for implementing local policy within the framework of the general plan set out by the Ministry of Education.

Education in Kuwait started in the form of the *kuttab* as early as the seventeenth century but was restricted to males until the beginning of the 20th century. Its curriculum was limited to learning to recite the Holy Qur'an, and to read and write, with some arithmetic to help the learner in his trade or business (Al-Terkait, 1987). Education in Kuwait, in a formal sense, is a far more recent development, the present day system's origins going back to the 1930s when an Education Council was set up to organise the first schools, and the moves towards a comprehensive public education system did not really get underway until the 1950s (Abdul-Gafur, 1978). However, education was not made compulsory until 1965 (UNESCO, 2002).

Like other developing third world countries, Kuwait believes that educating its people is the main investment for the future (Kuwait National Commission for Education, Science and Culture, 1996). In Kuwait, much attention is given to the education system and teaching. The Ministry of Education monitors the achievements of other countries, their experiences and modern educational theories. It adopts what it considers to be appropriate for the Kuwaiti context and what is suitable in the various public education sectors (Ministry of Education, 1989).

Despite the severe disruption to the economy and public life caused by the Iraqi invasion and occupation, Kuwait has nonetheless maintained its commitment to public education, as is reflected in the steady expansion of the budget allocated to educational services. The education budget in Kuwait increased from $270,000 in 1946 to a total of $1.4 billion in 1990, reflecting an annual expenditure of approximately $4,000 per student (Ministry of Planning, 1998). In the United Kingdom, most education expenditure comes from public funds. According to statistics from the Department for Education and Skills (DfES), the

total annual central and local government expenditure "in real terms" on education and training in England was around £35,672 million from 1993/94 to 1998/99 (DfES, 2004).

General education is free in Kuwait for all children aged between 5 years and 16 years in primary, intermediate and secondary schools and is financed from public funds. Only around 7% of school age children are educated privately. Children spend four years in each educational stage, i.e. primary, intermediate, and secondary. Kuwait University, given its charter in 1962 and opened in 1966, has an annual enrolment of about 17,000 students, while more than 200 Kuwaitis study abroad annually (Ministry of Planning, 1998). School attendance is compulsory for all children between the ages of 6 and 14 years, in the primary and intermediate stages. The present number of registered students in all Kuwait's schools and institutions has reached approximately 30% of the total population.

Schooling in Kuwait is based on a yearly system until the secondary school stage, i.e. student progression through the grades is dependent on their end-of-year performance. There are two types of secondary education system. Just over half the secondary schools operate the two-session system, where students' progress through the grades is dependent on their performance in the twice-yearly examinations and the others operate a credit hours system. In the credit-system secondary schools, students have to complete successfully a number of courses to obtain the necessary credits with a high enough grade point average to graduate (Ministry of Education, 1989).

Private education was introduced in 1967 to satisfy the needs of the increasing numbers of multicultural expatriates seeking work in Kuwait. In the oil boom years, schools for children multiplied until, in 1990, there were 633 public and private schools, 373,718 pupils, and 27,937 teachers, including American, French and British schools (Ministry of Planning, 1998). There are religious institutes, in which education includes religious subjects, i.e. Sharia in all its aspects, with the aim of a better understanding of religion and its impact in improving the quality of life. Study subjects comprise Sharia, Arabic, a foreign language, history, Physical Education, art education, mathematics and science. The Ministry of Education gives great attention to children with mental or physical disabilities

and provides cultural care for them at special private education schools. The first of these institutions, Al-Nour Wal Amal, was opened in 1955, since when provision has expanded to cater for students with visual disabilities, hearing disabilities, and those who are mentally or physically handicapped.

Table 2.8 Kuwait: time allocations for the core curriculum in the three school sectors

Sector	Elementary		Intermediate	Secondary
Subjects	*3rd grade*	*4th grade*		
Arabic	10 hrs/week	10 hrs/week	10 hrs/week	10 hrs/week
Mathematics	5 hrs/week	5 hrs/week	5 hrs/week	5 hrs/week
Religious Studies	4 hrs/week	4 hrs/week	4 hrs/week	4 hrs/week
Sciences	2 hrs/week	2 hrs/week	3 hrs/week	3 hrs/week
Physical Education	3 hrs/week	2 hrs/week	2 hrs/week	2 hrs/week

An overview of the educational and curriculum structure in Kuwait is presented in Table 2.8. This provides a comparison between the three education stages in terms of the number of hours allocated per week to those subjects.

It can be seen that the number of hours devoted to Arabic, mathematics, religious studies and sciences stays the same across the different school education stages. However, Physical Education is reduced to 2 hours a week at the end of the elementary level and then remains the same at the secondary level. In fact, the Physical Education allocation across the different levels has remained the same from the outset. The reduction in the number of hours in Physical Education can be explained by the addition of other subjects to the curriculum in the higher levels of the school structure and the need to fit everything into the timetable.

In Kuwait, the primary education stage is the starting point for establishing the principle of equal opportunities for all pupils (Kuwait National Commission for Education, Science and Culture, 1996, p15). Children in the primary school age group are entering one of the most critical phases in their lives. Moreover, this phase seeks to provide the basic foundation for all the subsequent stages. Accordingly, it receives much attention, because of its

importance in children's development and its critical contribution in preparing the ground for the following phases of the education process.

General Education (i.e. primary and intermediate school education) in Kuwait has been the subject of several conferences, research studies and articles. For example, the Centre for Curricula and Educational Research (1995) conducted a survey of primary school headteachers about the recently introduced changes in the primary stage. It concluded that the primary education programme needed to be subjected to more evaluation studies to determine its strengths and weaknesses. In 1996, the *Journal of Education* arranged a conference on education strategy in Kuwait for the year 2000 and most of the participants agreed that there was the need to raise the quality of education in the State. In the late 1990s, the Kuwaiti Ministry of Education announced its intention to adopt a new policy on staffing, by appointing female physical education teachers to work in boys' primary schools. For some time, females have been appointed as teachers of other subjects in the boys' primary education sector. Unless this policy were later reversed, it was possible that eventually there might be no male physical education teachers working in the primary sector, at least no Kuwaiti ones. Furthermore, in Kuwait (as in other Arab countries), males are not allowed to teach females. Thus, that policy could have implications for the nature of the provision made by the College for Physical Education teacher training and its objectives, not least as far as Physical Education is concerned.

However, such a view also has to be seen against the proportions of females in the teaching profession. From the figures for 1996/97 it can be seen that females make up some 62% of teachers in all government schools. As a proportion of Kuwaiti nationals in the profession, the figure is considerably higher, with females making up almost 80% (Ministry of Planning, 1998). To some extent, the figures are somewhat inflated because of nursery school sector teachers being exclusively female, and well over 90% of these are Kuwaiti nationals. However, in the primary sector, females make up just over half (52%) of the total teaching force, and 55.5% of all Kuwaiti nationals.

British Law expects pupils to spend not less than 11 years at school to ensure that they acquire the knowledge, skills, values and attitudes to participate meaningfully in their society, either through continuing their education beyond secondary education or through being prepared for productive work. The basis for such learning since 1989 has been through a state-imposed National Curriculum. On the other hand, teachers are expected to respond appropriately to rapid social and technological changes in society whether or not these are reflected in the National Curriculum.

In the United Kingdom, schooling is typically divided into two sectors: primary and secondary, with the transfer to the secondary from the primary school sector at the age of 11 years (12 years in Scotland). Compulsory schooling begins at 5 years (4 years in Northern Ireland), but an increasing proportion of 3 to 4-year-olds are being accommodated in primary schools. Compulsory education ends at the age of 16, but the majority of young people remain in education or training after that age. Recent UK government statistics show that over 85% of 16 year olds, just under 80% of 17 year olds and 60% of 18 year olds were engaged in either post-16 education or training in the period 2001-2003 (DFES Research and Statistics, 2003).

As already mentioned, the National Curriculum was introduced in schools to give all young people access to a broad and balanced education. Established under the Education Reform Act 1988, this sets out what subjects pupils should study, what they should be taught and what standards they should achieve. Participation in full-time education is compulsory for children between the ages of 5 and 16 years. The National Curriculum defines four key stages: Key Stages 1 (children up to the age of seven years); 2 (seven to eleven years); 3 (eleven to fourteen); and 4 (fourteen to sixteen). Key Stages 1 and 2 cover the primary phase and Key Stages 3 and 4 constitute the secondary phase. The core subjects are English, Mathematics and Science. There are also seven foundation subjects: Technology, History, Geography, Music, Art, Physical Education, and a Modern Foreign Language. All children in Key Stages 1 to 3 must study the first nine of these subjects, with that of a Modern Foreign Language being required from Key Stage 3.

In the United Kingdom, formal education in Britain is a large and complex enterprise, accounting in 2001 for 11.4% of total public expenditure annually (DfES, 2004). Modern education evolved through a history of first private preparatory schools called public schools, then a system of voluntary schools, during the 19th century. However, publicly provided primary education began after the passing of the Elementary Education Act 1870. Under the terms of the Act, the country was divided into school districts supervised by authorised locally-elected school boards. In 1899, the National Board of Education was formed, and hence eased the administrative complexity of schools. This event marked the onset of free elementary education for all. The Education Act of 1902 abolished the school boards and placed the responsibility on the local government councils, county boroughs, boroughs, and urban districts, which were local education authorities (LEAs). In 1944, Parliament passed the Education Act, which became the basis of modern public education in England and Wales. After reorganisation of local government in the mid-1970s, LEAs in England and Wales numbered 105. The Education Act of 1980 provided for greater representation of parents and teachers on school governing bodies.

Having considered the broad nature of the education systems in the two countries, it is now useful to look at the ways in which the respective systems are governed.

In Kuwait, three governmental bodies are responsible for education services: (1) the *Ministry of Education*, responsible for the supervision of public and private sector education until the end of the secondary stage, as well as the supervision of scholarships granted to non-government officials; (2) the *Public Authority for Applied Education and Training* (PAAET), responsible for vocational education in the applied education institutes and training centres (including the College of Basic Education; (3) *Kuwait University*, responsible for university and higher education (Kuwait National Commission for Education, Science and Culture, 1996).

In the United Kingdom, all state schools are under the general supervision of three government departments. These are: (1) the Department for Education and Skills (DfES)

for the schools in England and Wales (together with the Welsh Office); (2) the Department of Education for the schools in Northern Ireland; (3) the Scottish Education Department.

2.2.1 Higher Education and Initial Teacher Training

The Ministry for Higher Education has jurisdiction over Kuwait University and the Public Authority for Applied Education and Training (PAAET), as well as scholarships abroad. However, many of the expectations as regards the advancement of higher education in Kuwait were frustrated by the Iraqi invasion in 1990. Several plans set by the Ministry of Planning to develop and upgrade the socio-economic and political aspects of the country were blocked (Ministry of Planning, 1995; *Al-Qabas*, 1992). During the Iraqi invasion of Kuwait, Kuwaiti key figures stressed that after the liberation of the country, new plans would be needed to tackle various aspects of the country's needs, especially those dealing with education. This was because one third of the country's foreign workforce had left the country because of their governments' policies towards the invasion. As will be evident from the earlier reference to the teaching force in Kuwait being heavily reliant on 'imported' personnel, the aftermath of the invasion found Kuwait faced with a significant shortage of manpower not only in education but also management and development. During the occupation, almost all educational institutions were damaged, and their academic apparatus either destroyed, or looted and transferred to Iraq. Developing and upgrading the educational system was therefore a priority of the government.

In the United Kingdom, the major sources of funding for higher education institutions are:

- A central Government grant paid through three Higher Education Funding Councils in England, Wales and Scotland and the Department of Education in Northern Ireland
- Tuition fees paid by LEAs to fund teaching costs and top-up fees
- Grants from research councils, which fund individual research projects and support related post-graduate training
- Private sources such as charities and industry, which fund specific research programmes.

The Further and Higher Education Act 1992 gave the former Polytechnics university status. In the United Kingdom, over 30% of young people enter higher education, and over 1.6 million full-time and part-time students are currently in higher education (DfES, 2004).

2.2.2 Attempts to improve the quality of education

This section considers the efforts currently underway in the two countries to improve the quality of educational provision. Such efforts have implications not only for schools and the curriculum that they seek to deliver but also they have implications for teacher training, recruitment and retention, and professional development.

One example of attempted curriculum reform in Kuwait was the introduction of the credit system into the secondary school sector. After some discussion at Gulf Co-operation Council level in the early 1980s, a number of the countries decided to introduce the system largely on an experimental basis. The experiment was undertaken with a view to reforming the secondary education sector and to increase the number of students going on to higher education and thus help meet the needs for high skilled manpower in a diversified economy (Al-Ghareeb, 1999).

The credit system was considered to have a number of advantages, not least because a form of it is used in study at Kuwait University and in the College of Basic Education. Secondly, the flexibility of the study programme around a basic core of subjects but offering a range of major areas of specialism from which students could choose according to their aptitudes and interests. Thirdly, students are not assessed by examination alone, but on their full year's work, including their classroom participation and activities on each course, and mid-term examinations, the end of year examination counting for only 40% of the study outcome.

This, it was considered, would reduce the amount of strain and stress on students associated with the traditional Arab academic system, where results depended on the end-of-year examination. Kuwait originally intended to run the credit system in a few schools to resolve any teething problems, and then to adopt it across the whole secondary education

sector. However, progress in that direction has been slowed, partly because of the disruption caused by the Iraqi invasion and partly because of concern about the standards reached by students following this programme. At present, just under half the Kuwaiti secondary schools operate the system. In the case of two other Gulf States, which embarked on the credit system experiment, Saudi Arabia abandoned the experiment in the 1980s, while Bahrain had completed the process changing over all its secondary schools to the credit system in the late 1990s (Al-Ghareeb, 1999).

In the United Kingdom, a number of measures are underway to improve the quality of education. As has already been mentioned, the National Curriculum was introduced as part of a series of educational reforms, which began with the 1988 Education Reform Act, and a number of agencies were set up to monitor and control quality. These include the already mentioned TTA, and Office for Standards in Education (OFSTED) as well as the Qualifications and Curriculum Authority (QCA), formerly the School Curriculum Authority). Since its introduction, the National Curriculum (and the ways in which pupils' performance is assessed) has undergone revisions, notably in 1998 and 2002, in order to improve effectiveness. Reference to the electronic archives of the *Times Educational Supplement* (http://www.tesonline.co.uk) shows some of the debate. One early issue that of teacher workload. For example, an editorial, 'Keeping a close eye on hours' in the *Times Educational Supplement* commented: *"For teachers, the implementation of the national curriculum and associated testing arrangements has been a major factor underlying the increase (in teacher workloads) and that the streamlining of the curriculum now taking place should improve matters" (TES, 17/2/95).* An article on 'getting the balance right' reflects the debate leading up to revisions made in 2002 (*TES, 25/8/2000*).

The TTA is responsible for funding initial teacher training courses, as well as ensuring that national standards are met, and promoting teaching as a career. On 7 July 1997, a *White Paper on Educational Excellence* was published by the new Labour government. The overarching aim of the White Paper was to raise standards in education over the following five years. The government approach was based on six principles; the most important of which are:

- The focus was to be on standards in schools, not the structure of the school system.

- There was to be 'zero tolerance' of under-performance, where the government would intervene in under-performing schools, and, at the same time, celebrate the successful.
- The government would work in partnership with all those committed to raising standards.

Among the goals to be achieved by 2002 were:

- to set up a network of early Excellence Centres to spread good practice in teaching and learning.
- to pursue effective assessment of all children starting primary school.
- class sizes to be of 30 or under, for 5, 6 and 7 year olds.
- to devote at least an hour to both numeracy and literacy in every primary schools, and improve Mathematics and English in all stages. This will be coupled with national guidelines and training for all primary teachers on best practice in the teaching of literacy and numeracy.

Earlier, the White Paper, *Better Schools* (1986), called for the raising of standards and a National Curriculum. Also included were proposals to raise standards through an integrated plan covering all aspects of school performance, pupils' progress, better management, and improved inspection process. This was in recognition of the fact that *"Countries throughout world are re-organising their education systems. Like us (in England) they are engulfed in rapid economic social change" (DfEE, 1999, p.18).*

With regard to improving teaching and learning by 2002, the goals included:

- innovative approaches to organising classes and grouping pupils according to ability.
- better developed information and communications technology as well as linking schools to the National Grid for Learning that provides modern teaching and resource material.

Teachers would be supported through measures including:

- national training arrangements for existing heads and requirement of headship qualifications for heads to be appointed for the first time.
- better training for existing teachers.

Having considered the education systems in the two countries, the way that they are organised, and efforts being made to improve the quality of education offered, it is useful to look at some of the implications for teacher training.

In Kuwait, the Public Authority for Applied Education and Training (PAAET) was set up in 1982 to take on the responsibility for co-ordinating training programmes designed to develop the national labour force, in keeping with the requirements of the national development plans. The PAAET took charge of eight institutes and training centres across Kuwait assuming the roles and responsibilities that had rested previously with different organisations, which supervised particular areas of training. The creation of the PAAET resulted in the unification of supervision of all operations involved in training and accrediting technical cadres, as well as the preparation of suitable training programmes.

In May 1986, a new strategy was put forward to upgrade the Teachers' Training Institute, the Commercial Institute, the Health Institute and the Institute of Applied Technology to college status, offering four-year full-time study programmes. As mentioned in Chapter One, the present day College of Basic Education came into being as part of those developments. However, after the Liberation from the Iraqi invasion, the PAAET Directorate set up what is known as the PAAET year 2000 Project. The main objectives of the new plan were to:

- study the market for workers to determine their actual number and their specialisms (this is being conducted jointly by Kuwaiti and German experts),
- develop the managerial system and staff training, e.g. reviewing procedure simplification, job description, organisational, an appraisal system, and enhanced staff competence through training (being carried out jointly by Kuwaiti and Canadian experts),

- develop curricula to ensure the correspondence between theory and practice in the training offered,
- expand building provision, and
- enhance the educational standards of students entering college.

In the United Kingdom, as has been already mentioned, the Teacher Training Agency (TTA) was set up to ensure that the quality of the training received by the teaching force was improved. This has had considerable implications for the various teacher training institutions. The education reforms of the late 1980s and early 1990s changed the nature of the training provision for entrants to the teaching profession and the standards that they were expected to reach and attain. Not only that, but much of the power and influence previously enjoyed by the teacher training institutions was devolved to the schools where trainee teachers underwent their school experience.

As already mentioned, one such institution, the I M Marsh Centre for Physical Education, Sport and Dance and part of the Liverpool John Moores University (LJMU), was chosen as the point of comparison with the College of Basic Education in the present study. The I M Marsh Centre for Physical Education, Sport and Dance is one of only three institutions in the United Kingdom to run a three-year course, the B.A. (Hons.) QTS in Physical Education (7-14) specialising in Physical Education. (It was from this course that the I M Marsh sample of teacher trainees was selected.) The rationale and aims of this particular course focus on training teachers who can work within a cluster of primary and secondary schools. This offered one example of the ways in which the LJMU was closely involved in responding to the demands and challenges of the reforms on school education and teacher training and reflecting the links between the Department for Education and Science/Department for Education and Skills and its agencies with regard to training.

2.3 Conclusion

This chapter has sought to characterise the two research settings in which the fieldwork for the present study was conducted, i.e. Kuwait and the United Kingdom. It has sought to trace various factors, relating to the geography and climate, economic, education system

and its administrative education structure, and the school curriculum, the measures taken to improve the quality of the education received by young people and their implications for the training of teachers. Figure 2.1 presents an overview summary table of the comparative analysis undertaken in this chapter of the two research settings.

There is a marked difference between Kuwait and the United Kingdom in the size of each country's population but this is reflected in the number of schools, universities and teacher training institutions. Kuwait has one University (Kuwait University), and one teacher training institution (the College of Basic Education), while the United Kingdom in 1999/2000 had 88 universities, 58 other higher education institutions, and 516 further education colleges (DfES, 2000, p.35). In England and Wales, 91 higher education institutions offer initial teacher training programmes at first degree (B.Ed.) and/or post-graduate level (PGCE). In the context of the present study, 32 teacher training institutions offer courses in Physical Education across the country (DfEE, 1999, p.194).

In Kuwait, there are only two institutions providing teacher training. The College of Basic Education, which trains teachers for the kindergarten, primary and intermediate school sectors and the College of Education at Kuwait University, which is targeted on the production of secondary school subject specialists (although not for Physical Education). However, in part to cater for the increasing numbers of students work is underway to establish a private university in Kuwait, which, initially at least, offers a limited range of courses. From the earliest days of its formal education system, Kuwait, like other Gulf countries, has had to rely heavily on overseas recruitment to meet its need for teachers, especially in the secondary school sector, where many are recruited from other Arab countries. Data on the teachers in government sector schools for 1996/97 show that some 60% of all schoolteachers are non-Kuwaitis and that in the secondary school sector the proportion rises to 64% (Ministry of Planning, 2000).

Figure 2.1: The Two Research Settings: A Comparative Overview

	Kuwait	UK
Capital	Kuwait City	London
Area	17,818 sq. km. (6,969 sq. miles)	244,111 sq. km (94,252 sq. miles)
Population (1999)	1,991,115	59,113,439
Economy	Based on petroleum, Kuwait has trimmed its production to 1.836 million barrels/day + natural gas resources	Based on extraction of coal, natural gas & oil; agriculture; manufacturing; and services industries
School System	6-14 years compulsory (Primary & Intermediate) & Secondary + Kindergarten	5-16 years compulsory (mostly organised as Primary & Secondary); Nursery Education.
Control of system	Ministry of Education A highly centralised system, but supported by its six regional offices.	DfES) (N.B. Scotland & Northern Ireland have own departments, Welsh Office jointly with DfES in Wales.) Over 100 Local Education Authorities, whose powers have now been reduced by central government.
Curriculum	National Curriculum determined by the Ministry of Education.	National Curriculum, determined by central government through the QCA.
School Inspection	Ministry of Education	OfSTED, a government agency, + the DfEE's own inspectors (HMI)
Initial Teacher Training	Two institutions provide ITT, both degree-awarding: (i) College of Basic Education for would-be primary school teachers in all specialist primary subjects. Only CBE offers PE as a specialist subject; (ii) College of Education, Kuwait University, for subject specialists in intermediate & secondary sectors (except for PE). 4-year programme.	91 Universities (and other HEIs) provide a range of degree-bearing ITT courses, aimed at preparation for different school sectors and subject specialisms. Typically, a 4-year programme leading to award of B.Ed., Graduates in other specialisms, can opt for a 1-year post-graduate teacher training diploma (PGCE), making them eligible to teach, subject to achieving QTS.
ITT for Physical Education	Only available through the CBE.	Some 32 HEIs offer PE as a teacher training specialism.
Control of ITT	The CBE is under the control of the PAAET, responsibile for co-ordinating training programmes in Kuwait, in line with national development plans. CBE is one of 4 PAAET colleges specialising in post-secondary vocational training. The College of Education at Kuwait University is under the control of the University, itself accountable to the Ministry of Higher Education.	Although HEIs are responsible to a parent university (e.g. the I M Marsh is part of the Liverpool John Moores University), ITT is closely monitored & controlled by the TTA, which approves the ITT training curricula, determines place quotas, operating a formula-funding system. Standards of ITT delivery monitored by regular OfSTED inspections.

The United Kingdom has not been without its problems in sustaining a teaching force large enough to meet the needs of the school system. The teaching force is getting older and the numbers of new entrants to the profession is declining. That situation is further aggravated by the increasing numbers of new teachers leaving the profession within the first three years or so. In the United Kingdom, there have been many changes in the last few years

and much progress has been made in terms of teacher training (Cohen, Manion and Morrison, 1996). A significant shift was the establishment of Teacher Training Agency (TTA), and changes in the role of teacher certification, as Chapter 3 considers. This presents a review of relevant literature relating to teacher education.

Chapter Three

TEACHER EDUCATION

3.0 Introduction

This chapter presents a review of literature relating to teacher education with particular reference to initial training and to initial training for physical education teachers. It also seeks to justify the theoretical framework used to inform an evaluation of initial training for physical education teachers in the two research settings, the College of Basic Education in Kuwait and the I M Marsh Centre for Physical Education, Sport and Dance in Liverpool.

3.1 The definition of teacher education

It is useful to begin by considering the definition and purpose of teacher education, of which initial teacher training is an important part. In a review of teacher education in Finland, Tella (1996a, p.64) offered this definition:

> *"Teacher education is to be seen as a continuous process starting with initial (pre-service) teacher education, followed by in-service and continuing education. It is teacher education that counts, not teacher training, which, more or less implicitly, refers to old-type seminars or teachers colleges, underscoring practical skills and experience-based practices and techniques."*

This is an interesting definition in two respects. It recognises that initial teacher education should not be viewed as an end in itself but as part of an ongoing process. It also emphasises the practical aspects of teacher education relating to the acquisition of classroom skills rather than simply exposure to lectures on theory, whether relating to teaching methods, educational philosophy or child psychology. The researcher welcomes such a concept of teacher education, in that his experience of teacher training (see Chapter 1) suggested a more limited approach in both respects in his home country of Kuwait. Such a concept was, however, consistent with what he found when reflecting on the work of teacher educators in the I M Marsh Centre, the other setting for his research. For similar reasons, he welcomes the aim of teacher education as seeking to:

> *"create a pedagogically thinking teacher, who at the same time is a full professional in educational issues, with adequate amounts of theoretical background knowledge and a reflectively critical attitude towards the challenges encountered in the teaching profession (Tella, 1996a, p.65).*

The teaching profession needs to attract and retain well-trained and able young graduates. They need both practical and academic ability and have the capacity to

develop the skills needed to be effective in the classroom and in school to enthuse and inspire their pupils (TTA, *Corporate Plan, 1998-2001*). Special skills must be learned by trainee teachers before they take on the significant role and responsibility of teaching. The pressures of such responsibilities have led to the need being recognised for greater professionalisation in teaching in the United Kingdom and elsewhere in the world (Kohonen and Niemi, 1996). In his preface to *Teacher Education: Dilemmas and Prospects*, Thomas (2002, p. xiii) pointed out that:

> *"Change and reform in teacher education is not a new subject, for it has been written about in much of the teacher education previously... How successfully schools, colleges and universities prepare students to meet these changes depends on developing new patterns of teacher education".*

However, Thomas also drew attention to a number of common issues emerging in teacher education that went beyond national boundaries. These included developing approaches to making the teaching-learning process more effective and the implications for training and the upgrading of teacher education was closely linked to the notion of partnership which was closely bound up with *"the future of sound teacher professionalism"* (Thomas, 2002, p. xvii). The main focus was recognised as being the links between the university sector and schools.

Change and reform in teacher education is not a new subject. Consider what Ahmad (1983) said over twenty years ago in a presentation at an international conference in the United States about the challenges for teacher education in the 1980s and 1990s:

> *"We must turn our efforts in teacher education institutions and in-service education to the preparation of a variety of specialists who can be the innovators of the future, who can carry out the new strategies of education. We must turn our attention to the preparation of teachers who have the definable skills necessary to assume leadership in innovation and who can work in a team which includes many specialists." (Ahmad (1983, p.73).*

3.2 Teacher Education and Physical Education

In the United Kingdom, as in other developed countries, teacher education has undergone considerable changes over the years. In all specialisms, effective teacher education is a critical factor in how good a service the education will be for its pupils. In the past, the process of teacher training was very simple, centring largely on subject knowledge, as Alkin (1992, p.136) noted:

> *"... the assumption was that teachers needed to know only the content that they were expected to teach to children or youth. ... The rule of thumb was that the teacher should have command of the subject matter that was to be covered by the students or, perhaps, a bit more to distinguish the teacher from the students."*

A new perspective on the role of teachers forced their preparation requirements to change. Teachers became viewed as people who had a profound influence on the pupils that they taught. This was a gradual process that evolved slowly over the years. In the 1960s, the first B.Ed. degrees were awarded in the United Kingdom. The degree programme stressed the discipline base of the study of education (Bull, 1993).

Tracing the process of development in the teacher education curriculum, Alkin (1992, p.137) noted the how training programmes moved on from the acquisition of 'modest subject-matter competence' to more

> *"... elaborate courses of study that include extensive involvement in the conventional liberal arts and sciences; exposure to what came to be called the educational foundations of philosophy, sociology, psychology, and the like; satisfaction of requirements of methods courses aimed at developing understanding of and skill in teaching the various school subjects; and extensive participation in elementary and secondary schools as practical settings for developing skill in integrating knowledge of students, school subjects, and methods, and for satisfying a student teaching requirement" (Alkin, 1992, p.137).*

Shulman (1987) identified seven types of knowledge necessary for all teachers to possess: (1) pedagogical content knowledge; (2) content knowledge; (3) curricular knowledge; (4) knowledge about learners; (5) knowledge of educational contexts; (6) knowledge of education purposes; and (7) general pedagogical knowledge. He identified the first three as subject-specific. Pedagogical Content Knowledge (PCK) represented the ability of a teacher to transform subject matter into forms that were pedagogically (educationally) powerful, yet adapted to student abilities and backgrounds. Content knowledge was 'knowing' the subject matter (Bain, 1990). Research on content knowledge in physical education had found that pre-service teachers had limited content knowledge (Rovegno, 1993). Content knowledge was developed through study. Curricular knowledge was reflected in being able to sequence the content knowledge in a progression that was best suited to the pupils (Jewett, Bain, and Ennis, 1995). This knowledge was conveyed in teacher training programmes

through 'process variables' (Locke, 1984, p.18), such as coursework, field experience, and teaching practice. Goodlad (1990) noted that for the coursework to be effective in developing teaching skills, it had to have the right blend of theory and practice.

The successful delivery of any curriculum in achieving its goals depends on the availability of enough teachers with the qualities and capabilities that are required to deliver it. Fostering the development of professional judgement is an important aspect of teacher training. In a world that is constantly changing, the education system needs to be able to adapt so as to provide the necessary educational foundation for future developments. Teachers need to be able to adapt their own teaching skills to meet the demands of new situations as they arise. Quite apart from being able to respond to major changes demanded of the education system, young teachers needed to refine and adjust their techniques to enable them to respond sensitively to pupils' individual needs. Some factors that might require good judgement in adapting include the needs and abilities of pupils and the space and environment in which the lesson is being delivered (Capel, 1997).

In England, according to Williams and Soares (2002, p.91) one of the key features in initial teacher training had been an *"increase in the scale and significance of the school's contribution to the training process."* Wilkin (1992) traced the change in the relationship between the Department for Education and Employment and teacher training institutions in the United Kingdom. This shift came about as the government sought to bring teacher training more in line with immediate school requirements for new teachers well versed through training in skills needed in the classroom (Partington, 1999). This shift required the teacher training institutions to lose some of the autonomy and academic freedom that they had traditionally enjoyed:

> *"Professional initiatives and government measures have both contributed to the restructuring of the balance of control and influence in the relationship between training institutions and schools. For two reasons, training is moving into schools. The first concerns the redemption of the theory-practice gap, which bedevilled initial training over the years. In the 1960s and throughout the 1970s, teachers, tutors and students expressed concern about the lack of continuity between the different forms of knowledge that the school and the college or university department of education (UDE) contributed to training. ... The second reason for the trend towards school-based training concerns the recognition of the status of teachers as professionals in the respects that the right of the teaching*

profession to share fully in the training of its own recruits is now appreciated" (Wilkin, 1992, pp.13-14).

This professionalisation process is also evident in the development of mentoring, both as part of support for trainees when on teaching practice and also in their early years of teaching. Originally, the mentor featured more commonly in the world of business (Gardiner, 1998), before the model was adopted by the field of education for its particular purposes. Gardiner (1998, p.77) defined mentoring as *"a helpful strategy to assist with the professional and personal development of an individual on a one-to-one basis through a special relationship."* Much has been published on the subject of mentoring and teaching practice, for example, Wilkin (1992), Yeomans and Sampson, (1994), Cole and Chan (1994), Byra and Coulon (1995), and Cohen, Manion, and Morrison (1996). Work is also in progress in developing countries like Turkey, from where Tercanlioglu (2000, p.17) reported a survey into the introduction of a school-based mentoring system for student teachers of English. She found that student teachers and teacher educators welcomed the scheme, although there were some problems to overcome. One of these was a shortage of experienced teachers of English to provide in-school support for student teachers.

Bolton (1993, p.15) pointed out the importance of teachers with mentoring skills in both pre-service training and in the profession: *"mentoring and training skills are required in initial teacher training, the induction of new teachers, school improvement and professional development".* The system of teaching practice should establish links with a number and variety of schools. Experienced teachers from schools, sharing responsibilities with the training institutions for planning, supervision and support of students, school experience and teaching practice should be given an influential role in the assessment of trainees' practical performance. They should also be involved in the training of the students within the placement schools.

Arguably, educational research has a key role to play in improving the teaching practice system and in developing effective strategies for learning. At the same time, if the teaching profession is genuinely to develop as a research-based profession, there should be a greater focus on the arrangements for commissioning, promoting and disseminating pedagogic research. A review of teacher education in Finland, mentioned at the

opening of this chapter, suggests that research activity was an important element in the work of the teacher training institutions (Tella, 1996b).

Higher Education institutions should also have a role in training teaching mentors and in providing Continuing Professional Development (CPD) that builds upon initial teacher training (Turner and Bash, 1999). Schools should have a significant, and no less important, role to play in teacher education. In particular, schools should provide opportunities for trainees to gain experience of classroom practice and to develop their professional skills, competencies and knowledge. Schools should also provide a context for reflection and opportunities for access to advise and support from trained mentors who, as accomplished teachers, should have extensive classroom experience. As Jacques (1992, p.430) argued, *"mentoring is more than dealing effectively with practical craft skills"*.

The mentoring of trainee teachers is a skilled activity requiring commitment and patience. The role is essentially one of support, enabling the trainees to maximise their professional potential during the period of school-based training. Mentors need to establish a good relationship with the trainees in their charge. They need to be able to appreciate and give feedback on the good points in trainees' profiles and encourage further development. They need to be able to confront the areas in which they are less successful, analysing their needs, and offering advice and support in a positive way:

> *"Although it is not difficult to specify the formal requirements of the role, in practice effective mentoring rests upon the capabilities and responsibilities of individuals. The selection and training of mentors need to ensure a certain level of competence in order for all trainee teachers to have a high standard of in-school training.... The choice, training and employment of mentors can all be sensitive issues for partner schools and HEIs [Higher Education Institutions] within partnership arrangements" (Richards, Simco and Twiselton, 1998, p.11).*

The successful use of competencies for developing and assessing trainee teachers' achievements relies on the sensitive support given to trainees in school by their mentors and in the teacher training institutions by the appropriate tutors (Cohen, Manion and Morrison, 1996). According to Tomlinson (1995), the mentor has a significant role to play in the trainee teacher's development as a reflective practitioner. The role of the mentor is multi-faceted and complex. The mentor acts as a support for the trainee,

motivating, raising awareness, providing feedback and advice, reviewing sessions and guiding future planning, and acting as a link person between the school and the college/university tutor.

Shaw (1992) described the ideal mentor as someone, who can listen and encourage, as someone who is empathetic, organised, reflective, analytical and approachable. The Guidelines for Mentors and Supervisors developed by the teachers in Cambridgeshire (CUDE, 1990) recommended a particular approach to conducting the debriefing discussion, which should include the following:

(1) trainees should be encouraged to review and reflect upon their practice as a part of their progressive professional development

(2) mentors should encourage trainees to develop a professional independence that views mistakes as learning experiences

(3) mentors should not only act in a supportive manner but should also use an appropriate response style for the circumstances and be prepared to change this if the response of the individual trainee is such that a change in approach is desirable,

(4) mentors should see the discussion agenda as flexible and be able to take into account the specific needs of the individual trainee,

(5) mentors should attempt to be constructive rather than critical and end the debriefing on a positive note,

(6) a copy of the notes taken during the lesson observation should be given to the individual trainee and these should form the basis of the debriefing discussion, and, finally,

(7) the notes should also be used to provide evidence to support points made when discussing the lesson (Mawer, 1995b, p.256).

There are a number of different views concerning the role of the mentor in initial teacher training. Jacques (1992), for example, saw the mentor's role as involving being an instructor, teacher, a counsellor and assessor, rather than simply a craft expert to be copied by the novice. Shaw (1992) argued that the 'generic' core skills which are essential for supporting and supervising trainee teachers include: needs analysis; interpersonal skills such as counselling, negotiation and conflict solving, giving positive

and negative feedback; observation and assessment skills; setting targets and report writing.

The United Kingdom's TTA is unique in its role by linking initial teacher training with the Ministry of Education. The TTA's intention to provide new teachers with career entry profiles and to link them with its initiatives in training subject leaders, heads of departments and head teachers makes this a highly relevant, if controversial area. OFSTED is the more important state agency since it wields power both in the schools and in the teacher training establishments in a specific grass-roots manner, while the Teacher Training Agency operates at higher level (Turner and Bash, 1999, p.14). The report of a survey by HMIs in England and Wales in 1987 (HMSO, 1988, p.11) serves as a reminder of the importance of dialogue between teacher training institutions, schools and local providers of educational services:

> *"There is a need for closer liaison between schools and local authorities in defining their respective responsibilities for the induction of new teachers. The roles of local authority advisers need to be clarified and the extent of the support they can give to probationers defined realistically. All schools should have the benefit of written guidelines for induction from their local authority."*

Writing about the development and evaluation of teacher education in Finland, Kohonen and Niemi (1996) stressed the importance of a continuous and systematic evaluation process in the promotion of quality in teacher education. This they saw as part of the new professionalism in teacher education, in which pre-service, in-service and continuing education had a part to play. They referred to the need for evaluation to be carried out simultaneously at the levels of: *"student teachers, teacher educators, teacher education institutions and higher education policy" (Kohonen and Niemi, 1996, p.38).* "Reflective self-assessment" was essential at each of the levels but needed to be done in interaction with other participants, especially between student teachers and teacher educators. This was found to help inform improvements to curriculum inputs and the quality of interaction between student teachers and teacher educators.

Physical Education is, by definition, part of education (Howarth, 2000: 270). It has also been defined as a process through which an individual obtains optimal physical, mental and social skills and fitness (Lumpkin, 1998). It is not just about physical exercise and

sport. It teaches a lot more than simple motor skills and fun and lifetime activities. It is also considered to be one of the active tools that prepare young people to meet the challenges of life: *"Today's physical education and sport programmes have the potential to improve the quality of life for everyone" (Lumpkin, 1998, p.7).*

The training of Physical Education teachers is highly dependent on the quality of the facilities and equipment available to trainers and trainees. Proper facilities and equipment will allow trainees to experience fully both the practical and the theoretical nature of their specialism. Evidence of physical education teacher qualities would include skills in curriculum planning and evaluation, and the ability to match curriculum content to the perceived needs of pupils. Further evidence would be found in the areas of subject knowledge and understanding, the awareness and use of a variety of teaching strategies, the ability to communicate, and the whole field of pupil/teacher relationships.

Like that of teachers of other subjects, the professional development of physical education teachers should be an ongoing process. It should never end. It should unfold progressively as craft knowledge builds upon what is acquired through initial training and is sharpened by in-service training, undertaken regularly throughout a teacher's career (Tella, 1996b). New teaching methods are constantly being developed and designed to help teachers improve the quality of the experience that they offer their pupils. The role of the physical education training programme is to provide the skills and training necessary to produce effective and caring teachers, especially those working in primary education (Mawer, 1995a; Capel, 1997; TTA, 1998-2001). What pupils learn from their teachers depends on the quality and effectiveness of the individual teachers.

The advanced countries of the world, such as the United States of America, Australia, Japan, and France, already place emphasis on the expanded role of the Physical Education teacher in modern education. Commenting on the situation in the USA, Lumpkin (1998, p.7) argued that,

> *"No longer are Physical Education and sport just for schools or colleges, although teaching in these settings is certainly an important endeavor. By learning about careers in leisure service, athletic training, corporate fitness, sport management, fitness club instruction and management, recreation for all ages and abilities, coaching, and a variety of other*

activity-related pursuits, students will gain a clear perspective of the future role physical education and sport should play in American society."

The development of technical skills and teacher training are both important factors in the development of a good physical education teacher. In the United Kingdom, the Teacher Training Agency (TTA) has developed a framework of professional standards for the award of qualified teacher status, under which all candidates must be able to demonstrate their attainment of professional standards (TTA, 1999). Furthermore, these standards have been developed from lists of professional competencies contained in the Department for Education Circulars 4/98, 14/93 and 24/89 (Trend, 1998). Because of this emphasis on a broad base of skills and knowledge, the physical education teacher is recognised as having a considerable part to play in influencing the development and the physical growth of pupils, physically, socially, morally, mentally, and from a health point of view (Armstrong and Carney, 1996; Capel, 1997; NC, 1999).

The Kuwaiti Ministry of Education's Physical Education Department decided to establish a new approach to Physical Education in 1981, by placing emphasis on the fundamental skills within some Olympic-category games, and by developing a new physical education curriculum which included, for example, team games, such as basketball, volleyball, and handball. However, there was still a tendency on the part of teachers to allow the students to engage in whatever activity the latter preferred. Despite this major change in the curriculum, the old teaching styles remained unchanged. With regard to the physical education objectives, the following outline provides an indication of what the Kuwaiti Government hoped to achieve and why this element of the curriculum was deemed important, not only for teachers and pupils, but also for Kuwaiti society as a whole.

Like other subjects in the school curriculum, physical education is intended to bring about modification of pupils' behaviour, and runs in parallel with the needs and expectations of Kuwaiti society (Al-Motawa and Bedair, 1996). Physical Education is also considered to be an instrument for leading children in the right direction, that is, socially accepted and the healthy and physical side and the mental growing, so they can grow without impediment into adult and responsible citizens. Hence, it plays a significant role in preparing pupils to be a useful in the society. Physical Education is

important because it influences various aspects of pupils' growth, physically, mentally, psychologically, in terms of knowledge, and in terms of movement.

The Kuwait Ministry of Education stipulates certain objectives and the means to implement them, under the general heading of the Physical Education Plan. The main Physical Education objectives are listed as below (Ministry of Education, 1987/88: pp. 9-11):

- to help children enjoy well-planned physical education programmes.
- to develop the spirit of co-operation among children and to help them to work successfully as members of a group.
- to help children through discovery to fulfil their love of adventure.
- to provide children with mental as well as physical stimulus.
- to stimulate children's imagination and to guide them towards discovery.
- to channel children's energy towards useful and productive activities.
- to develop in children feelings of safety, love and self-importance.
- to help children to find solutions to problems.
- to help children to develop healthy habits and to make them part of their lifestyle.
- to enhance children's fitness in all aspects.
- to enhance children's motor skills.
- to enhance children's ability to use sports equipment.

In England, physical education tends to attract very contrasting responses from children. Some are stimulated and enthused by individual or team sports, and for these children, it can be the high point of the curriculum (Moon, 1996). In the National Curriculum, physical education is defined in terms of a single attainment target. The central importance of activity in all its forms is stressed. One of the key aims of Physical Education is to teach pupils, through experience, to learn about and value *"the benefits of participation in physical education activity while at school and throughout life" (NCC, 1992, Section B1.1.1).*

In the National Curriculum, the three attainment targets for physical education set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each of the four key stages, into which the national curriculum is organised (DFE, 1999):

- planning and composing- the knowledge, skills and understanding required to plan and structure performance;

- participation and performance - the knowledge, skills and understanding required to take part; and
- appreciating and evaluating - the knowledge skills and understanding required to be able to appreciate and evaluate physical activity (NCC, 1991, p.17).

Therefore, from the aims and objectives it is evident that physical education seeks to educate primary school pupils in how to be good citizens through working in a team, learning to be good sports, and improving their physical abilities to achieve their life goals (Glaister, 1975; Abdull-Hakeem, 1980; Capel, 1997; McCullick, 1998).

Abdull-Hakeem (1980, p.13) argued that physical education teachers were significant role models and of great importance to pupils and to society:

> *"The Physical Education teacher is responsible for the education and teaching of pupils. He/she influences the development of the balanced character of his/her pupils during physical activity as well as influencing health and fitness and educating and teaching pupils to become stronger and well structured. .... The Physical Education teacher is not just a sports enthusiast or exercise leader. He/she is a motivator who teaches pupils to respect their bodies and how to take care of them."*

The successful training of new teachers who can help meet physical education objectives is dependent on a staff of well-qualified teacher educators, using the skills acquired in their own training. Failure to provide quality training for would-be physical education teachers will have consequences for the pupils in their school (and, later, adult) lives. The importance of well-qualified physical education teacher educators was affirmed in the World Summit on Physical Education held in Berlin in 1999. Among other things, the Summit's Berlin Agenda called for action by governments and ministries responsible for Education and Sport to *"recognise that quality physical education depends on well-qualified educators and scheduled time within the curriculum, both of which are possible to provide even when other resources like equipment are in short supply"* (*International Journal of Physical Education, 2000a*, p.4).

Similar themes are also evident in the *Declaration of Punta del Este* made at a conference organised by the United Nations Scientific and Cultural Organisation of ministers and senior officials responsible for physical education in Uruguay late in 1999

(*Journal of Physical Education, 2000b*). These included the affirmation by the conference of *"the importance of physical education and sport as an essential element and integral part in the process of continuing education and human and social development"* and concern about a marked reduction in the opportunities for participation by children in physical education and sport. The declaration expressed deep concern that *"in spite of the expansion of elite sport and sport for all programmes in recent years, opportunities for children to participate in physical education have been significantly curtailed. It is noted that the time required for physical education in schools is not being respected and is even being reduced in many countries because of changing priorities"* (*International Journal of Physical Education, 2000b*, p.5).

Through their classes, physical education teachers seek to enable pupils to acquire information and skills, to support their social development. They can contribute significantly to the development of pupils' social, cultural, and moral behaviour, acting as sources of information, and a point of reference for pupils' problems. Physical Education teachers have many opportunities to teach pupils socially acceptable behaviour and to encourage their physical and cognitive development.

Talbot (1998, p.112) emphasised the importance of physical education in schools, arguing that it had,

> *"... a unique contribution to make to the education of pupils. This unique contribution should be central to Physical Education teachers' work. If PE teachers lose sight of that which is unique to the subject and the justification for PE is made only in terms of what it contributes to general educational and cross-curricular aims, the justification for PE as subject in the curriculum is weakened."*

Physical Education teachers require high quality training, as their influence reaches far beyond the boundaries of simple movement and exercise. It extends into pupils' future lives and provides the foundation upon which a full and healthy life can be built. There are two aspects of preparation that must be carefully developed in the physical education teacher. They are personal characteristics and teaching techniques. Mawer (1995a, pp.4-5) identified the following attributes as desirable in all new teachers:

> *"... enthusiasm, a sense of humour, empathy and sensitivity to other, the ability to relate to other, adaptability/flexibility in thinking, communication skills, co-operative attitude, imagination and initiative, the*

ability to organiser, confidence and ability to engender confidence, self-motivation, personal presence, articulate and good use of voice. Capable of self-analysis, commitment and leadership qualities."

In addition to the development of personal qualities, physical education teachers must develop a professional attitude towards the development of teaching skills and competencies as they progress from being students undergoing teacher training to taking up their first post in school. This professional attitude must be maintained throughout their professional careers (Mawer, 1995b).

Apart from calling on governments to "*implement policies for physical education as a human right for all children*" and stressing the role of physical education in the life-long learning process, the Berlin Agenda mentioned above refers to the need for quality physical education. It points out the contribution of physical education in helping to "*ensure integrated and rounded development of mind, body and spirit*" and to enhancing "*social development by preparing children to cope with competition, winning and losing; and co-operation and collaboration*" (*International Journal of Physical Education, 2000a*, p.4).

New teaching methods are constantly being developed and designed to help teachers improve the quality of the experience that they offer their pupils. The role of the physical education training programme is to provide the skills and training necessary to produce effective and caring teachers, especially those working in primary education (Mawer, 1995a; Capel, 1997; TTA, 1998-2001). What pupils learn from their teachers depends on the quality and effectiveness of the individual teachers.

However, despite what might otherwise seem to be an encouraging situation as regards the situation of Physical Education, in terms of support for it and for its role in the school curriculum, there is disturbing evidence that world-wide there is a gap between what is said and what is delivered. The international survey conducted by Hardman and Marshall (1999) into the state and status of School Physical Education concluded that,

"... school physical education is in a perilous position in all continental regions of the world. Specifically, issues of implementation, restricted and decreasing time allocation, low subject status, inadequate financial, material and human resources as well as scepticism about the subject's future are all cause for concern as efforts are made to sustain physical

education in schools in the next millennium" (Hardman and Marshall, 1999, p.1).

In their concluding comments about their survey, while accepting that there was evidence of successful programmes in schools and in teacher training for physical education in many parts of the world, the authors pointed out that,

> *"... idealistic and sometimes politically inspired rhetoric can, and does, mask the truth. In spite of official documentation on principles, policies and aims, actual implementation into practice exposes the realities of situations. The findings from the present audit serve to underline such discrepancies. Whatever the situation, there are clearly common concerns, which give rise to a number of challenges in the next millennium" (Hardman and Marshall. 1999, p.26).*

3.3 Studies on initial teacher training and Physical Education

This section reviews some studies reported in the literature relating to initial training especially for physical education teachers. This is done with particular reference to studies relating to the experience of the Arab world, of which Kuwait, one of the research settings for the present study, is a part. Such studies also helped in the identification of the key dimensions that were to shape the evaluation of initial teacher training undertaken in the fieldwork (see section 3.4).

From an analysis of 16 studies internationally, Leavitt (1991) found that eight issues were mentioned so frequently by educators in different countries that they could be termed 'world' problems facing teacher education. These were: recruitment, teacher education course content, governance, research, professionalism, teacher educators, in-service education, and the development of indigenous teacher education. Leavitt (1991) also referred to the negative aspects of future professional development being a major problem or issue in teacher education in all of the countries. This was a tension between the university ideal of questing for knowledge for the sake of pure scholarship and the needs of the school sector for knowledge serving practical purposes. The result for teacher education was a lack of co-operation, lower status on campus and often a dearth of funds. The crux of this universal problem was that teacher education had to relate to two entities with radically different mindsets, the university and the school. The problem of the low status of teachers was cited in every country, at least indirectly,

Leavitt discussed the issue at some length in the cases of Brazil, Egypt, Japan, Spain, the United States, and USSR:

> *"Teaching is treated as a semi profession, due, among other things, to the lack of a strong knowledge base, teachers' limited autonomy to make professional decisions, and accountability to superiors rather than to the profession"* (Leavitt, 1991, p.325).

A paper by Holyoake (1993) offers an overview of the problems/challenges facing teacher education in countries such as Australia, Canada, the United States and Egypt. Like the analysis by Leavitt (1991), this indicates a number of subjects for debate within the system, on how teacher education could or should be made more effective and professional. These ranged from the criteria and procedures for student teacher selection, achieving the ideal balance in theoretical and professional studies in initial teacher education programmes, improving quality of training provided, identifying the optimum roles of initial and in-service training and establishing the role of research in improving teacher education (see also, Hytönen, 1996).

Consideration of studies into physical education teacher training in Kuwait begins, however, with reference to Kuwaiti studies into wider aspects of teacher education, as these provide the broader context of concerns about provision for physical education. An investigation by Al-Shaik, Abdull-Wajood and Ramadan (1989) into initial teacher training in Kuwait sought to identify the qualities of teachers, to assess teacher performance levels, to evaluate the teacher training institutions, and to identify the problems which teachers encountered. It included a review of previous literature relating to initial training, the use of participant observation, and personal interviews with educationalists in the Ministry of Education. A number of problems with initial teacher training were found. These included the admissions criteria for selecting students, curriculum and teaching methods, mentor training, equipment and resources, and co-ordination between the training institutions and the Ministry of Education. The researchers recommended the need to re-formulate the policy on teacher training and the programme itself, to set clear criteria for selecting students to train as teachers, to look closely at the training of mentors, and to develop the curriculum and teaching methods training provided and to improve the organisation of the school experience element.

A study of teacher education in the College of Education at Kuwait University by Al-Malaifi (1992) found that many factors weakened teacher training programmes. These

included lack of encouragement, poor salaries, the failure of the teaching profession to establish a higher status for teachers in society, the differentiation of teachers, unqualified/untrained supervisors and differences in their perspectives on teaching.

In the early 1990s, the Ministry of Education set up a committee to study the situation of teachers and teacher education in Kuwait, because of its concerns. In its report, the Committee for Studying the Situation of Teachers in Kuwait identified problems in the College of Basic Education (Ministry of Education, 1993). The Committee recommended that the solution to problems should be through the provision of necessary equipment, facilities and resources to the College of Education and the expansion of its teacher training capacity to meet the needs of the Ministry of Education for well-trained teachers. It also recommended that the College should establish a clear admissions policy to ensure that the best students were attracted to teacher training. This policy should be related with the needs of the labour market (Ministry of Education, 1993).

Al-Hadhood and Al-Kuther (1995) investigated factors in the teaching practice performance of 92 female trainees to explore the main problems that they faced. Mentors and teaching practice were major areas of concern, as were the teaching practice programme itself, subject knowledge and practical training and the administration in schools. There was perceived to be a lack of co-ordination between college and school supervisors. The inexperience of supervisors and the lack of equipment in schools were identified as matters of particular concern.

Al-Methen (1995) identified significant problems in teacher training in the College of Education at Kuwait University, which were evidenced in trainee admissions policy, teaching staff, the College administration, and teaching practice supervision. Her main recommendations were as follows:

1. new rules and admissions policy regulations were needed to screen prospective trainees better;
2. staff members should play a more active role in alleviating any confusions faced by those seeking to enrol on the teacher training programme;

3. Supervisors and teaching staff needed to realise that the supervision of trainees was part of the professional responsibilities of both.

In a study on teacher training for the primary school sector, Abu-Lobda (1996) referred to teaching practice still being at the forefront of the problems facing teacher preparation, and highlighted the gap between the theory and practice.

The main problems facing physical education trainee teachers when on teaching practice were investigated by Al-Motawa (1995) in a study at the College of Basic Education, Kuwait. These were found to be:

1. lack of subject knowledge (theoretical aspects)
2. trainees held in low regard by the schools
3. No coherence between the Physical Education teaching methods used in school and those provided by the preparation programme.
4. the programme was inappropriate for female trainees to develop teaching skills.
5. teaching practice modules did not enable trainees to practise teaching skills in school.
6. study modules provided inadequate preparation for teaching practice.
7. shortage of mentors in schools.
8. trainees' college mentors differed from course to course. (This resulted in a lack of consistency and cohesion in the advice offered).
9. lack of co-operation from physical education teachers in schools.
10. shortage of time for mentors to sit with trainees and discuss their teaching and to write up their assessments of what they had observed.

The findings of these studies into teacher education in Kuwait were considered to be of particular interest in the context of this research on two counts. When addressing the rationale of the present study (see Chapter 1), the researcher reported on his experience of initial teacher training at the College of Basic Education's degree programme in the early 1990s and identified similar problems in the training programme. The studies referred to above, especially those of the Committee for Studying the Situation of Teachers in Kuwait (Ministry of Education, 1993) and of Al-Methen (1995), suggested

that problems had persisted. Secondly, the fieldwork for the present study raised the question as to whether some of these problems had been resolved.

A further factor was a source of concern. Examination of two studies conducted in the mid-1980s into work at the College of Basic Education (then the Teacher Institute) showed similar problems with provision to those found in the studies considered above. Asad and Maher (1985) found defects in the roles of teacher educators, and weaknesses in the quality of both the theoretical and the practical aspects of the teacher training programme. In their view, the solution to these problems could only be addressed by improving the quality of teacher educators, co-operation between the Ministry of Education and the training institutions, by standardising teacher training requirements, and by re-evaluating the objectives of teacher training programmes. Jameh (1986) pointed out deficiencies in the teaching practice element of training. These included the wide gap between what was taught in college and what went on in schools, and a failure to set clear objectives for teaching practice.

Although research in Arab countries into physical education teacher education is scanty, some studies have addressed related issues. For example, in Jordan, Al-Smaid (1985) studied contemporary trends in teacher training, through the examination of its philosophy and methods of the teacher training system in the country, with a view to determining the quality of the programmes on offer. Various aspects of that training were covered including the quality of the teaching and supervision received by trainees. The assessment was supported by a questionnaire survey of College of Education trainees. It was found, among other things, that trainees did not get enough opportunities to practise skills required as part of their practical training. In Egypt, Mahmud (1988) studied the training of female physical education teachers. One of the objectives was to design a programme that would support the development of the skills in trainees that struck a fair balance between the ideal needs of physical education teachers and the existing educational standards of the trainees.

In Libya, a study on the training of basic education teachers by Abofarwa (1988) sought to evaluate the five-year teacher training programme. Data were gathered from personal interviews with the principals of six teacher training institutions, and through the

conduct of questionnaire surveys of final year trainees, tutors, headteachers and school inspectors. It was found that the programme was seen, in general terms, as a major improvement and a positive step towards raising the quality of teacher education in the country. However, a number of the shortcomings and problems that had been present in the previous programme remained. The school experience element had not undergone any major change or development, either in structure or duration. The content of the professional studies courses, the time allocations, the teaching methods and training techniques remained much the same as they had been previously, despite their evident unsuitability and ineffectiveness. Supervisors' contacts with student teachers during school experience were very limited in frequency and duration. The general level of teaching competence of the student teachers, as assessed by their supervisors, was only 'moderate'. A large number of the supervisors and student teachers expressed their dissatisfaction with the organisation and supervision of school experience. However, despite the shortcomings that were still present in the new programme, the student teachers rated highly some aspects of it. These included the classroom observation period, student assessment, and individual and group discussions with their supervisor.

A study by Al-Seweedy (1994) in Qatar sought to explore the role and functions of mentors. She noted that the teaching practice system needed more research, because it was one of the most important elements of teacher training. She also identified problems relating to mentoring: the use of unqualified mentors with some trainees whilst on teaching practice, and the failure to take into consideration rules and conditions for the selection of mentors.

In England, a report by Her Majesty's Inspectorate (HMI) on the initial training of Physical Education teachers in Wales found some problems and deficiencies in eight Higher Education Institutions (HEIs) providing initial training programmes for primary school sector teachers (HMI, 1997). It was found that the time allocated to the curriculum study/foundation courses was inadequate to enable students to teach the subject satisfactorily in all the required areas of the National Curriculum. Schools' contribution to the training of physical education students, including giving subject-specific support and advice, was generally inadequate and mostly poor. Students rarely

had opportunities to observe good physical education teaching during their school-based experience.

Teacher educators often felt that students left their college courses inadequately prepared for the practicalities of classroom life (Jacques, 1992). Assessments by college tutors who were not physical education specialists were often too general to enable the trainees to reflect on and improve their practice. Gymnastics and dance activities were generally given some 20% of the time available in the part of their study programme devoted to physical education. This did not give trainees enough time to acquire the knowledge and understanding necessary to teach gymnastics and dance confidently and competently. Besides which, many trainees had only limited experience of these activities prior to starting their programme.

The inadequate time allocation also resulted in too much cramming of content, leaving trainees insufficient opportunities to reflect on their work. In terms of the quality and standards of students' training college-based work, there was a lack of clarity in relating objectives to the National Curriculum programmes of study. The over-loaded timetable allowed tutors very little time to provide oral feedback to help students to reflect on their own competencies and performance. Some tutors had limited knowledge of National Curriculum requirements for physical education. The distance from the college to the schools often made it difficult for trainees to be involved in school life, especially in after-school extra-curricular activities.

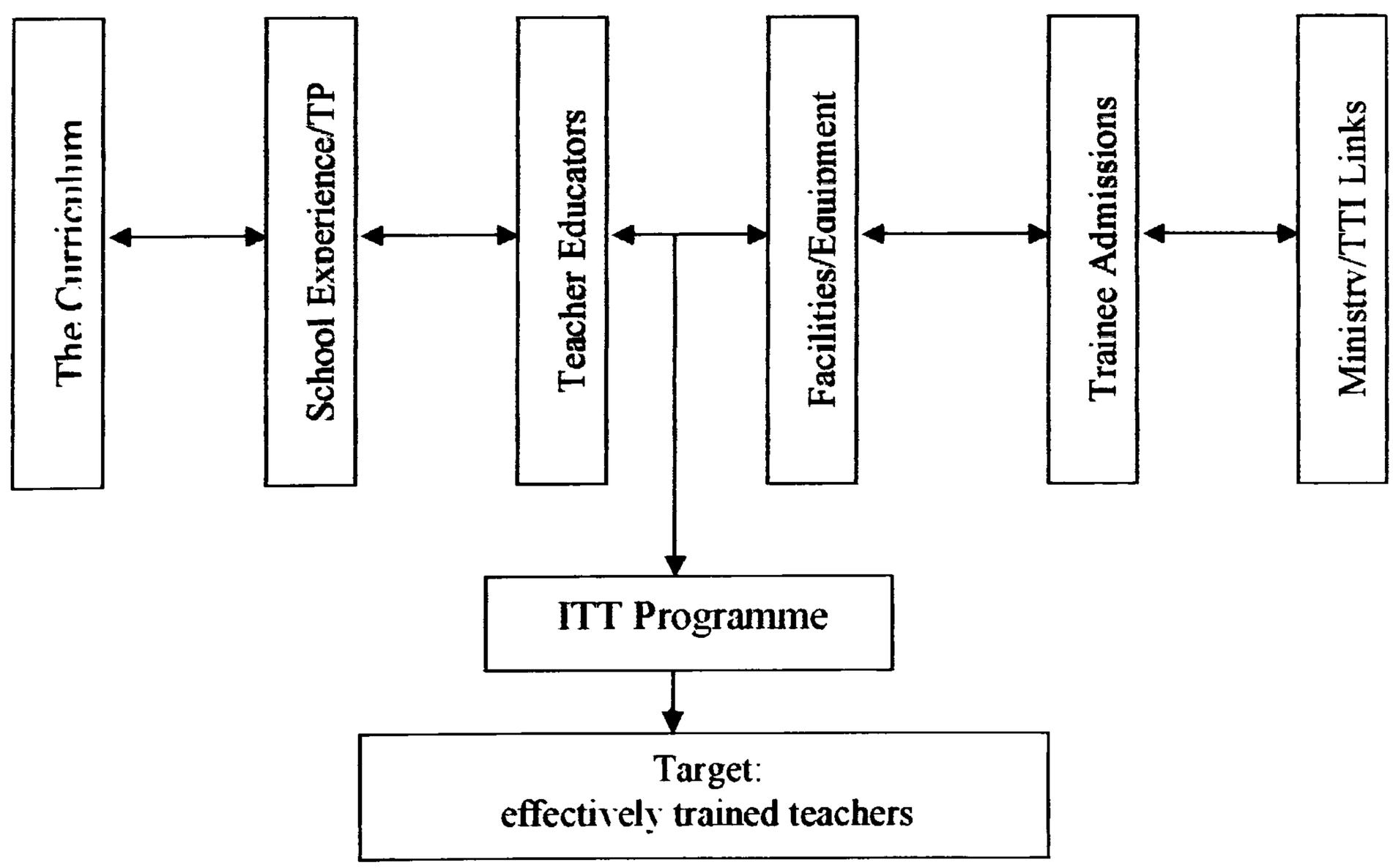
The most important recommendation from Her Majesty's Inspectorate for raising standards was that Higher Education Institutions (HEIs) needed to find ways of increasing the time allocation for college-based Physical Education work in the B.Ed, Curriculum Studies/Foundation courses and the Post-Graduate Certificate courses. College-based work should be essentially practical across the National Curriculum programmes of study. More attention needed to be given in college-based work to acquiring knowledge of assessment methods and their applications. Schools ought to make a greater contribution to student teachers' training. Tutors should provide subject-specific training to improve trainees' subject knowledge. Higher education institutions

providing physical education teacher training needed to liaise more closely with governing bodies of sport and other agencies to facilitate this.

In 1987 Her Majesty's Inspectorate (HMI) published a survey of public sector initial teacher training courses in England, Wales, and North Ireland (HMI, 1987). This was followed in 1988 by an HMI survey of training in university departments of education (HMI, 1988). The Reports showed that, while the training system had considerable strengths, there were also important weaknesses, particularly in the quality of students' school experience. However, the survey acknowledged that measures were already being taken to improve training. The academic content of teacher training was now considered to be more rigorous, the professional content less theoretical, and much more directly related to classroom practice. The Reports sought to examine the central questions of the quality of initial teacher training courses and the balance and relationship between college and school-based work. They also discussed the implications of giving greater responsibility for teacher training to schools and schoolteachers, and less to higher education institutions.

3.4 Six key dimensions in the delivery of Initial Teacher Training

Figure 3.1: Key Dimensions in the Delivery of Initial Teacher Training



A number of key dimensions relating to teacher education emerged in the review of the literature and it was considered that they might usefully serve as the theoretical framework for the proposed evaluation of initial training for Physical Education teachers in the two field settings, the College of Basic Education in Kuwait and the I M Marsh Centre for Physical Education, Sport and Dance in Liverpool. Surveying trainee teacher and teacher educator views on issues relating to these dimensions, it was hoped, would generate useful data and enable the research questions underpinning the study (see section 1.4) to be addressed. The six key dimensions suggested by the literature are set out in Figure 3.1. Each dimension is now considered in turn.

3.4.1 The Curriculum

The first of the key dimensions to be considered is the curriculum. It is important that any teacher education programme has a clear definition of its goals and purposes, and offers an appropriate blend of the theoretical and the practical (Goodlad, 1990; Luukainen, 1996).

McCullick (1998) suggested that the teacher training programme curriculum could be divided into four elements: knowledge gained through the programme, course work, early field experiences, and teaching practice. If the curriculum content is to be delivered effectively, proper consideration needs to be given to the time available for its delivery.

A teacher education curriculum comprises formal study, as well as related experiences designed to support the curriculum. Through the curriculum, trainee teachers should gain the requisite knowledge leading to certification and subsequently entry into the profession. The rationale and content of the programme ought to be driven by the need for its academic and methodological structures to be related to the fact that its students are training to become teachers. It must ensure that they master the necessary subject knowledge across the full range of the curriculum that they will be required to teach, but also equips them with the teaching skills that they will also need in the classroom.

A training curriculum particularly needs to be derived from the needs of the labour market (in the case of teacher training, typically those of the national ministry of

education and the schools that it runs) to avoid the conflicts that might otherwise happen. Mention has already been made of the need reported by teacher education researchers in Kuwait and elsewhere for greater co-operation between the Ministry of Education and the training institutions (e.g. Al-Methen, 1995; Al-Motawa, 1995). Conflicts can arise from misunderstanding of the needs from both sides. In other words, if there is no co-ordination and co-operation between the two, in terms of curriculum content, the expectations of newly and well trained teachers, and the requirements of the different school sectors for particular types of teacher may not be met.

Reference has already been made to the educational reforms in the late 1980s and 1990s, linked with the introduction of a National Curriculum in England and Wales (see Chapters 1 and 2). Those reforms brought about changes in the requirements for teacher education with the objective of raising teaching standards (Partington, 1999). To some extent, those changes reflected good practice already being developed in some teacher training establishments, and required them to work more closely with schools (see sections 3.1 and 3.2). There was also a shift, found also in Finland for example (Tella, 1996b), towards lifelong learning for teachers. This recognised that, in a changing world, it was necessary for teachers to have the opportunity to update and refresh their skills and knowledge, and that continuous support needed to be available through the schools and in-service education to promote teachers' professional development. What is also evident in terms of initial training for teachers was for greater emphasis to be given to the acquisition of professional skills. As Partington (1999, pp.103-104) put it, *"Theory can be no substitute for practical training, but it is equally true that practical training in itself is no substitute for appropriate theory"*.

That shift towards a more practical emphasis in the initial teacher training curriculum is evident in course descriptions for initial teacher education in the UK. This can be illustrated through the following quotations:

(1) *"Student learning in this programme takes place through a balanced complementary programme of university–based and school-based elements. ... The learning experiences offered are designed to challenge and prepare you for entry to the teaching profession with the capacity to enthuse, inspire and desire to grow intellectually"* (httpp://cwis.lijm.ac.uk/edc/ks2/3/teaching_learning.html) [School of Education, Liverpool John Moores University.

(2) *"Specialist subject study comprises modules which*

- *develop the trainees' own subject knowledge in their chosen subject area;*
- *are designed to enable the trainees to have a depth of knowledge and understanding of the subject as related to the children's curriculum;*
- *develop trainees' specialist teaching skills in the subject; and*
- *are supported by research and practical work in school during the third year.*

Teaching studies comprises modules in each year of the course which cover:

- *all aspects of the National Curriculum, placing particular emphasis on the core subjects ....*
- *the Foundation Stage Curriculum;*
- *teaching skills across the curriculum and in a wide range of situations, helping to prepare for school-based experiences;*
- *the wider concerns of their profession ...*

School-based work is developmental, initially observing pupils being taught by experienced teachers going on to teach small groups of children and engaging in full-time block practices. Trainees will undertake a teaching practice in each year of the course across the Primary age phase. Final teaching practice is generally undertaken in trainees' preferred Key Stage"
(http://uce.ac.uk/web2/education/primary_education.html) [University of Central England, Birmingham]

(3) *"The programme is divided into four distinct strands, which have been carefully designed to complement each other and to ensure that all trainees meet the required DfES Standards.*
The programme will ....
Professional Values and Practice
This strand links education theory with practice in primary schools. It provides a firm foundation in understanding both the nature of teaching and the development of children's learning across the primary age phase. ... Trainees will be encouraged to recognise and reflect upon different policies and practices in the schools they visit and work within. ... "
(http://info.edgehill.ac.uk/e-prospectus/FullITTCourseDetails.asp?id=91&type=7&year)
[Edge Hill University College, Ormskirk]

These quotations provide an indication of an initial teacher training curriculum that is practically-oriented, that is closely linked with school-based training and with the expectations/requirements of the school system. The UK's government's role in setting out the requirements for new teachers may have taken away some of the teacher educator's freedom over content and determination of standards,

(Partington, 1999) but has led to a clearer statement of requirements. The Finnish training model (see Tella, 1996b), part of educational reform in Finland in the 1980s and 1990s, also emphasises the theoretical and practical aspects of professional training for teachers but is built on negotiation and discussion between the parties concerned.

3.4.2 School Experience/Teaching Practice

> *"The purpose of teaching practice is to combine matters learnt in theory courses and demonstrations with practice, with the support of an experienced supervisor in an authentic classroom situation." (Luukainen, 1996, p.47)*

The above definition of the goal of teaching practice emphasises two important aspects, the opportunity for trainees to practise and develop skills acquired in the training institution in a 'real' setting, but also the support of and guidance of an experienced practitioner. While Rikard and Knight (1997) acknowledge the purpose, they questioned, on the basis of previous research on student teaching, whether teaching practice was as effective as it should be, certainly as far as those training to be physical education teachers was concerned. For example, Goodlad (1990) and Zeichner (1992) had both suggested that the benefits were limited other than to accustoming student teachers to operate alone in the classroom setting.

Many colleges and universities have adopted different approaches to teaching practice (or school experience). According to Brown and Brown (1990), these approaches might differ in the following: duration; trainee teacher placements; type of school; ways in which placement school staff are organised to carry out the assessment role of the supervisory staff, and moderation of teaching practice grades.

From an ideal point of view of teacher preparation, that provision extends beyond teaching classes to include *"familiarisation with other tasks of a teacher, i.e., lesson planning, assessment of pupils, student welfare, teaching experiments, teaching equipment, and other duties related to the school's activities and administration" (Luukainen, 1996, p.47).* It is also interesting to note that the university training schools in Finland have *"a host of specific training responsibilities, thanks to being part of the teacher training unit and the scientific community" (p.46).* There are 13 university

training schools in Finland and they are part of the education system in Finland, and together with 'field schools' provide opportunity for student teachers to develop their skills and professional skills (Luukainen, 1996).

If teaching practice is to provide effective opportunities for trainee teachers, much would appear to depend on the quality of the supervision arrangements and the quality of the mentoring that they receive. Jacques (1992) pointed out the benefits to be derived from the development of mentoring. Apart from the direct benefit of providing support for the trainee teacher and helping him/her to come to terms with the expectations of the training institution and the school in which teaching practice was taking place, it helped to bridge the work of the training institution and school and recognised the importance of teachers' professional expertise in the training process. It also offered the possibility of a working partnership between the two.

3.4.3 Teacher Educators

Teacher educators play a significant role in teacher training. They are charged with planning, conducting, and evaluating such programmes. They do this through the courses that they teach, their planning of field experiences for trainees, and by directing teaching practice. They are also concerned with creating and maintaining academic standards in teacher education and training (Turner and Bash, 1999). They are often seen as the most important factor in a teacher preparation programme, and their influence on students is far-reaching (Lawson, 1991; Graber, 1995).

Teacher educators play a critical role in the development of future teachers. Yet they have more responsibilities than just educating pre-service teachers, they also have research and administrative responsibilities (Lawson, 1991; Mitchell, 1993; Graber1995; Turner and Bash, 1999). Mitchell (1993, p.25) stated that teacher educators made a contribution to schools in four different ways through the exercise of their various responsibilities. They had responsibility for following through the entry into the teaching profession of those demonstrating the appropriate teaching skills. Another responsibility was the conduct of research and the dissemination of their findings and using that research and other research to inform their teaching. Therefore,

teacher educators must be experienced in their field as well as accepting a critical responsibility of keeping up to date (Lawson, 1991; Graber, 1995; Tella, 1996b).

The importance of employing specialists in physical education teacher training programmes has been highlighted by various writers (e.g. Lawson, 1991; Leavitt, 1991):

> *"Teacher trainers play pivotal roles in the reproduction and transformation of work practices in physical education" (Lawson, 1991, p.229).*

> *"In the appointment of teaching staff, teacher training institutions must strike the right balance. They need staff who are able to teach discipline-oriented subject matter and to provide practical professional training, staff who are capable of undertaking research targeted at producing new knowledge and practical policy, and those who are able to deliver theoretical and practical aspects of teaching" (Leavitt, 1991, p.323).*

In and through the educational process, teacher educators should be good role models and do all in their power to promote the development of the desired qualities in the trainee teachers. Their role is not confined to simply delivering information. The role also involves contributing to the moral, social, and emotional development of those that they are training. The trainees will be influenced by what they say and do. Teacher trainers have to use their position as educators to train students in how to exercise their future profession. They also contribute to the meeting of the needs of the teacher training institution, by developing and assessing the curriculum content, selecting students for admission to the programme, mentoring and/or the supervision of trainee teachers when on school experience (Byra and Coulon, 1995). It has also emphasised the critical importance of teacher educators with practical (and recent) experience of working in schools and with teachers to help ensure that the training they offer, whether through initial or in-service training, is relevant to the needs of trainees.

3.4.4 Facilities and Equipment

The resources, facilities and equipment that are available for teacher training provide a practical framework for learning. Their ready availability for use contributes to the promotion of learning in trainee teachers, especially those specialising in physical education, whether in the lecture room and in the gymnasium/sports hall and on the sports field. Trainee physical education teachers need to have hands-on experience of

such equipment and facilities, before they use them in the school situation, where confident (and safe) use of them will help them win the respect of the pupils.

Effective physical education teacher training is dependent upon good facilities and equipment to provide trainees with appropriate experiences, those of both a practical and a theoretical nature (Bennett, Howell and Simri (1975). A survey on primary education in England by Her Majesty's Inspectors (HMI, 1987) found that facilities were patchy and this would impact on how well the physical education curriculum was delivered (Ellis, 1995).

In their study of teacher training in Kuwait, one of the main points stressed by Al-Shaik, Abdull-Wajood and Ramadan (1989) was the quality and suitability of the facilities, equipment and resources available. Every teacher training institution must devote an ever-increasing proportion of its resources to the permanent education of all teachers and administrators, to their in-service training and re-training. All teacher training institutions must develop links with the whole network of educational resources. Equally, schools needed to have an appropriate share of the resources needed to support children's education.

3.4.5 Trainee Admissions

The admissions process is considered as a critical one in the selection of physical education teacher trainees and, ultimately in the production of effective physical education teachers. It has a vital role in raising standards in initial teacher training:

> *"The appropriate procedures and practice relating to admission of students to training are crucial elements in the process of recruitment to the teaching profession, and make a key contribution to the maintenance of the highest possible standards." (Taylor, 1988, p.19)*

The admissions process has an influence on trainee teachers and the training programme, and ultimately, on the schools in which they are placed after qualifying. In research into the status of teachers in Kuwait referred to in section 3.3, the Committee in charge found several problems in teacher training (Ministry of Education, 1993). The main recommendation was setting a clear policy for the admission and selection of students seeking entry to a teacher training programme. This was recognition of this procedure being a crucial element in teacher training, especially for would-be physical

education teachers. The selection of unsuitable students will have a negative impact during the training period and ultimately in schools if such students are deemed to have completed the training course successfully. It is very important that those accepted on teacher training programmes possess personal qualities that will enable them to meet the training programme requirements, and those of the schools that will later employ them.

The most significant requirement for trainee physical education teachers is to be fit physically and mentally. If the selection process is not appropriate and not based on certain standards, students might be admitted who will be ineffective as physical education teachers. Personal qualities are also an important factor in becoming an effective Physical Education teacher (Mawer, 1995b). The importance of the selection of appropriate students in raising standards in initial teacher training was also recognised in the White Paper, *Teaching Quality* (DES, 1983). This registered the British government's concern that training institutions should "*improve the selection of students for training and should review their procedures for assessing the intellectual and personal qualities of candidates, and their professional potential*".

It is important to ensure that admissions process and standards are consistently applied (Taylor, 1988). Student teachers will pass through various selection gateways from seeking admission to teacher education programmes through graduation and becoming qualified to teach, selection as candidates for teaching posts; and, finally, as probationary teachers, in the selection of those who will go on to hold permanent posts (De Young, 1981). Given this, it is important that teacher training institutions set appropriate admissions criteria. The selection process must also be fair and offer equal opportunities for all (Taylor, 1988). While it is important that those seeking to undergo initial training meet whatever are considered to be the minimum academic qualifications required, there remains the issue of how to judge best those other qualities that will contribute to making an effective teacher. Academic qualifications offer an objective criterion, other desirable qualities may well be more difficult to quantify.

3.4.6 Ministry of Education-Teacher Training Institution Relationship

The relationship between the national Ministry of Education and the teacher training institutions can be considered as relating to the power of supporting, encouraging, and

developing the educational system. Close co-operation and organisation should help ensure that the training institution's programme is relevant to the needs and requirements of the school system. Co-operation in that sense could be defined as the parties agreeing to work together seeking to make training programmes more successful without interfering unduly with each other's overall operational policies (Graham, 1988). Co-operation would be involved in the formulation of the objectives and evaluation of the outcomes. In the United Kingdom, the Teacher Training Agency (TTA) works with Education Ministers and the Department for Education and Skills to strengthen and extend the partnership with those inside and outside education to promote equality of opportunity, exploit the potential of new technologies, and ensure that teacher training, teaching, and school leadership are informed by best practice.

The selection of the Ministry of Education-Teacher Training Institution Relationship as a key dimension in the evaluation undertaken in the fieldwork for this study seemed to be particularly appropriate because of the type of problems that have emerged in Kuwait (see section 1.3). These might be more readily resolved, if there was a dialogue of co-operation between the two parties. Besides which, the literature review (see section 3.2) had shown an increasing involvement of national governments in seeking to co-ordinate the work being undertaken in teacher training institutions and schools, with a view to improving the quality of the education received by young people.

The main problems that can appear are conflicts between a Ministry of Education and teacher training institutions. These may well be reflected in

- inappropriate initial teacher training objectives being set;
- an inappropriate curriculum;
- inadequate supervision processes for trainees when on school experience/teaching practice;
- teaching methods training being inappropriate to schools' needs; and
- the placement of newly trained teachers in a school sector for which their training was unsuitable.

The resolution of such potential conflicts presents challenges to all parties concerned, not least the training institutions and national or local government. If teaching is to develop as reflective and autonomous professional practice, then it is important that

teacher educators and teachers have a voice in the delivery of training, rather than simply being dictated to by government.

3.5 Teacher Education: an overview

This chapter has reviewed literature relating to teacher education with the purpose of characterising some of its current developments and has reported on some studies into teacher education considered to have a bearing on the present study and its objectives. It has also identified six important dimensions of teacher education provision to serve as the theoretical framework for the fieldwork. On the basis of that, it is now appropriate to pick out a number of issues emerging in teacher education and to comment on them briefly.

Firstly, it is apparent that teacher education has developed in scale and purpose in the last century, in part in response to the ever-increasing importance attached to formal education and to the demands for a more-highly skilled workforce to meet socio-economic development needs, and advancing the opportunities for individuals to lead more fulfilling lives.

Apart from seeking to meet the demands for more (and more effective) teachers, it has come to be recognised that the training of teachers needed to extend beyond basic subject knowledge and the transmission of it. This was more important in an age in which technological progress had brought with it, the need to accommodate change and growth in knowledge and in the demands of the economy (Tella, 1996b).

Greater investment in education, especially as a public service, and greater accountability, increased the need for the measurement of the effective educational processes and evaluation. Perceptions of training needs had changed especially in teacher education. While initial teacher training supported by degree-level training programmes had to demonstrate academic rigour, it also had to have an increasingly practical orientation, if trainees on graduation were to prove effective in schools. Teaching practice had to become a shared responsibility of the training institutions and the schools. Partnership between the institutions and the national ministry of education was also necessary in order to maximise the effectiveness of the training received.

One of the consequences has been the debate in teacher education about *how* to achieve the right balance between the theoretical and practical aspects of the training. While the theoretical appeared to be seen as contributing something to the academic rigour required of a university level education, this had, to some extent, to be weighed against the more practical element recognised as essential in the effective training and preparation of new teachers for entry into the profession. The need to achieve a balance in this respect, had led to some uneasiness between the two parties, the teacher training institution, traditionally the dominant party (not least because of its power as the award-making body) and the schools providing access for teaching practice.

School experience had come to be recognised as a critical part of the training process, yet the relationship between training institution and receiving schools did not always maximise the benefits to trainees. Ideally, their roles ought to provide guidance and support for the trainees during this important learning phase for them. A further factor was the lack of specialist support for trainees on teaching practice. While tutors and teachers might be expected to be able to form a general judgement on the basic performance of trainees, the lack of specialist support might mean that important subject-specific teaching issues might get overlooked. For example, the study by Her Majesty's Inspectorate HMI (1997) on initial teacher training for Physical Education in Wales (referred to earlier in this chapter) found that primary school trainees might well find themselves doing teaching practice in a school with no specialist Physical Education teacher. Thus, subject-specific problems which might otherwise have been 'unlocked' by the helpful and timely tip from, say, a Physical Education specialist, would go unaddressed, leaving these to be later resolved when the trainee was in his/her first teaching post.

This overview of the literature would be incomplete without a comment on the survey by Hardman and Marshall (1999) referred to earlier in this chapter. The survey presents a very discouraging picture on present provision for physical education in schools and for physical education teacher training around the world. It might, therefore, seem tempting to accept the situation as inevitable. However, as Hardman and Marshall

(1999) acknowledged, their survey also showed evidence of good practice and of strong developments. Perhaps this can provide the stimulus for further success.

Chapter Four

METHODOLOGY

4.0 Introduction

This chapter addresses the research design underpinning the present study. It begins by considering the nature and purposes of research, especially educational research, before explaining the factors influencing the design employed in this study. The design chosen is justified and the procedures adopted in the fieldwork are explained.

4.1 The Nature and Purpose of Research

Fundamental to any research is the notion of systematic inquiry (Verma and Mallick, 1999; Leedy, 1997; Kerlinger, 1983; Best, 1970). That inquiry is typically concerned with the generation of new knowledge, and the verification and/or extension of existing knowledge, as these definitions in the *Concise Oxford Dictionary of Current English* (COD, 1990, p.1022) confirm:

> *"the systematic investigation into and study of materials, sources etc., to establish facts and reach new conclusions, ... an endeavour to discover new or collate old facts ... by the scientific study of a subject or by a course of critical investigation."*

Leedy (1997, p.7) puts forward this philosophical view of the nature of research:

> *"Everywhere our knowledge is incomplete and problems are waiting to be solved. We address the void in our knowledge, and those unresolved problems, by asking relevant questions and seeking answers to them. The role of research is to provide a method for obtaining those answers by inquiringly studying those facts, within the parameters of the scientific method".*

The notion of the scientific method is closely linked with that of systematic inquiry. However, the interpretation of the scientific method varies in practice, depending in part on the nature of the research being undertaken and in part on the particular discipline being followed. For example, while the principles of the scientific method may be seen as identical or serving similar purposes in the natural and social sciences, the manner of the application varies. A fundamental difference between these sciences arises in the objects being studied. In the physical and natural sciences, research tends to focus on more readily quantifiable objects of study, which lend themselves to direct measurement. On the other hand, in the human sciences, the complexities of human interaction, make it harder, if not

impossible to make 'direct' measurement. While the physical properties of an object being studied may be accurately measured - say the power that a particular type of engine can develop, the measurement of human attributes cannot be directly achieved. In the case of intelligence, an important human attribute, measurement depends on a judgement formed on what reflects intelligence, because it is not 'directly' observable or measurable in the same way as the power of a machine. Because of this, an indication of an individual's level of intelligence relies on the creation of an instrument that 'measures' what is considered to be evidence of intelligent behaviour.

There is another important aspect of difference between the natural and social sciences. In the natural sciences, the focus is likely to be on the establishment of overriding 'natural' laws that relate to the qualities or properties of the object being studied. In the social sciences, however, the focus is more likely to be on human subjects in particular settings, e.g. in a place of work, in a leisure location, or a school or other educational institution. In consequence, human interactions, not all of which may be directly observable or measurable, may have a distinct bearing on the outcomes, thus making it much more difficult to isolate the factors bearing on those outcomes. Furthermore, common to both the natural, social (and other) sciences, two very different approaches, which bear on their study objectives, and on the procedures adopted in the research processes there is a critical distinction to be made between what is commonly referred to as pure (or theoretical) research and applied science. Pure science focuses on (attempts to) establish underlying principles or laws governing the behaviour of the objects under study. In applied science, the focus is on seeking 'practical' uses for the knowledge (or answers) generated by the research (Verma and Mallick, 1999).

According to Verma and Mallick (1999, p.4), Dewey identified five principal conceptualisation phases involved in a researcher's quest for 'new knowledge':

"1 *Recognition and definition of the problem;*
2 *Observations, collection and classification of data considered relevant to the problem;*
3 *Formulation of a tentative hypothesis concerning those observations or the phenomena;*

4 *Verification of this hypothesis against all the obtained facts. This might involve the collection of additional/new data and the modification of the original hypothesis;*

5 *Formulation of conclusion/conclusions in terms of general principles concerning the problem or the phenomena (Dewey, 1933)".*

The scientific method is also closely linked with measurement and prediction, the prediction element resting on probability theory and statistics. Probability theory involves the calculation of the likelihood that any patterns found in the behaviours being studied are not the product of pure chance and can be found in the population from which the sample was drawn (Cohen and Manion, 1997; Leedy, 1997).

Consistent with the scientific method, a number of principles relate to the conduct and reporting of a research study. There is the expectation that the objects of the research (i.e. the types of items being studied) have been carefully defined and that the procedures followed in the conduct of the research are clearly stated, and that the 'measurements' obtained are accurate (Verma and Mallick, 1999; Leedy, 1997; Gilbert, 1996; Borg and Gall, 1996). A further issue arises from the requirement for precision in those areas. This relates to the possibility of replication. If the research were done on another occasion under similar conditions, similar results would be expected. Replication thus allows the findings of a research study to be 'verified'. If contradictory results arise from the attempted replication of a study, this might call into question the original findings and may prompt further investigation to determine whether previously unforeseen factors could be shown to have a bearing on the research outcomes.

Sampling is an important consideration in the design and conduct of research. Some form of sampling is necessary in almost all research, where the type of objects under study are large in number, making it impossible and/or impractical to investigate all such objects. A sample of the type of objects being studied is considered likely to have the same properties/qualities as *all* objects of that type, provided that the sample is (i) a randomly selected one, and (ii) large enough to minimise the risk of sampling error (Cohen and Manion, 1997; Verma and Mallick, 1999). Provided that the sample meets those

requirements, then it may be possible to 'generalise' the findings obtained from the study of a sample to all objects of the type under study (Cohen and Manion, 1997; Verma and Mallick, 1999).

If a sample is to be considered a random one, it has to be selected in such a way that each object of the type to be studied (referred to as the 'study population') has the same chance of being included in the sample as any other (Leedy, 1997; Robson, 1993). Size of sample is the second important consideration, as the size of a sample further contributes to reducing the risk of sampling error. Put simply, it helps reduce the risk of the results obtained from the sample reflecting the particular properties of the sample rather than of the study population as a whole. The actual size of a sample required to reduce the risk of sampling error is conditioned by the size of the study population. If the latter is relatively small, then the sample will need to be proportionately larger than one drawn from a bigger one (Verma and Mallick, 1999).

There is another broad type of sampling, which is also widely used in research, especially in the social sciences (including education). This is often referred to as *non-probability* sampling (Leedy, 1997; Verma and Mallick, 1999). The results obtained from a sample of this type may not be 'generalised' to the study population from which the research sample is selected. This is because the risk of 'sampling error' is potentially much greater. However, *non-probability* sampling may still serve a useful purpose, especially when new ground is being researched, even if the results obtained are likely to have a more limited application. Provided that the sample has been carefully defined, confidence can be demonstrated using non-parametric statistical techniques (Bryman and Cramer, 1999) to show that, within the limitations of the sampling used that the results can be considered 'sound'. It is possible, therefore, that if the sampling and the research instruments used are reliable and valid (discussed below), studies following similar techniques can be employed to 'replicate' the study. If repeated on a number of occasions, it may be possible to estimate the confidence that could be had, about the results emerging from a succession of such studies. As mentioned earlier, a key principle in the conduct of research is that of systematic inquiry. This means that the researcher must endeavour to conduct the work in a

carefully considered way and to report on the steps and actions taken in a clear manner, so that another researcher wishing to 'verify' the findings by attempting to replicate the study (Verma and Mallick, 1999). It is also important that, when reporting the findings and conclusions drawn, researchers acknowledge the limitations of which they are aware and their implications.

Before discussing reliability and validity, it is useful to consider what factors in a given research problem or design may require the use of non-random sampling. Perhaps the most common issue that arises is that of definition of the study population. It may well be the case that it is not possible to estimate with any degree of confidence the size of that population. Furthermore, it may not be possible to access all the individuals who make up that study population. Official figures may exist on the overall numbers but there may be no list of the names and addresses of those who make up that population, always assuming that the researcher was allowed access to those lists. Furthermore, the resources (e.g. of time and finance) at the disposal of the researcher may make it impractical or even impossible for the researcher to access a sample that was entirely random.

It also needs to be recognised that units of population may exist in 'layers'. In educational research, for example, there are individual students, individual classes, individual schools/colleges, individual national school/college systems. Dependent on the nature and purpose of the research to be undertaken on students, choice of unit of population may make the attempt to make random sampling more readily achievable. It is often the case in educational research that the focus may be more the effect of some measure or technique on a group of students in a classroom situation. If that is the case, it obviously makes sense to set the 'class' as a unit of population. The same might be the case if one was seeking to compare the views and experiences of students, on the basis of the type of class that they were attending (e.g. arts or science, 1st year or 2nd year) or on the type of school or college that they were attending.

In summary it could be said that sampling is a very important consideration in the conduct of research and that careful attention is needed to this aspect in the design of a study. It has

to be recognised that the way in which the study sample has been selected has important implications for the conclusions that can be drawn from the study. In this respect, the issue of how true the findings may be for the study population is of particular importance. While the researcher may not have any direct influence on who is sampled and who is not, the sample cannot be considered to be random if it cannot be shown that all members of the study population, however it is defined, have had the same chance of inclusion in the sample used. However, in many situations in the social sciences, the ideal of random sampling is impractical and many studies have to make do with convenience (or opportunistic) samples. Discussing this point, Bryman and Cramer (1999, p.105) suggest that the requirement for random sampling *"is often not fulfilled and even when a random sample has been used, factors like non-response may adversely affect the representativeness of the sample"*.

Finally in this consideration of the nature and purpose of research, mention should be made of two important concepts closely associated with measurement, reliability and validity. *Reliability* is concerned with the consistency with which a research instrument makes its measurements of a given property over time and in different settings (Verma and Mallick, 1999). *Validity* relates to the appropriateness of a research instrument for the purposes for which it is used (Verma and Mallick, 1999). However, while an instrument may measure accurately, it may not meet the criterion of validity. For example, in the context of educational research, it might be possible to demonstrate statistically that a test of reading ability is a reliable measure that discriminated well between readers of different levels of ability. Yet, if the test's reliability had been established on a study population in the UK, it might well be that use of the test in the USA would not produce reliable and valid results, because of differences in the two cultural settings. Unless it could be demonstrated statistically that the test's measurement of reading ability was just as accurate in the USA as in the UK, it would therefore be unreliable. It would be invalid, because it was an inappropriate instrument for its intended purpose.

The notion of the scientific method is closely linked with that of systematic inquiry. However, the interpretation of the scientific method varies in practice from research

discipline to discipline, and on the type of research being undertaken. While the principles underlying the conduct of research in the natural and human sciences, the manner of their application varies, as will be seen when considering educational research.

4.2 Educational Research

Educational research is a branch of the social sciences and the disciplines associated with it derive from work in the social sciences. A variety of approaches to educational research have been developed over the years, the earliest ones going back to the late nineteenth century (Verma and Mallick, 1999). Like all other types of research, educational research can be of two broad types, pure or applied. The essential difference between the two categories of research rests in the purpose of the study being undertaken.

Pure research aims at exploring or developing theory, that is, it is concerned with establishing theoretical principles and/or relationships that help to explain the underlying nature or operation of things. *Applied* research aims at exploring a particular educational phenomenon in order to make an assessment on the effects of a particular intervention on it (Verma and Mallick, 1999). Typically, applied research in education seeks to improve the teaching-learning process, for example, directly through the introduction of a new teaching technique or the use of new teaching materials, or, indirectly, through seeking to identify critical factors in making the educational process more effective than it currently is. Such factors might include consideration of student attitudes and opinions as regards the education or training that they are receiving or have just received, educational policy, decision-making, resource allocation and their implications for further educational (and/or employment) opportunities. (These issues are returned to in a later section of this chapter, when addressing the design of the present study.)

Various writers have suggested that educational research can be classified into three main types. These are the historical, the descriptive, and the experimental methods (Verma and Mallick, 1999; Leedy, 1997; Van Dalen, 1979). Some writers prefer to divide research studies into experimental and non-experimental types (e.g. Slavin, 1984). The choice of

approach used depends on the nature of the research problem being investigated and the objectives that the study seeks to meet (Verma and Mallick, 1999).

As the label suggests, the historical type of educational research focuses on the past, seeking to re-interpret past events. Very often such research is undertaken with a view to attempting to discover what lessons the past might hold for the present day or what explanation a study of the past might offer to account for the present day situation (Verma and Mallick, 1999). The 'descriptive' type of research tends to focus on the collection of data that enable a picture to be built relating to a particular educational topic or problem. It may concern itself with a mixture of facts about the issue or problem and/or the gathering of the opinions, values and attitudes of people involved (Verma and Mallick, 1999). The use of a descriptive approach may well be useful in establishing a baseline from which other researchers can work. In effect, the descriptive approach can be a good way of mapping out new ground, enabling a more focused approach to follow, perhaps by testing hypotheses deduced from that preliminary work (Verma and Mallick, 1999).

The third type of educational research, the experimental, is the type that is closest to the approach used in the natural and physical sciences. The objective is typically to measure the effect of a particular variable (or variables) on some form of 'behaviour'. An example would be an experiment designed to test the effects of a particular teaching method on students' learning. Various treatments might be applied to measure whether the one method was more effective than the other. One approach might involve testing the students' knowledge before the start and at the end of the experiment to calculate the gains in knowledge over the period of the experiment. Another approach might involve comparing the performance of a sample of students exposed to the teaching method with that of a sample that had been taught using another method. In either approach, the aim would be to see whether the differences in performance of the samples were statistically significant (that is, not purely the result of chance), and, if so, whether the teaching method being tested proved superior.

Experimental research in education presents a number of challenges, not least because of all the variables that might have an effect on the research results. Natural and physical science research is often conducted in 'laboratory' conditions, which offer some protection against the influence of such variables on the results obtained. However, for example, if a student learning experiment was conducted in a laboratory, the setting might bear little or no resemblance to the classroom in which students might normally do their learning. Thus being in a laboratory might have a bearing on outcomes that was different to students' normal classroom - they might feel stimulated by not being in the classroom, or frightened by it. Even if the experiment were done in a classroom setting, there would be no automatic guarantee that the results obtained would be true in all classrooms. However, a carefully conducted classroom-based experiment might show the potential of the use of the method to promote student learning.

There are also two other important considerations: sampling, and the measurement of students' learning. To have confidence in the results of the experiment, it is of critical importance that the 'experimental group' (the one exposed to the particular teaching method) is identical to that of the group being used as the basis for comparison. In that sense, confidence means that the results obtained are not simply the product of chance, and that it might be reasonably expected that, in most cases, similar results would be obtained (Cohen and Manion, 1997; Verma and Mallick, 1999).

What criteria are to be used for drawing up a sample? A number of student factors may have an influence on their response to the teaching method, their ability, their socio-economic background. If one decided to select members of the experimental and the comparison group on a random basis, that is, where each student had the same chance of inclusion in either of the groups, there is always the risk that the composition of the two groups was not directly comparable. Alternatively, the students could be matched in pairs on the criteria decided and one of each pair assigned to the experimental group and the other to the comparison group. The effect of both the 'random' and the 'matched' sampling strategies might be considered to meet theoretical requirements (Cohen and Manion, 1997). However, there could still be cause for concern. If the experiment is conducted with

randomly selected or matched samples, 'new' groups are being created that may be different to the 'normal' groupings in which students are taught and learn. Thus, there is the possibility that results might be influenced by the effects of the new groupings of the students and their interactions with one another and the teacher.

Finally, there is the matter of measurement of the students' knowledge, the results being central to demonstrating the success of the teaching method. Like any other measurement tool, the test has to meet the twin criteria of reliability (accuracy of the measurement) and validity (suitability for its intended purpose).

The discussion above on experimental research in education shows some of the important considerations that affect its conduct. It might seem that the experimental approach in educational research has so many problems because of issues like sampling and the conditions under which the experiment needs to be conducted. Nonetheless, the small-scale experiment has a useful role to play in preparing the way for further investigation in other classrooms, and/or in larger scale experiments (Verma and Mallick, 1999). Having considered the nature of educational research, it is now appropriate to turn attention to the design employed in the present study.

4.3 Factors in the design of the present study

As outlined in Chapter 1, the researcher's central focus was on the perceived effectiveness of the initial training for physical education teachers in the State of Kuwait. Currently, that training is only available through a single institution, the College of Basic Education (CBE). The only other teacher training institution is the Faculty of Education, part of the University of Kuwait focuses on the training of teachers for the secondary education sector. That training, however, does not extend to training for would-be Physical Education teachers. Training in that specialism rests solely with the CBE, an institution whose origins go back to providing rudimentary training for elementary school teachers, in the early days of the development of a universal education system in Kuwait. Through a series of reforms in the 1980s, the old teacher institute evolved into what was to become the CBE, which was intended to provide its students with degree level training and a formal qualification in the

teaching of a basic education subject (elementary or intermediate), or, in the case of physical education, one also appropriate to the secondary school sector.

While a survey of student and teacher educator opinions and views on the quality of provision might be expected to generate interesting and possibly very useful data at any stage in the cycle of that training, such a process seemed particularly useful when this study was being undertaken. As reported earlier, a number of criticisms had been levelled at initial teacher training in Kuwait, relating to its effectiveness in preparing new teachers for entry to the profession. These included, the organisation and conduct of teaching practice/school experience, an over-emphasis on theory rather than on needed pedagogical skills, as well as concerns about the adequacy of the training of physical education teachers particularly for those who would find themselves teaching the subject in the secondary school sector. Given that such concerns had been expressed at regular intervals since the creation of the College of Basic Education (CBE) some 17 years earlier, one might reasonably have assumed that any teething problems encountered in the CBE's transition from a teacher institute to one providing degree-level teacher education and training, would have been overcome by this point or that some progress had been made towards resolving them. At the same time, again as mentioned previously, the researcher had his own particular motivation for carrying out the study. Having twice undertaken teacher training for physical education at the CBE and experienced teaching the subject in both the elementary and secondary school sectors, the researcher had grounds for doubt about the efficacy of the programme.

4.3.1 Objectives of the study

After careful reflection on the structuring of the study's research problem, the researcher set the following research objectives for the present study:

(1) to identify, through a literature review, key aspects in the delivery of initial teacher training, especially that for physical education teachers;

(2) to use the aspects identified by the literature view as the basis for a comparative evaluation of initial teacher training for Physical Education teachers in the College

of Basic Education in Kuwait and the I M Marsh Centre for Physical Education, Sport and Dance in England;

(3) to highlight issues raised by the comparative evaluation;

(4) to consider the implications of those issues for initial teacher training for Physical Education teachers in Kuwait in particular; and

(5) to put forward recommendations, in light of the study, as to how initial teacher training for physical education teachers in Kuwait could be enhanced.

The setting of those objectives rested on the assumption (as acknowledged in Chapter 1) that training for Physical Education teachers in Kuwait was of poorer quality or less appropriate than that in the I M Marsh Centre for Physical Education, Sport and Dance in the UK.

While how it was intended to meet most of the objectives above is self-evident, the second one merits careful explanation, since it was central to the design of the fieldwork. While it would have been possible to conduct an evaluation of initial teacher education for physical education teachers entirely from within Kuwait, it would have only been possible to present opinion from a Kuwaiti point of view, and opinion gathered from the only teacher training institution offering that specialism. At best, the researcher would have only been able to record the extent of satisfaction or dissatisfaction with present provision of the different parties involved in the evaluation. This would have limited the sort of any recommendations that might have been put forward as regards making physical education teacher training more effective in the College of Basic Education. However, by undertaking an evaluation involving a teacher training system in two different training establishments in two countries, there appeared to be the advantage of having stronger ground on which to put forward recommendations. This would be especially the case if one of the countries studied in the evaluation was a developed country rather than a developing one, like Kuwait.

The College of Basic Education is the only training institution in Kuwait offering training for Physical Education teachers. This was itself a limitation on the research design. In a

more typical research situation, it would have been a matter of choosing a training institution from a list. However, the College was unique in that sense, as far as Kuwait was concerned. In contrast, the I M Marsh Centre for Physical Education, Sport and Dance was one of several institutions in the UK offering such training. This had implications for the methodology employed. It is perhaps debatable as to whether the present study should be seen as a survey (of trainee teacher and teacher educator opinion) or as a case study involving two training institutions. Arguably, the use of a combination of techniques in the data collection could be seen as similar to the use of case study techniques, especially since participant observation was used to help the researcher's understanding of the two research settings.

Since the researcher was offered the opportunity to undertake postgraduate research study in the UK at the I M Marsh Centre for physical education, Sport and Dance, it seemed expedient to use its training programme for physical education teachers as the base from which to compare the provision offered there with that offered at the College of Basic Education in Kuwait. Moreover, as indicated in Chapter 1 when considering the research rationale, it was pointed out that the I M Marsh Centre was rated as having one of the best training programmes in the UK. This made its selection very appropriate, given the objective of finding ways to improve present provision in the CBE.

4.3.2 Research Questions

The objectives translated themselves into the following questions, which served to guide the conduct of the study:

(1) what aspects of delivery are critical to delivery of effective initial teacher training?

(2) what are the views of trainee teachers and teacher trainers on current initial teacher training for Physical Education teachers as currently provided in the CBE in Kuwait and the I M Marsh Centre in Liverpool?

(3) what issues arise from the study, which need to be addressed, if initial teacher training for Physical Education teachers in Kuwait is to be made more effective?

A combination of considerations, arising from examination of literature on the nature and purpose of educational research design and arising from the nature and purpose of the objectives underpinning the research study, led to the design of the fieldwork conducted for the present study. While addressing the first research question rested on a review of literature on initial teacher training with particular reference to physical education, the second one required the drawing up of an appropriate fieldwork strategy, to permit the collection of suitable data, and subsequently the views on the provision of initial teacher training for physical education of trainees and teachers in the two training establishments. Those views need to be gathered in such a way as to permit a comparison of the views from participants in the College of Basic Education and those in the I M Marsh Centre. Because there were differences in the research settings, not least in the ways in which teacher education was organised, it was recognised that such data would need to be in the form of participants' personal judgements on their experience in their particular training establishment. Because data were to be collected from two different sources, trainees and teacher trainers, in each setting, it was hoped that their views would counter-balance one another. The addressing of the third research question would be derived primarily from the information gathered relating to the second one.

The fieldwork was of the descriptive survey type. This type of approach was adopted as it seemed to be the most appropriate. It enabled the researcher to gather data from two types of respondents, trainee teachers and teacher trainers, in two differing research settings. It would not have been possible to conduct the inquiry using an experimental type approach, because of the differences in the two settings. In survey research, the most commonly used research instruments are the questionnaire and the interview (Verma and Mallick, 1999), although this is often accompanied by some observation work, as was the case in the present study.

To gain insight into suitable approaches for collecting appropriate data, the researcher conducted a brief review of literature relating to research design, as many writers have commended (e.g. Nachmias and Nachmias, 1976; Dixon, Bouma, and Atkinson, 1988; Babbie, 1999). It has been claimed that the selection of data collection methods itself

depends on several factors (e.g. Verma and Mallick, 1999). These include the nature of the research question(s), the nature of the phenomenon under investigation, the circumstances or context surrounding the study, the researcher's financial resources and level of research skills. All these factors were taken into consideration when designing the methodology for this research, which rested on the use of two main types of data collection techniques, the questionnaire and interview, supported by some participant observation. The strengths and weaknesses of each type of data collection are now considered.

4.3.3 Data collection techniques: some theoretical considerations

In a study like the present one, whether viewed as a survey or case study, it is very important to have access to as much significant and relevant detail as possible to describe the situation. This is best achieved (Bell 1999) by a multi approach to data collection. In this way data from the different sources will provide information that will act as reinforcement to each other as well as raise issues of controversy. The following methods of data collection that are commonly used in survey research are the questionnaire, the interview, and participant observation.

4.3.3.1 The questionnaire

The questionnaire is one of the most commonly used instruments for collecting information and data quickly and is widely recognised as a standard method of collecting information (Bell, 1993, 1999). It is a tried and tested method of generating information (Hall and Hall, 1996). As Hull (1991) noted, "*Questionnaires are a good way of collecting certain types of information quickly and relatively cheaply as long as subjects are sufficiently literate and as long as the researcher is sufficiently disciplined to the main task*".

Overall, the use of a well-designed questionnaire has number of advantages. The questionnaire usually strives to secure information and opinions about present practice, conditions, and demographic data (Hall and Hall, 1996; Herzog, 1996; Brown and Dowling, 1998). Direct application of questionnaires to groups is useful when logical groups are readily available in local situations. Hall and Hall (1996, pp.100-101) pointed out that this had two advantages: "*Handing out questionnaires to the assembled people*

allows you to keep a guarantee of anonymity of response--nobody's name is recorded on the form--while ensuring a high response rate through control of the situation".

Like Munn and Drever (1990), Cohen and Manion (1997, p.283) also drew attention to the practical benefits of using the questionnaire: "*it tends to be more reliable; because it is anonymous, it encourages greater honesty; it is more economical than the interview in terms of time and money; and there is the possibility that it may be mailed".*

Some respondents like the lack of personal contact with an interviewer, and are given the freedom to complete the questionnaire at their own convenience (Lovell and Lawson, 1970; Sax, 1979).

Munn and Drever (1990) offered qualified support for the use of questionnaires, which provides a useful reminder for the need to design them carefully:

- efficient use of time in reaching large numbers and in analysing responses, if closed questions are used.
- time needs to be set aside for thinking about the purpose of the questionnaire, drafting questions, piloting.
- standardised questions mean that there is no interviewer interpreting (or distorting) meaning.
- care is needed to make questions clear.
- even if the questions are clear, responses can be superficial.
- they are good for generating straightforward descriptive information, however, it is more difficult to get at explanations.
- they have the potential for assuring the anonymity of respondents, perhaps encouraging them to be more candid in their opinions, and the potential for obtaining high response rates.

4.3.3.2 The interview

Moser and Kalton (1983) described the interview as being a conversation between interviewer and respondent with the purpose of eliciting certain information from the respondent. Cannell and Kahn (1968) defined the interview as,

> *"a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused by him on content specified by research objectives of systematic description prediction or explanation" (cited in Cohen and Manion, 1997, p.271).*

Borg and Gall (1989) defined it as a conversation with a purpose, interviewing subjects permitting greater depth and clarity than the use of other data collecting tools like the questionnaire.

Interviews may take a variety of formats, ranging from the highly structured to the unstructured (Verma and Mallick, 1999), depending on the purpose for which they are to be used. The highly structured interview would consist of a series of questions asked to all interviewees, using the same wording each time and with the questions asked in the same sequence. This type of interview would be used in situations, for example, psychological testing, where the data are to be measured or quantified. At the other extreme, there is the unstructured interview, where the precise nature of the questions asked of the individual interviewee are likely to vary and may be more dependent on what he/she has to say.

Between the structured and the unstructured interview approach is the semi-structured interview (Bell, 1993; Kumar, 1999). Here the interviewer has a series of prepared questions to be used to collect information from the respondent relating to the research issues. However, the schedule provides a general shape for the interview rather than a rigid framework. It allows supplementary questions to be asked, either for clarification of a particular response, or if it is considered that the individual's particular experiences (or knowledge) will provide useful additional information (Powney and Watts, 1987; Kumar, 1999).

Kvale (1996, p.1) offered this view of the usefulness of the interview as a data collection device:

> *"In an interview conversation, the researcher listens to what people themselves tell about their lived world, hears them express their views and opinions in their own words, learns about their views on their work situation and family, like their dreams and hopes. The qualitative research interview attempts to understand the world from the subjects' points of view, to unfold the meaning of peoples' experiences, and to uncover their lived world prior to scientific explanations."*

Fontana and Frey (1995) echoed the merits of the use of interviews, pointing out that, in their view, the interview was one of the most common and most powerful ways that the researcher can use to try to understand his/her fellow human beings. Bell (1993) suggested that the use of interviews can yield rich material and can often put flesh on the bones of questionnaire responses. She was in agreement with the view of Clarke and Clarke (1984) that the interview was an appropriate method of obtaining survey information, and which enabled data to be collected directly from individuals through face-to-face contact.

Borg and Gall (1989) stated that the major advantage of interviews is their adaptability. Skilled interviewers can follow up a respondent's answers to obtain more information and clarify any vague statements. They also can build up trust and a good relationship with respondents to obtain information, not possible by any other data collection method. The interview gives the interviewer the opportunity to correct any misunderstanding or misinterpretation of questions by the respondents and for the interviewer to seek clarification of any answer given. According to Judd, Smith and Kidder (1991), this control of context can give "a high rate of accurate and complete responses".

For Bell (1993), the major advantage of the interview is its adaptability. A skilful interviewer can follow up ideas, probe responses, and investigate motives and feelings, which the questionnaire can never do. In the case of the present study, use of the interview would enable the researcher to collect more detailed information on initial teacher training. The interview is, however, a survey technique similar to the questionnaire, except that the subjects are questioned and respond verbally rather than in writing.

Although the interview has many advantages over the questionnaire with regard to the flexibility of the questioning, there is the danger of straying from the questions and getting off the subject. There is also the potential risk of bias through intonation, emphasis or gesture, on the part of the interviewer. Cicourel (1964) listed six of the unavoidable features of the interview situation that might normally be regarded as problems:

(1) many factors may inevitably differ from one interview to another, such as mutual trust, social distance and interviewer's control.

(2) a respondent may feel uneasy and adopt avoidance tactics if the questioning is too deep.

(3) both interviewer and respondent are bound to hold back part of what they could state.

(4) many of the meanings which are clear to one will be relatively opaque to the other , even when the intention is genuine communication.

(5) it is impossible to bring every aspect of the encounter within rational control.

(6) interviews are time-consuming, and so in a 100-hour project the researcher will only be able to interview a relatively small number of people.

Comparing the questionnaire and the interview, Hall and Hall (1996) pointed out that questionnaire is more impersonal and anonymous, whereas an interview is more personal, because of the typically face-to-face situation in which it occurs. This may make one more appropriate than the other in particular research setting or with particular subjects. For example, if a study required data from young children, the use of an interview might be more appropriate because they might experience difficulty in reading and in recording their answers in writing (Cohen and Manion, 1997).

Table 4.1 provides a summary of the relative merits of the use of the interview and the questionnaire in research and which were the two main data collection approaches used in the present study.

Table 4.1: Relative Merits of the Interview versus the Questionnaire

Considerations	Interview	Questionnaire
Staff needed to collect data	Requires interviewers	Requires a clerk
Major expense	Payment to interviewers	Postage and printing
Opportunities for response-keying (personalisation)	Extensive	Limited
Opportunities for asking	Extensive	Limited
Opportunities for prompting	Possible	Difficult
Relative magnitude of data reduction	Great (because of coding)	Mainly limited to rostering
Typical number of respondents reachable	Limited	Extensive
Rate of return	Good	Poor
Sources of error	Interviewer, instrument, coding, sample	Limited to instrument and sample
Overall reliability	Quite limited	Fair
Emphasis on writing skills	Limited	Extensive

Source: Tuckman (1972)

4.3.3.3 Participant Observation

Cohen and Manion (1997, p.106) suggested that the purpose of observation is to:

> "*probe deeply and to analyse intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalisation about the wider population to which that unit belongs*".

Through participant observation, the researcher participates in the daily life of the people under study, either openly in the role of researcher, or covertly in some disguised role. He/she is able to observe what happens, listen to what is said, and question people involved, to check out what is happening, from an inside point of view. However, as Kumar (1999, p.105) pointed out, "*observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon, as it takes place*".

Jorgensen (1989) described participant observation in terms of the following basic features:

(1) a special interest in human meaning and interaction as viewed from the perspective of people who are insiders or members of a particular group.

(2) location in the here-and-now of everyday life situations and settings as the foundation of inquiry and method.

(3) a process of inquiry that is open-ended, flexible, opportunistic, and requires constant redefinition of what is problematic, based on facts gathered in the concrete setting of human existence.

The technique of participant observation as described by Ashworth (1995) is a process of social interaction that involves the following elements:

- attainment of the 'stock of knowledge at hand' of other involved parties.
- emotional and motivational attainment to the group's concerns.
- taking for granted (and implicitly assuming that others take it for granted) that one can contribute properly to on-going activity of the group.
- being relatively unthreatened concerning one's identity in the group.

Even though participant observation is not an easy option, as Nisbet and Watt (1980) pointed out, it is still a significant option for building accurate information, depending on sound analysis. McKenzie, Powell, and Usher (1997, p.219) emphasised that,

> *"participant observation provides a particularly clear challenge to many traditional criteria of research design and places significant demands on researchers in terms of both collecting and reporting their findings".*

Bailey (1978) suggested that observation studies were superior to experiment and surveys when data were being collected on non-verbal behaviour, and that the investigators were able to describe on-going behaviour as it occurred. Cohen and Manion (1997) suggested that participant observation was eminently suitable to many of the problems that the educational investigators face.

Regarding its advantages, Bell (1993, p.159) pointed out that,

> *"it is more reliable than what people say in many instances, and it can be particularly useful to discover whether people do what they say they do, or behave in the way they claim they behave".*

There is no fixed time-scale as far as the use of participant observation is concerned. For example, it could be used as part of a longitudinal field study, as a means of obtaining insights into the views and experience, at say monthly intervals, of those involved in a

long-running curriculum project (Dooley, 1990; McKenzie, Powell, and Usher, 1997; Creswell, 1998). In a different study, it might involve observation work over a weeklong period, or over a series of meetings of a committee involved in the topic under investigation. The nature of participant observation is likely to be conditioned by the purposes to which it is to be put and the research topic.

Bell (1999, p.157) pointed out one of the potential disadvantages or weaknesses of participant observation as lying in,

> *"the researcher's interpretation of what is seen. ...Unstructured observation can be useful to generate hypotheses, but it is time-consuming and it is not easy to manage. Field notes which are written up as soon as possible after the observation takes time, and interpretation of the notes require experience and even more time."*

In summary, while there is the risk of some subjectivity in participant observation or in the interpretation of the data derived from it, it offers the possibility of the researcher gaining insights into the subject under investigation, from the point of view of those involved and ones that might not have been obtainable by any other means. Furthermore, its use with other data collection approaches may help to reduce the risk of undue bias arising.

Having considered the strengths and weaknesses of the three techniques widely used in survey research, especially in education, it is appropriate to turn attention to the considerations influencing their use in the fieldwork for the present study.

4.3.4 Design of the fieldwork

In the development of the fieldwork design, the researcher decided to use two main data collection techniques, the questionnaire and the interview, supported by on-going participant observation. The use of questionnaire and interview would enable the researcher to gather a combination of quantitative data *"usually presented in numerical form"* and qualitative data *"usually presented in words"* (Haralambos and Holborn (1990, pp.754, 755) to address the second research question directly, which asked: "what are the views of trainee teachers and teacher trainers on current initial teacher training for Physical Education teachers in the College of Basic Education and those in the I M Marsh Centre for

Physical Education, Sport and Dance?" The observation work would help inform the researcher's understanding of the views of trainee teachers and teacher trainers in the two research settings. The quantitative data were to be collected through use of a questionnaire, while the qualitative ones came primarily from the interview and, to a lesser extent, from the observation work conducted.

It was decided to use a questionnaire to gather evidence from trainee teachers in the two teacher education institutions for two main reasons. Use of a questionnaire was considered to be the most efficient and economical way to gather information from as many trainee teachers as possible in the two research settings, that is, the College of Basic Education in Kuwait and the I M Marsh Centre for Physical Education, Physical Education, Sport and Dance. It would also facilitate the comparison of the experience of trainees from the two institutions. The structured nature of the items covering what the literature suggested were critical areas in the effective delivery of initial teacher training would assist the comparison of the experience of trainee respondents from the two institutions. The decision to use a questionnaire for this aspect of data collection was considered to be in keeping with the merits of the questionnaire, as discussed in section 4.3.2.

In theory, it would have been possible to collect the views of trainee teachers by interviewing a sample of them. However, this possibility was rejected, because it would not have been practical, within the time and resources at the researcher's disposal, to reach as many trainee teachers as would the use of a questionnaire. The sample would have been smaller in size and the risk of sampling error would have increased, possibly making the responses received less representative of those of all trainees in the two institutions. Moreover, while interviews might have generated more explanation of individuals' reasoning, analysis of the interview responses would not have provided as detailed an assessment of the training programmes' particular strengths/weaknesses, as a questionnaire survey had the potential to offer.

To complement the data derived from use of the questionnaire on trainee teacher satisfaction/dissatisfaction with aspects of their training programmes, it was decided to

conduct interviews with teacher trainers to gather their assessments on current provision and what they saw as the main challenges facing the delivery of initial training for physical education teachers. This would also help to balance the views of trainee teachers in the two institutions as well as to offer explanations as to what factors might contribute to trainee satisfaction or dissatisfaction. This was considered important, because of the differences in the two research settings in which the fieldwork was conducted. The views expressed by teacher trainers would, it was hoped, help to provide an understanding of any constraints under which the training institutions had to operate. While interviews and the handling of interview data have the potential for bias, because of researcher-interviewee interactions or because of conscious or unconscious bias in the reporting of the data, the potential advantages of the use of interviews in this part of the data collection were considered to be greater.

The third element of the fieldwork strategy involved observation work. This was of particular importance as far as the researcher was concerned. Observation of the routines of the two training institutions would facilitate the interpretation of the questionnaire and interview data. As the literature on research design explains, a number of approaches are used in observation work, ranging from the highly structured to the very unstructured (see, for example, Bell, 1999; Verma and Mallick, 1999). The structured type of observation typically involves the systematic investigation of situations relevant to a study's research objectives and the taking of relevant 'measures' of what is being observed. In the present study, an unstructured approach was adopted and the researcher assumed the role of a participant observer, since the purpose of the observation work was designed not to measure, but to increase the researcher's understanding of the particular contexts in which the two training institutions operated. An understanding of this was considered important in evaluating and understanding the responses of the trainee teachers and the teacher trainers.

In the conduct of participant observation, there are the potential risks of distortion, because of the researcher's direct involvement with trainee teachers and teacher trainers in their working situations, because the situations observed might not be typical of others, and

because of researcher bias/subjectivity in reporting what was observed. These risks were reduced, the researcher considered, because the research focused on only two training institutions and observations were conducted in both. Besides which, the purpose of the observation work was not to gather direct evidence on teacher training delivery but simply to support the researcher's understanding of related issues in the two settings.

No detailed plan for the observation work was set out at the start of the research. However, it was considered important to sit in on some teaching sessions/seminars and observe trainees and staff as they went about their work, to learn about issues under discussion in each training establishment and in the country in question.

These various decisions as regards research design were conditioned by a number of other factors. In the absence of other studies of a similar nature into initial training for physical education teachers in the UK and Kuwait (or indeed of studies into provision in the UK and other Arab states), the researcher was breaking new ground. There were no other similar studies with which the fieldwork results could be compared. If there had been such studies, the researcher might well have considered a fieldwork research design that resembled earlier ones, as this would have permitted some comparison of the results obtained. However, given the nature of the research problem, requiring an evaluation of initial training for physical education teachers at the College of Basic Education through a comparison with that provided at the I M Marsh Centre for Physical Education, Sport and Dance, a training establishment with a reputation for excellence, the approach adopted seemed justified.

The possible replication of the study was not an immediate concern. It was considered that any follow-up to the present study would or might be in the form of better directed questions probing, using what had been learnt by the researcher from it, and relating the lines of inquiry to the immediate needs of the particular research settings to be used. The researcher was not seeking to prove anything, rather to pursue what was seen as the essential problem of inadequate initial training for physical education teachers in the College of Basic Education.

Before reporting on how the research instruments were constructed, one further aspect of design should be mentioned. The trainee teacher questionnaire and the teacher educator interview schedules were designed to gather data to address the second research question. However, it was also decided to make provision for the conduct of interviews with Ministry of Education officials in Kuwait, if necessary, after the main study had been completed and the data analysed. The conduct of such interviews could help inform the discussion of the findings, assist the addressing of the third research question, which asked: "what issues arise from the study, which need to be addressed, if initial teacher training for physical education teachers in Kuwait is to be made more effective?" and assist in verifying the study's conclusions and the putting forward of viable recommendations relating to initial teacher training for Physical Education teachers in Kuwait.

4.3.5 Instrumentation

As a prelude to the consideration of the development of the instruments used in the study, it is useful to recall the focus for the fieldwork. That focus was provided by the literature review (see Chapter 3), which led to the identification of six critical factors in the effective delivery of initial teacher training. These were:

(1) the Curriculum,

(2) School Experience/Teaching Practice,

(3) Teacher Educators,

(4) Facilities and Equipment,

(5) Student Admissions, and

(6) the Ministry of Education-Training Institution Relationship.

These factors provided the framework from which to approach the construction of the questionnaire and the interview schedule. They also helped to inform the observation work.

4.3.5.1 The trainee teacher questionnaire

Essentially, the reasons for use of a questionnaire with the trainee teachers were as follows:

- within the constraints of time and resources at the researcher's disposal, the questionnaire was considered suitable, because it would enable the researcher to obtain views from greater numbers of trainees than had he opted to use interviews.
- provided the items were suitably designed (the intended respondents were trainees in two different education systems), the questionnaire would enable information to be gathered as regards their degree of satisfaction with specific aspects relating to their training, and thus help facilitate comparison of the experience of the trainees.
- the use of a questionnaire was suitable, because those targeted were educated and would have little or no problem in completing one.
- trainees in two particular institutions were being targeted, rather than as individuals in many different locations, which might have required use of a postal questionnaire, hence there was a better chance of obtaining a reasonable response rate (Bell, 1999; Verma and Mallick, 1999).

The researcher prepared his first drafts of the questionnaire in English, as this drafting was done in England and it enabled him to seek the views and comments of his supervisors and others at the I M Marsh Centre in Liverpool. However, ultimately, the questionnaire would need both English and Arabic versions, given the intended respondents. It was also important that it be designed to cover various aspects of training provision that related to the five of the six critical factors. The decision not to cover the Students Admissions Policy/Criteria was governed by the consideration that trainees would not be in a position to make any informed contribution to this aspect. The questionnaire was constructed in six sections, the first being designed to collect some biographical details on respondents, with each of the other five addressing one of the five factors to be tackled. The questionnaire was to be accompanied by a covering letter explaining to respondents the purposes of the research and requesting their co-operation. (Copies of both the English and Arabic versions of the questionnaire and the letter, in their final form, are reproduced in Appendix 3.)

The questionnaire was designed for distribution to a sample of trainee teachers in their third or fourth year of training. Those in (or approaching) their final year would have had exposure to aspects of the programme, and experience of all theoretical and practical

courses. They would be well placed to offer judgements on the programme's adequacy and quality, on the work of teacher trainers and teaching practice mentors, and to assess the usefulness of the college-based training and its relevance to them in the school situation.

The researcher began the drafting work by identifying issues and then listing these under five factor headings that the questionnaire was to attempt to cover. The issues had to be ones on which trainees would be able to offer a judgement and which were 'measurable'. In the process of developing items for the questionnaire, the researcher used a combination of ideas gained from the literature review, from interaction and discussions with trainee teachers, teacher trainers and fellow post-graduate research students. For example, when seeking to produce items for the *Ministry of Education/Training Institution Relationship* factor, it was necessary to focus on issues that would reflect something that trainees had already experienced or were currently experiencing. This ruled out an item such as "do you think that the relationship between your national Ministry of Education and your training institution is good?" because differing reasons might influence a 'yes' or a 'no' answer, but which did not necessarily relate to their actual experience. For example, responses might be influenced simply by what respondents had read or heard about in the media. However, asking trainees whether they considered there were differences between what their trainers expected of them when on school experience and what the school or school inspectors expected, might provide an indication (albeit an indirect one), of whether there was a good dialogue between the training institution and the Ministry.

Discussion of the wording of draft items with other people suggested that the use of a series of statements might be the best way of formulating the items. Looking at questionnaires used in other research designs suggested the use of statements inviting respondents to indicate whether they agreed or disagreed with them was likely to be the best way of approaching the design. This involved the development of closed-ended items, inviting respondents to answer using a Likert-type response format. The format derives its name from Rensis Likert who formulated it in 1932 (Verma and Mallick, 1999).

Having devised a series of statements relating the five factors, it was then a matter of ensuring that the questionnaire offered as full a coverage as possible, while making sure that it was not too long. Many writers (e.g. Verma and Mallick, 1999; Cohen and Manion, 1997; Bell, 1999) have pointed out the importance of developing a questionnaire that is attractive and that does not overwhelm the intended respondents. Too many items could lead to trainees not bothering to return their copies or returning ones that left many items unanswered. It was also important to select statements relating to issues that would be relevant to the experience of trainees in both England and Kuwait. Although the selection and wording of the items in the trainee teacher questionnaire were ultimately decided by the researcher, the development owed much to the comments and suggestions from his supervisors and fellow post-graduate education students (including Kuwaiti ones studying in the UK), and from colleagues in Kuwait. Furthermore, the final versions (English and Arabic) of the questionnaire were influenced by the pilot study (see 4.4.1).

4.3.5.2 The teacher trainer interview schedule

The researcher decided to use the interview as the means of collecting information from teacher trainers. By virtue of their roles, they would have little difficulty in talking about their work and discussing relevant issues. The decision to opt for a semi-structured interview format offered two advantages. Its structure offered shape, thus helping to ensure coverage of the six critical factors, and also the flexibility, that would enable the researcher to explore with the teacher trainers their particular experiences of teacher training provision. In the context of the present study, the intended interviewees being adult and professionals were unlikely to be susceptible to any unconscious bias on the part of the researcher in his interactions with them. It was decided to use a very informal approach to further encourage subjects to speak freely.

The researcher needed to develop an interview schedule that would provide the shape for the interviews with those involved in providing teacher training. Given that it was intended to collect views and opinions from trainers operating in different systems, the semi-structured interview offered the advantage of the flexibility that a structured one would not have. The schedule was to be built around all six factors. It was developed to cover aspects

like trainee admissions policy and standards; facilities and equipment; the mentoring of trainees (school experience system); the balance between theoretical and practical aspects of training; the relationship between the Ministry of Education and the training institution; school experience/teaching practice; and the curriculum.

Like the trainee teacher questionnaire, the interview schedule was drafted in English to facilitate discussion of its questions and the underlying issues, and the coverage given to the six critical factors. Its development was also informed by discussions with the researcher's supervisors, with fellow post-graduate education students in the UK and colleagues from Kuwait, and by the experience of the pilot study. Like the trainee teacher questionnaire, the interview schedule (as used in the pilot and in the main study), the Arabic version was a translation of the English one.

4.3.5.3 Participant Observation

As already established, the participant observation was fluid in its structure and form. This was because its main purpose was to enhance the researcher's understanding into teacher education in the two countries. The character of the participant observation in which he engaged was a mixture of the formal and informal. The formal aspects of this work consisted of the researcher attending various teacher training classes in the two research settings, and interacting with the trainers and trainees at work, and attending seminars for teacher trainers. The informal aspects arose from interactions with trainees and trainers in out-of-classroom situations. The participant observation was an on-going process and not merely confined to activity undertaken during the field study. (A log of the formal aspects of this observation work is set out in Appendix 5.)

Having developed the questionnaire and interview schedule to the satisfaction of his supervisors, the next step was to conduct a pilot study to check out the viability of the two instruments, the first phase in the fieldwork for the study.

4.4 Conduct of the Fieldwork

4.4.1 The Pilot Study

The importance of a pilot study has been emphasised by many writers, such as Oppenheim (1966), Nisbet and Entwistle (1970), Allen (1973), Bell (1999), Borg and Gall (1989), Cohen and Manion (1997), and Brown and Dowling (1998). Sudman and Bradburn (1983, pp.282-283) provide an important reminder of why piloting instruments is critical to a successful study:

> *"Every questionnaire must be tested and refined under real-world conditions. Even after years of experience, no expert can write a perfect questionnaire. Between us we have more than fifty years of experience in questionnaire construction, and we have never written a perfect questionnaire on the first draft, nor do we know any professional social scientists who claim that they can write questionnaires that need no revision."*

Brown and Dowling (1998) asserted that whichever data collection approach(es) were to be adopted it was vital to carry out a pilot study, using the proposed instruments with a sample matching the profile of the sample to be used in the main study. Haralambos and Holborn (1990) referred to piloting as a small-scale preliminary study conducted before the main research in order to check the feasibility or to improve the design of the research. A pilot study helps the researcher to decide on the feasibility of the study and whether or not it is worthwhile to continue. The pilot study will also provide an indication of the suitability of the research instruments and procedures for use in the main study.

Piloting is very important because it helps the researcher to see how well the instruments planned for use in the main study, will work, and also provides the chance to make any necessary modifications to the instrument(s) (Malmquist and Grundin, 1975). Furthermore, it gives the researcher some insight into how the main sample might respond to the issues that his/her study seeks to address. In the case of the present study, piloting persuaded the researcher of the usefulness of distributing the questionnaires personally, as this enabled respondents to ask for any clarification they needed, directly from him.

Because of the comparative nature of the present study and because of the fact that one of the research settings was an English-speaking and the other an Arabic-speaking one, it was necessary to carry out piloting in both research settings.

4.4.2 Trainee Teacher Questionnaire

In October 1998, the researcher distributed copies of the English version of the questionnaire to an opportunity sample of 20 trainee teachers at the I M Marsh Centre (see Table 4.1). The purpose was to ascertain the effectiveness of the proposed questionnaire in its English version. After all 20 had completed it, the researcher invited their comments. A similar process was followed in Kuwait, where the Arabic version was piloted with third and fourth year trainee teachers at the College of Basic Education. Copies were distributed to 60 students in the Physical Education Department. The researcher received 51 completed questionnaires (see Table 4.2).

Table 4.2: Piloting the trainee teacher questionnaire in England and Kuwait

Pilot Questionnaire	Copies Distributed			Copies Returned		
	Male	Female	Total	Male	Female	Total
College of Basic Education	30	30	60	30	21	51
I M Marsh Centre	8	12	20	8	12	20
Total	38	42	80	38	33	71

No difficulties in understanding the items or the instructions were reported by respondents, either in England or Kuwait. However, it was suggested that some items were very long. Accordingly, the researcher took these comments into consideration when preparing the final versions of the questionnaire for use in the main study.

On the basis of the piloting, the researcher re-formulated the questionnaire's design somewhat, replacing a few items and removing one or two items, found to be inappropriate. The biggest single change made was in the format. The pilot versions had used a combination of questions requiring yes/no answers and of statements requiring respondents to use a 3-point Likert-scale answer format (*agree – neither agree nor disagree – disagree*). The experience of the pilot study, including comments made by respondents, strongly suggested that use of a 5-point Likert-type scale with all such items (adding *completely agree* and *completely disagree* to the answer options referred to above) would allow respondents greater flexibility when answering. (Accordingly, 'question' items were

changed into statement form.) The original 3-point scale as used in the pilot did not, some respondents suggested, permit them to differentiate their answers to some items. If they felt strongly about some of the issues relating to their experience of teacher training and their only answer option was *agree* or *disagree*. Should they exercise the same option for items about issues, which were less strongly felt, or use the *neither agree nor disagree*? Recognising the possibility ,therefore, that the strength of response to the issues covered by some statements might also vary from research setting to setting, because of differences in the way the training programmes operated in the two countries. Use of a 5-point scale appeared to make better sense.

The changes were discussed with and approved by the researcher's supervisors. A revised version of the trainee teacher questionnaire for use in the main study was submitted to a panel in each of the settings to seek endorsement of the instrument's face validity in its respective forms – English and Arabic. The research also sought expert opinion in Kuwait that the Arabic version reflected faithfully the wording of the English one.

One final point needs to be made about the questionnaire. Every effort was made to ensure that the wording of the items in the English and Arabic versions matched as closely as possible, through advice and comments from English-Arabic specialists in the College of Basic Education in Kuwait. It was not possible to ensure that all the statements were entirely appropriate to both cultures and practices. However, the researcher spent some time discussing possible items with a view to selecting the ones that offered the best fit across the two cultures. For example, item 1.3 stated: *"Some credits require the completion of more than one course"* (see the trainee questionnaire in Appendix 3). Such an item 'fitted' the course structure required of the Kuwaiti trainees, but this aspect of the research was not directly relevant to that of the I M Marsh ones. The opportunity for respondents to indicate, using a 5-point response scale, the extent of their agreement (or disagreement) with each item, including the *not sure (whether I agree or disagree)* was considered to offer a fair range of response. Taken in the context of the other Curriculum dimension items in the questionnaire, the item did not appear to present the I M Marsh trainees who piloted the questionnaire with any problems. Debriefing them after they had

completed the item suggested that they had taken it to relate to any constraints they faced through the structuring of their programme. This matter and the implications are discussed further just before presenting the questionnaire results (see section 5.1).

4.4.3 The Interview Schedule

The interview schedule was also piloted to assess whether the questions were appropriate to gather the type of information and opinions sought and for the researcher to gain experience of doing interviews. The researcher interviewed three teaching staff in the two research settings (two in Kuwait, both males, and one, female, in England). The experience of the pilot interviews, which, like the main study ones were tape-recorded, enabled the researcher to improve the focus of his questions, and to develop his confidence in using the interview as a data collection instrument. The pilot also enabled the researcher to get the feel for interviewing, to become comfortable with the process, and to receive feedback from participants on the process itself and the questions raised. The data generated by the pilot interviews were rich and suggested that the schedule was a suitable instrument with which to gather the views and opinions of the teacher trainers in the main study.

Finally in reporting on the pilot study, it should be pointed out that, given the character and purpose of the observation work, it was inappropriate to pilot this aspect of the research. As already pointed out the observation work involved no 'measurement' procedures and was an on-going cumulative process, intended to enhance the researcher's understanding of teacher education in the two research settings.

4.4.4 Conduct of the main study

Table 4.3 provides a summary breakdown of the fieldwork elements conducted for the main study.

Table 4.3 Data collection sources: main study

	College of Basic Education			I M Marsh Centre			*totals*
Research instrument	Male	Female	Total	Male	Female	Total	
Questionnaires	75	54	129	12	21	33	162
Interviews	4	1	5	0	6	6	11
Observation*	Fourth year classes			Third year classes			--

* does not include other aspects of the observation work conducted – see Observation Log in Appendix 5.

(a) Administration of the trainee teacher questionnaire

The researcher used the final Arabic version of the trainee teacher questionnaire in Kuwait in January-February 2000. At the time, there were an estimated 499 male and 363 female Physical Education trainee teachers enrolled at the College of Basic Education (PAAET, 2000). Of the 140 copies of the questionnaire distributed, 129 were returned and used for analysis. Thus, the Physical Education trainee teachers sampled at the College of Basic Education represented almost 15% of the total population (129/862).

Distribution of copies of the questionnaire was done in person, in so far as possible, using the researcher's contacts with teacher trainers, to facilitate a high response rate and the process of distribution and return of completed ones. As Oppenheim (1996) suggested, gaining the co-operation of teaching staff, through personal contacts rather than relying on formal contact can play an important part in data collection. Such relationships helped to save time and to ensure a good response rate from students. However, for access to students in the female Physical Education Department in Kuwait, the researcher had to rely on formal channels to organise questionnaire distribution and collection. This was because, as a male, the researcher was not allowed direct access to female students or staff, because of the Islam-derived practice of gender separation, except in immediate family circles. The outcome contributed to a lower response rate from female students in the Kuwait research setting.

At the I M Marsh Centre for Physical Education, Sport and Dance, the researcher handed 40 copies of the English version of the questionnaire to third year male and female trainee

teachers. Attached to each copy of the questionnaire was a covering letter, which explained the purpose of the study (the questionnaire text and the accompanying letter are reproduced in Appendix 3). In total, 33 completed questionnaires were returned to the researcher for analysis (see Table 4.3).

(b) Conduct of the teaching staff interviews

For the main study, eleven teacher trainers were interviewed: five in Kuwait (four males, one female) and six in England (all females). The interviewees were chosen because of their status as teacher trainers in the College of Basic Education or at the I M Marsh Centre for Physical Education, Sport and Dance. The interviews were conducted to gather information, views and opinions of staff involved in the delivery of initial teacher training. Each interviewee was contacted beforehand to see if he/she would be willing to be interviewed.

With the prior permission of the interviewees, a tape recorder was used throughout each interview. This allowed the researcher to have a complete and accurate record of what had been said (Borg and Gall, 1989). In addition, a tape recorder allowed for a more natural flow of conversation than might have existed if notes had had to be written as the interviewee was talking. There are some disadvantages in using a tape recorder during the taping of interview sessions, including the possibility of mechanical failure and the reluctance of the subjects to express their feeling freely because they know their responses are being recorded. However, the advantages in using the tape recorder are considered to outweigh any disadvantages (Verma and Mallick, 1999; Bell, 1999; Wallace, 1998).

All five interviewees in Kuwait were from the Physical Education Department and included the Dean of the Department. The interviews were between 1 and 2 hours in length and scheduled for during the working day. They were conducted in private and on an individual basis, in a room that provided limited or no distraction.

The interviewees were given an opportunity to explain in detail their views on the problems, obstacles and deficiencies that faced initial teacher training for Physical

Education teachers. The interview was divided into six sections, each covering one of the six factors considered to be important in effective delivery of initial teacher training. The interview schedule covered similar topics to those in the trainee teacher questionnaire and the main objectives of the questions were to find out the essential problems, obstacles, and deficiencies in each section, and how these impacted on teacher training programmes.

Although each interview followed the format in the interview schedule (see Appendix 4), questions were not always asked in the exact sequence as they occur in the schedule. This was to allow for individual expression and to encourage openness toward the research, questions may have been asked in a slightly different order to that given in the schedule.

A similar procedure was adopted in the interviews with teaching staff from the I M Marsh Centre, where a total of six people were interviewed.

(c) Participant observation

As already explained, data collection from the questionnaire and interview was supported by the researcher's participant observation of trainee teachers and teaching staff in sessions in college and in schools, and his attendance at other events related to his research topic. The participant observation of teacher trainers and classes in the main study involved fourth year students in Kuwait and third year ones in England (see Table 4.3). Observation included both theoretical and practical sessions, as well as some observation of students on teaching practice. As also already explained the primary purpose of the observation was to provide the researcher with insights into the operation of the teacher training programmes in the two research settings, and to enhance his understanding of the questionnaire and interview data. A log of these activities is set out in Appendix 5.

4.5 Data analysis

All the quantitative data gathered from the close-ended items in the questionnaires were coded, and recorded on computer disk (and checked for input errors), before being analysed by Statistical Packages for the Social Sciences, Version 10.5 (SPSS). This involved the use of descriptive statistics (e.g. the calculation of response frequencies and percentages) to

analyse responses. Analysis of responses to questionnaire items inviting the respondents to answer using a 5-point agree/disagree scale also involved calculation of mean response values on items. This facilitated the comparison of the response patterns between the Kuwaiti and English trainee samples with regard to individual items and to groups of items covering the particular factors on which the questionnaire focused. Responses to open-ended items were analysed 'manually' rather than by computer. From examination of answers to each open-ended item, the researcher developed a series of response categories and then applied this to all the answers to that item. He calculated the number of answers in each category for each item, from the two sources, i.e. the English and Kuwaiti respondents, to provide him with an indication of the extent to which particular types of answer were given in response.

Although it is possible to analyse interview data using computer software, such as NUD*IST (Richards and Richards, 1991), the researcher decided that the use of such a procedure was not warranted in the present study. Only eleven interviews – 5 in Arabic, 6 in English – were conducted. The interview schedule was semi-structured in character and arranged under a series of sub-sections (coverage of issues relating to the six factors). There was a similar sequence in the interview data from each interviewee, meaning that the appropriate point in the transcript and the tape itself could be readily found for any of the interviews. Before running a computer software analysis, the researcher would have had to type up the transcripts of the tapes and translate the Arabic ones into English. The researcher preferred to make handwritten transcriptions of the interviews, leaving them in their original languages, and then to make a summary of each interview cross-referenced to the full transcript (and, indirectly, back to the original source, the tape). Later, to check that the interviews had been fairly reported, the researcher also made a comparative summary table for the interview data (see Appendix 6).

4.6 Conclusion

This chapter has considered factors influencing the fieldwork design and the way in which the researcher sought to address the research problem. The use of a combination of questionnaires and interviews (supported by participant observation) was considered an

appropriate approach for obtaining critical data relevant to the study objectives. Then the steps taken by the researcher were explained, from piloting through to the main fieldwork study. Finally, the chapter explained how the researcher analysed the fieldwork data.

Chapter 5 presents the results from the questionnaire and interview responses.

Chapter Five

RESULTS

5.0 Introduction

This chapter reports upon the findings from the fieldwork conducted by the researcher. It is in two main parts. The first presents the findings from the trainee teacher questionnaire, completed by trainees in the College of Basic Education, Kuwait and the I M Marsh Centre for Physical Education, Sport and Dance, Liverpool John Moores University, UK. As was explained in the previous chapter, the questionnaire was designed to gather the views of trainee Physical Education teachers on their experience of preparation and training. The second main part presents the findings from semi-structured interviews conducted with teacher training staff in the two institutions. Finally the chapter offers an overview of the findings from the questionnaire and the interviews.

The findings are reported with a minimum of interpretation, except for where it is considered that such interpretation might help the reader's understanding of a particular response. Discussion of the findings is held over until Chapter 6. One further point should be made here about the presentation of the findings. Both the questionnaire and the interview schedules raised issues relating to the teacher training institution-Ministry of Education relationship in the two countries. In reporting on these, the term 'Ministry of Education' or 'Ministry' is used, except where a respondent referred to the DfES.

5.1 Findings from the trainee teacher questionnaire

The Trainee Teacher Questionnaire (see Appendix 3) was organised in five sections, inviting respondents to evaluate:

1. aspects of the initial teacher training curriculum and its structure (9 items);
2. potential problems in teaching practice/school experience (7 items);
3. issues related to teacher training staffing (5 items);
4. provision of Physical Education/Sports Resources/Facilities (6 items);
5. expectations of the training institution and the Ministry of Education (3 items).

A total of 162 Physical Education trainee teachers in the final years of initial training completed the questionnaire, 129 from the Physical Education Department in the College of Basic Education, Kuwait, and 33 at the I M Marsh Centre for Physical Education, Sport and

Dance, Liverpool John Moores University. The differences in the numbers of the questionnaire respondents from the two research settings reflect the scale of provision of initial training for Physical Education teachers at the College of Basic Education and the I M Marsh Centre. (As is explained further presently in this chapter, it was partly because of this balance in respondent numbers that no overall sample scores on the items were used in the analysis of the questionnaire data.)

All five sections of the questionnaire contained a series of statements. Trainees were asked to indicate, using a 5-point Likert-type response scale, the extent to which they agreed (or disagreed) with each. The 5 response points were *completely disagree* (c.dis), *disagree* (dis), *not sure [whether I agree or disagree]* (ns), *agree* (ag), and *completely agree* (c.ag). Tables 5.1 to 5.5 set out the percentages of the College of Basic Education (*CBE*) and the I M Marsh Centre (*IMM*) trainees selecting each response category for each statement.

5.1.1 The Curriculum

The first section of the questionnaire consisted of 9 statements relating to the teacher training curriculum that respondents were following. Table 5.1 gives a breakdown of responses.

It is apparent from looking at the *agree* (ag) and *completely agree* (c.ag) columns that the CBE trainee teachers heavily endorsed 7 of the 9 items (i.e. 70% or more selecting either the *agree* or the *completely agree* option). They also endorsed the other two items (nos. 1.7 and 1.8), but here the proportions opting for *agree* or *completely agree* responses on those items were smaller, although still being in the majority (57.4% and 54.3%, respectively). In contrast, only on 3 items (nos. 1.4, 1.8, and 1.9) did a majority of the trainees from Liverpool exercise the *agree* or *completely agree* option.

Comparison of the percentages of respondents from each group exercising the *agree/completely agree* options showed that there was a difference of roughly 40% to 65% on 6 of the 9 items (items 1.2, 1.3, 1.4, 1.5, 1.6, and 1.7), all in favour of the Kuwaitis.

Only on item 1.8 was there a higher level of agreement (*agree/completely agree*) among the Liverpool trainees than among their Kuwaiti counterparts (75.7% and 54.3%, respectively).

Table 5.1: The Curriculum: questionnaire responses (%)

	Items		c.dis	dis	ns	ag	c.ag
1.1	The teaching hours allocated to credits do not reflect their importance.	**CBE**	3.9	0.8	22.5	62.0	10.9
		IMM	0.0	48.5	15.2	30.3	6.1
1.2	Credits awarded do not reflect the importance of the courses taught.	**CBE**	3.1	0.8	17.1	69.8	9.3
		IMM	0.0	45.5	30.3	18.2	6.1
1.3	Some credits require the completion of more than one course.	**CBE**	1.6	1.6	11.6	73.6	11.6
		IMM	3.0	18.2	39.4	21.2	18.2
1.4	Some modules require completion of more than one unit.	**CBE**	1.6	0.8	5.4	75.2	17.1
		IMM	0.0	18.2	30.3	36.4	15.2
1.5	The general elective requirements are greater than the main core ones.	**CBE**	3.1	0.8	7.8	66.7	21.7
		IMM	0.0	18.2	45.5	21.2	15.2
1.6	The college curriculum does not relate to the sector I may be working in.	**CBE**	8.6	3.9	8.6	53.9	25.0
		IMM	18.2	60.6	6.1	15.2	0.0
1.7	Training received inappropriate for different sectors (e.g. primary, secondary).	**CBE**	0.0	4.7	38.0	57.4	0.0
		IMM	66.7	15.2	18.2	0.0	0.0
1.8	Insufficient freedom is allowed in the choice of credits.	**CBE**	14.7	20.9	10.1	34.1	20.2
		IMM	3.0	15.2	6.1	42.4	33.3
1.9	The PE and sports equipment available in college is unsuitable.	**CBE**	0.0	0.0	7.8	60.5	31.8
		IMM	18.2	3.0	6.1	6.1	66.7

Caution should be exercised when looking at the responses to individual items from the two groups in this section (and the other ones reporting questionnaire results). As is argued when discussing the results (in the next chapter), they need to be understood within the context of the systems in which respondents were being trained. The systems (and how they operated) were not the same, and so individual items should not be seen as representing a direct 'like with like' comparison. This might have been (more) the case if the two groups of respondents had been drawn from teacher training institutions in the same country. From the point of view of the comparison being made in this study, responses to individual items in each section should, therefore, be also seen in the context of responses to the accompanying items. Comparison of the responses from the Kuwaiti and Liverpool trainees *across* each *section* rather than each *item* (the approach adopted in the discussion of the results) is likely to offer a more 'like with like' view of their responses on the dimension addressed by the section. At that level, the comparison considers the relative

extent to which the two groups of trainees were satisfied, as here for example, with the curriculum and its structure in their respective countries.

Further examination of the data in Table 5.1 shows that, in terms of combined *agree* and *completely agree* percentages, there were higher levels of agreement from the CBE trainees than from those at I M Marsh Centre on 8 of the 9 items. Only on the matter of *insufficient freedom being allowed in the choice of credits* (item 1.8) did the level of agreement among the Liverpool trainees exceed that of the Kuwaiti ones.

None of the I M Marsh respondents agreed with the statement about *the training being inappropriate for different school sectors* (item 1.7), and only about 1 in 6 of them agreed with the related one about *the inappropriateness of the college curriculum for teaching in different sectors* (item 1.6) (15.2%). In comparison, almost 8 in every 10 CBE respondents either *agreed* or *completely agreed* with this item (78.9%), and almost three-fifths with item 1.7 (57.4%).

Three statements met with the agreement of virtually 90% (or more) of the CBE sample:

- *some modules require completion of more than one unit* (item 1.4) (92.3%);
- *general elective requirements are greater than the main core ones* (item 1.5) (88.4%);
- *Physical Education and sports equipment available in college is unsuitable* (item 1.9) (92.3%).

Only on item 1.9 did the level of agreement among the IMM trainees (at just over 70%) begin to match that of the CBE ones.

5.1.2 School Experience/Teaching Practice

Seven questionnaire items related to school experience/teaching practice. As can be seen from Table 5.2, all of them met with the agreement of roughly two-thirds or more of the Kuwaiti trainees and the highest levels of agreement (93.8% and 91.5%, respectively) were found on the items about *the school experience liaison tutor not having the appropriate*

training for the role (item 2.3) and *college training not providing training for teaching in intermediate or secondary schools* (item 2.6).

Table 5.2: School Experience/Teaching Practice: questionnaire responses (%)

	Items		c.dis	dis	ns	ag	c.ag
2.1	The length of teaching practice/school	**CBE**	9.3	0.8	24.8	48.1	17.1
	experience is inappropriate.	**IMM**	0.0	30.3	12.1	42.4	15.2
2.2	Assessment system on school	**CBE**	0.0	0.8	25.6	48.8	24.8
	experience/teaching practice is inappropriate.	**IMM**	0.0	27.3	9.1	36.4	27.3
2.3	School experience liaison tutor is not	**CBE**	0.0	0.0	6.2	58.9	34.9
	appropriately trained.	**IMM**	9.1	33.3	21.1	24.2	12.1
2.4	Credit allocations for teaching	**CBE**	5.4	0.0	19.4	45.7	29.5
	practice/school experience inappropriate.	**IMM**	0.0	12.1	42.4	33.3	12.1
2.5	College training doesn't equip us to cope with	**CBE**	0.0	0.0	4.7	45.7	29.5
	the school administration.	**IMM**	0.0	15.2	12.1	60.6	12.1
2.6	College training provided does not train us	**CBE**	0.0	0.8	7.8	38.0	53.5
	for intermediate or secondary schools.	**IMM**	21.2	36.4	18.2	24.2	0.0
2.7	Little or no connection between college	**CBE**	3.9	1.6	6.2	45.0	43.4
	training & type of school where placed.	**IMM**	21.2	63.6	3.0	12.1	0.0

Examination of the responses from the I M Marsh Centre trainees shows that well over four-fifths of them rejected the item about there being *little or no connection between the training in college and the school in which they might be teaching* (item 2.7). Almost 60% of them also rejected the item about there being *no provision for intermediate or secondary school teaching* (item 2.6). Comparison of the CBE and I M Marsh Centre trainee response patterns on these two items is consistent with those found on other questionnaire items relating to respondents' perceptions of the suitability of initial teacher training for sectors other than the primary school. As will be seen from this chapter (and subsequent ones), it was a particular concern among the CBE Physical Education trainee teachers that the only programme was primary school oriented and yet these students may well find themselves appointed to teach in a secondary school.

The views of both the Kuwaiti and the Liverpool trainees appeared to be broadly similar as regards the *suitability of the length of teaching practice* (item 2.1). Here the agreement levels were around the 60% mark (65.6% and 57.6%, respectively), although it is also interesting to note that some 30% of the I M Marsh Centre respondents *disagreed* with this

item, as compared to less than 1% of the Kuwaiti one. The pattern of responses on the item about teaching practice assessment was similar, with the level of agreement among the Kuwaiti respondents (73.6%) being somewhat higher that of the IMM ones (63.7%). Over 90% of the Kuwaiti trainees expressed concern about the *school experience liaison tutor's lack of training* (93.8%), as compared with just over a third of their IMM counterparts (36.3%). Over 80% of the Kuwaiti trainees were critical of their training programme not preparing them for *dealing with the school administration* (84.2%), as compared to around 7 in every 10 I M Marsh Centre ones (72.7%).

5.1.3 Teacher Educators

Five items were designed to seek the views of the trainee teachers on the quality of the teaching/training that they were receiving on their programme.

Table 5.3: Teacher Educators: questionnaire responses (%)

	Items		c.dis	dis	ns	ag	c.ag
3.1	ITT staff have a high level of ability.	CBE	37.2	29.5	24.0	9.3	0.0
		IMM	0.0	3.0	24.2	66.7	6.1
3.2	ITT staff use modern teaching aids.	CBE	36.4	35.7	22.5	5.4	0.0
		IMM	0.0	15.2	24.2	57.6	3.0
3.3	ITT staff link the college curriculum with the school sector/s we may be working in.	CBE	31.8	41.9	20.2	6.2	0.0
		IMM	0.0	6.1	18.2	69.7	6.1
3.4	ITT staff believe in the supervision/training process.	CBE	34.9	35.7	20.2	8.5	0.8
		IMM	0.0	6.1	33.3	57.6	3.0
3.5	ITT staff don't rely on the textbook. They use information from many other sources.	CBE	31.0	46.5	16.3	5.4	0.8
		IMM	3.0	3.0	33.3	51.5	9.1

It is clear from Table 5.3, which presents the response data on the initial teacher training staffing items that the views of the trainees from the CBE and from the I M Marsh Centre stand in marked contrast on all five items. On each, upwards of 65% of the Kuwaiti trainees either *completely disagreed* or *disagreed*, whereas upwards of 65% of the I M M ones either *agreed* or *completely agreed*. From this, it would appear that the Kuwaiti trainees were dissatisfied and that their I M M counterparts were satisfied with:

- the quality of the teaching they received (item 3.1);
- the lack of use/use of modern teaching aids (item 3.2);

- the links made in curriculum delivery with the school sector that trainees might be teaching in on teaching practice and/or after graduation (item 3.3);
- the teacher training staff's belief in the supervision/training process (item 3.4); and
- the use made by teaching staff of materials other than the basic textbook(s) (item 3.5).

5.1.4 Facilities and Equipment

The six items in this section sought to determine trainee views on the quality and adequacy of sports equipment and facilities for the initial training of Physical Education teachers. Examination of Table 5.4 shows that the views of the trainees from the CBE and the I M Marsh Centre differed on the levels/quality of sports equipment and facilities available in their colleges. On all 6 items, 90% or more of the CBE trainees opted for either the *agree* or *completely agree* answer option, indicating their dissatisfaction with what was available to them in the College of Basic Education. (The first of these items related to programme organisation as much as facilities themselves and the Kuwaiti respondents considered that module choices were constrained by lack of capacity in college to allow them to access their first choice of module options.)

Table 5.4: Facilities and equipment: questionnaire responses (%)

	Items		c.dis	dis	ns	ag	c.ag
4.1	Not enough classes provided in college to fit the number of students	CBE	0.0	0.0	1.6	60.5	38.0
		IMM	3.0	78.8	12.1	3.0	3.0
4.2	Lack of up-to-date reference sources.	CBE	0.0	0.0	9.3	52.7	38.0
		IMM	6.1	45.5	12.1	27.3	9.1
4.3	Unavailability of a modern library.	CBE	0.0	0.0	5.4	51.2	43.3
		IMM	3.0	57.6	6.1	24.2	9.1
4.4	Shortage/lack of sports halls.	CBE	0.0	0.0	3.1	50.4	46.5
		IMM	12.1	66.7	0.0	21.1	0.0
4.5	Shortage/lack of outdoor playing fields.	CBE	0.0	0.0	1.6	49.6	48.8
		IMM	15.2	57.6	0.0	24.2	3.0
4.6	Shortage/lack of modern teaching aids.	CBE	0.0	0.0	1.6	47.7	50.8
		IMM	3.0	57.6	18.2	18.2	3.0

In contrast, half or more of the I M Marsh Centre trainees selected either the *agree* or the *completely agree* options on all six items, suggesting that they were largely satisfied with what was available to them in their college. On *library resources*, however, it should be noted that over a third of them indicated dissatisfaction (33.3%). A fifth of them expressed dissatisfaction about the availability of *modern teaching aids* (21.2%).

5.1.5 Expectations of the Training Institution and the Ministry of Education

The final section of the student questionnaire addressed the relationship between the teacher training institution and the Ministry of Education of the country concerned. Of particular interest was the extent to which the CBE and the I M Marsh Centre trainees considered that the 'messages' coming from their training institution and programme were consistent with what they encountered in school, when on teaching practice. In other words, did respondents consider that their college-based training was in line with what the national Ministry of Education expected of its teachers?

Table 5.5: Expectations of Training Institution & Ministry: questionnaire responses (%)

	Items		c.dis	dis	ns	ag	c.ag
5.1	Conflict between the college curriculum and Ministry guidelines.	**CBE**	0.0	0.0	18.8	35.2	46.1
		IMM	0.0	42.4	39.4	18.2	0.0
5.2	Differences in the supervision process.	**CBE**	0.0	0.0	18.0	35.2	46.9
		IMM	0.0	18.2	60.0	21.1	0.0
5.3	Differences in teaching methods.	**CBE**	0.0	0.0	15.6	32.8	51.6
		IMM	0.0	39.4	33.3	21.2	6.1

Table 5.5, which sets out the response data on the three items in this section, shows divergent opinion between trainee teachers from the two countries. 80% of the CBE respondents either *completely agreed* or *agreed* with the statement suggesting that there was some conflict between Ministry guidelines and the college curriculum (item 5.1), whereas two-fifths of their I M Marsh counterparts either *disagreed* or were *not sure* whether there was a conflict or not.

Over 80% of the CBE trainees considered that there were differences in the teaching methods that they were being taught and what was expected by the Ministry, as compared to under 30% of the IMM ones. Over 80% of the Kuwaiti trainees *agreed* or *completely agreed* with item 5.2 suggesting that there were differences between the way that the Ministry supervised teachers and the way that they, as trainee teachers, were supervised by their training institution (82.1%). The 'not sure' (whether I agree or disagree) answer option was selected by 60% of the I M Marsh Centre trainees might suggest that many were yet to form a view on whether was the case.

5.1.6 Teacher trainee questionnaire responses: an overview

This part of the chapter reports on the findings from the teacher trainee questionnaire, which related to five dimensions in initial preparation and training for physical education teachers. From the analysis of the responses from the CBE and the I M Marsh Centre trainees, it appeared that the Kuwaiti trainees were less satisfied with their preparation and training on all five dimensions than their Liverpool counterparts. The issue that seemed to be the greatest source of their dissatisfaction related to the perceived inadequacy of the training programme in the College of Basic Education to equip them for teaching in any sector other than the elementary school one. As was pointed out in Chapter 1, this situation might have seemed all the more acute for trainees seeking to specialise in physical education than those specialising in other subjects. The College of Basic Education is primarily an institution for training teachers for the elementary (and kindergarten) sector, although it offers physical education as a specialism. The only other teacher training institution in Kuwait, the College of Education (part of the University of Kuwait), trains teachers for the intermediate and secondary sectors, but does not offer Physical Education as a specialist subject. This and other matters are considered further in Chapter 6 when the fieldwork findings are discussed.

From the presentation of the questionnaire findings, it will be evident that one of the six initial teacher training dimensions on which the present study focused, was not addressed in the trainee questionnaire: Trainee Admissions. This was not raised in the questionnaire

because the researcher considered that the trainees would only have a very limited view about how their training institution approached this.

5.2. Findings from the teacher training staff interviews

This section reports the findings from interviews conducted with teacher training staff in the College of Basic Education in Kuwait and in the I M Marsh Centre for Physical Education, Sport and Dance. As was explained, when considering the research design for the study and the fieldwork procedures in Chapter 4, the interviews were conducted to gather information from teacher educators as regards the conditions under which initial teacher training was delivered, both in the institution and through teaching practice (see the interview schedule in Appendix 4).

Extensive semi-structured interviews were conducted on a one-to-one basis with a total of eleven teacher educators, five of whom were from the College of Basic Education, Kuwait (four males, one female) and six from the I M Marsh Centre in England (all females). In what follows, extensive use is made of quotations from the interviews, which had been tape-recorded. To respect confidentiality and to preserve the anonymity of the interviewees, a code is used to distinguish between them when reporting the interview findings. The Kuwaiti interviewees are identified as K1, K2, and so on, and their UK counterparts as E1, E2, ...

The interview findings are presented under six sub-headings, each covering one of the dimensions identified from the literature review (see Chapter 3) as having a key role in a good teacher training programme with the intended outcome of producing well-trained and enthusiastic recruits for the teaching profession:

1. The Curriculum;
2. School Experience/Teaching Practice;
3. Teacher Educators
4. Physical Education/Sports Resources and Equipment;
5. Trainee Admissions; and
6. The Ministry-Training Institution Relationship.

(There is a summary overview of the interview findings in Appendix 6.)

5.2.1 The Curriculum

A curriculum should be designed in a way that enables educational objectives to be achieved, by providing suitable experiences. It ought to include a continuous evaluation process and should have three basic standards in arranging the contents: continuity, consequence and integrity (Al-Motawa and Badair, 1996). These standards should not apply just to certain curricula; they should apply to all.

As regards the initial teacher training curriculum in Kuwait, K1 held a negative view, one reflecting the particular situation of Physical Education trainees at the College of Basic Education:

> *"The present programme has many deficiencies. This is because it is basically training teachers for only one school sector. The available programme is just for the primary teacher. ... There is no consideration of teaching in other sectors."*

K2 recognised the importance of a good curriculum but considered that there was also a need to take into account,

> *"... three factors: ability, students and teachers. I cannot divide the present curriculum because I am not convinced about the three factors above. The curriculum is good on paper, but delivery is weak."*

On the basis of what the Kuwaiti interviewees said, there were seen to be weaknesses in the present curriculum in the College of Basic Education Physical Education Department. The modules were supposed to run consecutively from one semester to another, with no separation between them, especially in the practical courses, which are divided into Subject 1 and Subject 2. Asked if the P.E. Department's course was appropriately balanced, K1 replied:

> *"I'm critical of the college programme. There should be integration and continuity in every programme. The information should be integral and demonstrate continuity. For example, the student is taught Basketball (1) and Basketball (2) and then there are some practical courses for Basketball. So, if I am taught Basketball (1) early, and am then taught Basketball (2), and the practical course is not until just before graduation*

I shall have forgotten Basketball (1) and (2), because of the long period of time between them. However, if the programme is well constructed and integrated, the situation will be better."

The current curriculum was seen as having significant weaknesses. These would not only affect those undergoing training, but would carry through into the whole education system, as graduates joined the nation's teaching force. K2 stated that

> *"The present curriculum is designed for teaching in the primary sector. However, it is also followed by those who may be teaching intermediate stage, and does not take into proper account the level of achievement and understanding of the pupils in the two sectors."*

K3 made much the same point:

> *"Staff train Physical Education students without any problems for work in primary schools, but some of these will be going on to work in intermediate ones."*

The curriculum also had weakness, because staff made changes to the content unilaterally without liaising with other staff. K4 admitted doing this himself but sought to justify his action as follows,

> *"I sometimes tend to add specific topics to the content because it only adds a bit more. Well, they are based on my personal experience. The present curriculum content is not enough to meet the needs of the students if they are to be well trained in this area."*

Another perceived weakness was the number of modules required to complete in order to graduate. This prevented trainees from having their overall study needs met, because they could not fit everything into their study timetables. The number of practical teaching modules had been decreased. This led to trainee teachers receiving inadequate training in those important aspects. K1 said that 'the teaching hours do not suit the modules', adding that a lot of ITT staff complained about the shortage of time available to deliver the required number of modules. Similarly, K5 made the point that

> *"We, as the staff in the Physical Education Department, complain about curriculum development because of the mismatch between modules and number of teaching hours allocated. The trainee teacher can't fit in all the units in the module required for teacher training because of the hours allocated."*

The interviewees in Kuwait argued that the trainee teachers had to study too many module units within the curriculum and that this resulted in a dilution of learning, i.e. that 'breadth' was required at the expense of 'depth'. They also drew attention to the imbalance between study hours allocated for some modules on the one hand, and their subject nature and relative importance on the other. K2 argued that,

> *"Modules should be divided according to the time available; meaning that one module should have one hour (per week), hence the curriculum should suit the time allocated to modules. They must also be balanced, when the number of modules is decreased, there are lots of subjects, something which overtaxes the student and he will therefore require more time to graduate."*

In England, much of what the teacher educators had to say about the curriculum related to the National Curriculum and the six areas in which all trainee teachers had to have a grounding. E4 stressed the point that:

> *"What we've got to look at is the breadth and depth of the curriculum. It's one thing to say we've got 6 areas of activity, we've got to cover it. Then when you talk to trainees – we can talk to you at length about gym or dance, etc., then when you say, 'right, could you go away and plan a curriculum for Key Stage 3 or 4?' - they haven't a clue. They don't see the two things coming together. So one of the really critical factors is that we must educate and train teachers to understand about the National Curriculum – breadth, balance and depth, – and be able to plan a National Curriculum as well, this is very critical."*

The time available for teaching put considerable pressures upon the trainers to complete coverage of the content, particularly when this was spread across a wide range of component parts. E6 made this point:

> *"Modules that start and finish in a set period of time and have many component parts are difficult to deliver in 12 weeks. Lack of time to develop and build subject knowledge beyond the basics is a problem. It is also difficult to integrate that with subject application.*
>
> *The main aspects in an ideal ITT Physical Education programme must be a quality content and delivery of the six National Curriculum areas of study to develop student subject knowledge. This content should be designed to help the teachers develop their knowledge, understanding and skill to meet the full Circular/98 standards."*

Overall, largely because of the enormous amount of additional hours that university and school staff put in to support trainee teachers, the training and support that trainee teachers received were seen as very good by the interviewees.

E3 was dissatisfied with the time allocated for the Physical Education Department at the primary level. There was not enough time for training and providing hands-on experience in Physical Education. This was due, in particular, to the pressures of all trainee teachers having to meet set standards in mathematics, science, English, and Information and Communications Technology. Nevertheless, the Physical Education programme itself was considered by E6 to have a good balance:

> *"Although some elements are weighted towards personal performance in the practical areas, some are weighted to theoretical concepts rather than on application to and reflection on teaching competence."*

E1 agreed with this view arguing that,

> *"The Key Stages 2/3 programme (7-14 years) is appropriately balanced within the Physical Education area. However, we would like more time over the entire course and we'd like more time for Physical Education in total. In terms of the modules themselves, ... it's quite a good course."*

As regards the extent to which the present initial teacher training curriculum covered all the aspects necessary to train an effective physical education teacher, E1 commented:

> *"The Key Stages 2/3 course, it's a three-year course and I would like it to be four. I think there could be more time on the practical areas because we've got six areas of activity to develop. There is an issue regarding the time to deliver the programme and the time available for trainees to focus on these areas in school-based training."*

Most of the United Kingdom interviewees were critical of the rapidly changing standards and the number of DfEE Circulars being published. As E6 commented,

> *"Circulars that have been put out, like Circular 9/97 and Circular 4/98, which have created the urgency for students to meet the demands of the standards and it seems at the moment teacher training is standards-driven. There are a lot of standards that students have to concentrate on in a short period of time, whilst they are actually practising in schools, although a lot of the standards will be met at university (i.e. in college)."*

The feeling was that the changes were not evaluated over a sufficient length of time to show whether they were appropriate and effective. Many problems arose, such as difficulties in delivering the curriculum content, overworked teacher educators in the university and, during school-based training. Trainees were 'overloaded', some losing confidence in themselves and interest in the course.

Particular concern was expressed for primary sector trainees who really wanted to teach Physical Education but who had also to do Mathematics, Science, and English, and numeracy and literacy. For E1,

> *"The primary placement is an issue. The students are very critical of particularly the Maths and English side of the course and the education modules. They find them disorganised. ... there is a question over the assessment criteria particularly as it's in the Maths and English modules that the students, not just Physical Education students but also other students, fail, and there is a lack of guidance. ... The students have got to achieve the Maths, English and Science standards and I think that's a real problem."*

The responses from the teacher educators interviewed in both Kuwait and England recognised the importance of the curriculum, in terms of its quality and structure, in the training of effective physical education teachers.

In Kuwait, interviewees pointed out that the physical education curriculum had not been modified since 1986 (K1, K2, K4, and K5). Concern was expressed about a lack of development in the Physical Education curriculum, which meant that College graduates would enter the teaching profession with knowledge and skills that did not reflect more recent developments in the field. The overall curriculum content concentrated heavily on training for the primary sector, despite the fact that College graduates were often appointed to posts in either the intermediate or secondary school sector. This inevitably affected trainees when on teaching practice or later as graduates when they started their teaching careers, because the training that they had received did not really cover teaching in these sectors.

In England, the responses identified the major initial training content problems as lying in the six areas of activity in the Physical Education National Curriculum: gymnastics, dance, athletics, outdoor and adventurous activities (OAA), swimming, and games. It was recognised, and was a source of some concern that as Physical Education trainees had to cover mathematics, science, English, and so on, there was much less time available for the Physical Education element.

5.2.2 School Experience/Teaching Practice

Jameh (1986) argued that school-based training was the 'real' experience that trainee teachers underwent, during which they tried to apply theoretical concepts, which they had studied in the training institution. In Kuwait, trainee teachers do teaching practice in schools in the last semester before graduation, and in preparation for which they have to follow two modules in the College. They are assessed on their performance, with one of two possible outcomes: success or failure.

In Kuwait, the teacher educators interviewed were critical about timing and length of teaching practice. They suggested that the school experience should be through four courses over two semesters instead of one. Some were in favour of trainees being exposed to teaching practice in the first semester of their first year.

Some said that school experience should not take place until the final year before graduation (e.g. K1). Some were of the opinion that the trainee teacher should have some school experience after two years of college study, provided that at this point they had met appropriate standards to undertake it (K4). Another view was that trainees should undergo school-based experience after two semesters, and then, at a later point, do teaching practice in another school sector, e.g. intermediate or secondary, on a one-day a week basis (K1 and K3). There was, however, a general consensus that the time allocated to school experience should be increased. For example, K1 suggested that,

> *"... teaching practice should be increased to two periods and expand the information given to trainees to be similar to that practised in countries like England, America, Egypt, etc."*

K2 wanted,

> *"teaching practice to be undertaken in the first semester in the first year. This will help the trainee to understand the framework of the teaching practice and the environment of the school at an early stage in their programme".*

Another equally important issue, particularly as far as Physical Education was concerned, was that trainees should have exposure to teaching not just in a primary school. K1 argued that:

> *"Students should practise in more than one school sector. They must have an idea about the systems in primary, intermediate and secondary schools. I mean that the programme for teacher training must be changed to prepare teachers for all stages."*

Another point to emerge from the interviewees in Kuwait on trainee supervision during teaching practice was the apparent lack of firm criteria for recruiting supervisors. K4 said that:

> *"The Office of Teaching Practice has some mentors who are unqualified theoretically and practically. Some of them are trainees who graduated last year from the Physical Education Department and today are mentors."*

K1 stated:

> *"I take the view that some supervisors are not adequately trained to do supervision. They may be qualified and capable in their subject, but not professionally."*

According to the responses of K1, K2, K3, K4 and K5, supervisors faced some problems. Briefly, these were:

- a lack of up-to-date sports equipment in schools
- college study ongoing for the trainees after the school experience period (assignments and so on, to complete)
- pressures of study demands on trainees resulting in diminishing effort made while on school experience
- poor subject knowledge of the trainees
- schools not undertaking proper responsibility for school experience

- trainee teachers do not learn from the Physical Education teacher
- poor time-keeping by trainees.
- failure of trainees to apply their college-gained information during school experience
- differences between the College's and Ministry's agendas for teaching.

Some of the interviewees directed criticism at school experience supervisors, it being considered that some could not fulfil their proper role because the standards by which they were appointed were not sufficiently stringent. They believed that personal influences came into play in the selection of school experience supervisors, for example, selecting someone who might have been employed as a physical education teacher for ten years and without giving any consideration as to his/her achievements within the job or his level of professional development. It was also considered that, as far as teaching practice was concerned, there was a lack of coherence in the work of the teacher training staff in the Physical Education Department and school-based experience supervisors, which could be overcome through a better dialogue between the two.

The interviewees in Kuwait generally took the view that the teaching practice system was weak and had various weaknesses. K1 was the most critical: 'The present system is a failure and inadequate'. K3 took a less sweeping stance, emphasising the need to 'make the time period [for teaching practice] longer'. The system itself was OK, but he was critical of weaknesses in the role of the 'teaching practice mentor'.

K2 criticised the mentors who dealt with trainee teachers while on school experience. The main issue was how mentors were selected for teaching practice:

> *"Most of them are Physical Education Department graduates, (but) I don't know the method of selecting them to be mentors or the real standard for selection. I know that Physical Education supervisors are supposed to have taught in schools for at least five years. Sometimes, they may have never taught in a school, so standards are not adhered to. How can such supervisors be considered qualified to evaluate trainees?"*

The main issue for K2 and K4 was the experience of mentors. K3 shared their view, saying that 'Some of them [mentors] have no experience, of teaching ... They have a lack of experience of the real thing'. K2 and K4 recommended that mentors should have experience of teaching in schools, some stipulating the length of experience. K4 believed that,

> *"a teaching practice mentor has to possess certain qualities. He should have an experience in teaching at the primary stage or as a teacher in the college. He should have at least 15 years' experience. He should have experience in the three stages, primary, intermediate and secondary, to enable him to separate the mentoring process in each stage."*

In England, the quality of some schools where trainees did their teaching practice was not what it should be. E3 suggested that some schools were not very co-operative, to the extent that they did not welcome trainee teachers. Poor scheduling of the timetable made trainees feel rushed on the programme. Here the main causes were considered to be uncooperative schools and 'overcrowding', that is, there were too many trainees in the same school. E4 was also critical of some schools:

> *"We're going to go out to schools and do teaching practice but it was a big shock to us that when we got out into those schools, half the schools couldn't do the job."*

On mentoring, E5 asserted that,

> *"Not all of our mentors are appropriately trained to work with our Physical Education students because their Physical Education background is not very good. ... (They) are not aware of what students have to be able to do in terms of the 4/98 standards."*

However, E1 considered that some mentors were doing a good job:

> *"I think there are some very good subject mentors who give the time and this has actually helped their professional development and the department's development, but I think there's an issue that we don't always get quality placements anyway. ...Others aren't qualified educationally and don't have enough understanding because they don't keep up-to-date. They're not necessarily good practising teachers, and they don't come to the mentor training sessions that we run, and these are the sort of mentors that we actually want to get rid of."*

E4 suggested that:

"In terms of the qualifications of mentors, the university has to train the mentors to do the job. ... we insist that if they become a mentor they attend at least 3 training sessions a year. And that's to update them. ... We insist, as part of the package or part of a partnership agreement, that these mentors are trained by the University."

On the qualities that mentors ought to possess, it was suggested that they should have had a minimum of 3 years' teaching experience in the same field. In the view of E5:

"Mentors should have been trained and understand their roles. They need to be secure in their (subject) knowledge, (to be) a stimulator, a facilitator, have good communication skills, be a good role model, good listener and a critical friend, also be a motivational professional person, flexible, and be supportive of change."

On the role of mentors, E1 had this to say:

"To help them (trainees) to reflect on lessons, to develop them at their appropriate level, to be supportive, to use mentor training sessions to reflect on their teaching, to set targets and to help put theoretical and practical issues together in the development of classroom work. Mentors should be up-to-date with current initiatives and be able to pass those on or give the students opportunities to be involved with those initiatives. They need to be a critical friend, a supporter. Many of our mentors really enjoy their role but some of them see it as a burden."

In her view, the main quality that a mentor should have was being 'a good practising teacher'. Mentors needed to be prepared to develop trainees both as individuals and as members of a department. They also needed to be patient, well organised, provide feedback, be able to assess trainees, and keep in contact with the University (i.e. as the teacher training institution)."

For E6, the mentor role involved,

"Working in collaboration with the trainees, in teaching, observing, giving feedback and discussing work. Managing the trainees in their learning in college, as well as their learning in the schools, and assessing the teachers and the trainees assertively and informatively and also providing trainees with a lot of personal and professional support in their practice."

For E5, the lack of understanding of what being a Physical Education mentor involved represented one of main weaknesses in the current teaching practice system. Some mentors

did not have the knowledge and often did not give the trainee time. E1 did not share E5's opinion:

> *"I think there are very good subject mentors who do give the time and it's actually helped their professional development, and the department's development, but I think there's an issue that we don't always get quality placements anyway."*

E4 argued that,

> *"The shortcomings are dependent on whether the mentor takes their role seriously. Just occasionally some mentors don't take that too seriously and therefore do not give enough time to the trainee."*

E6 pointed out that,

> *"One of the disadvantages is the variety of experience that the students have in school. There are a lot of good schools out there and of not so good ones, and it's getting that balance for the students so they can experience a variety of different schools."*

E4 suggested that 'shortcomings' occurred,

> *"when mentors don't actually carry out their job and they don't give enough time to the student while they are on teaching practice."*

E4 agreed with the views put forward by E6 and E5: 'one of the issues for mentors is the time to meet the students and time to do their job'. On the problems encountered with teaching practice mentors, she went on to say that:

> *"In primary school, it is the time factor, and their Physical Education background is not as good as it should be."*

E1 agreed with the E5, saying that 'time is one of the main things'. E6 also referred to the time factor:

> *"The system needs more time to be able to do this on a regular and consistent basis. If it is quality, there needs to be time and money set aside to cover the members of staff in school, so that they can sit down and adequately train and give feedback support to students whilst they are in school. And also more time needs to be available for university staff to spend time mentoring in schools, working alongside the co-ordinating subject mentor and the students."*

E6 asserted that the shortcomings could not be resolved by mentors who had been inadequately trained for their role. She wondered whether or not there should be a system of certification for mentors. Some currently might be inexperienced themselves in teaching and working in schools. She added that a further shortcoming was the time allocated to do the training and to do the job properly.

However, E4 considered that the teaching practice system at the I M Marsh Centre was on the right path:

> *"We're developing a system whereby the liaison tutors, that is the tutors from the university, actually manage and assess whether the mentors are doing a good job or not. And vice versa. ... What we have in our system is a very strong assessment process for judging whether people do their job or not. So that's a very positive factor."*

According to E4, the advantages of the teaching practice system were enormous and considered that trainee teachers got a much better training experience when 'schools work as equal partners with the teacher training institution'.

The interviewees from both countries recognised School Experience/Teaching Practice as having a central role to play in the training of effective teachers. Both parties expressed differing concerns about how that provision operated in their respective countries.

In Kuwait, the interviewees expressed considerable concern about school experience in terms of its length and timing, and the support and guidance available for trainees while on teaching practice. The interviewees took the view that school experience should be longer, although opinion was less clear-cut as regards when it should occur in the training cycle, if not in trainees' final year. It was also apparent that they considered that the system of supervision and mentoring of trainees while on teaching practice was less than satisfactory, because supervisors and mentors lacked experience of teaching in schools and the necessary training in their roles. School experience was also less than satisfactory because schools were generally not supportive enough of trainees in this important element of their initial training programme.

In England, the interviewees had less to say about the length of teaching practice and its timing. However, like their Kuwaiti counterparts, they expressed concerns about mentoring. The problems here related to the right sort of school-based mentor being available. Some primary schools where teaching practice was undertaken had no Physical Education specialist. Some mentors were lacking in experience. Some did not take part in college-based mentor training. Time was another concern. Mentors had problems in finding (or were reluctant to give) the time to follow up issues with trainees. Because of having to develop (and demonstrate) competence in National Curriculum core subjects, trainees had less opportunity to develop their in-school experience of teaching Physical Education. However, the concerns expressed by the teacher educators at the I M Marsh Centre in Liverpool seemed to relate more to how to make quite a good system work even better, certainly when viewed against those of their Kuwaiti counterparts.

5.2.3 Teacher Educators

In Kuwait, all interviewees demonstrated commitment to and enthusiasm for their subject, but each saw his/her role as being slightly different. They criticised the quality of some of the teacher educators in the College of Basic Education and were of the opinion that they did not 'deserve' to be teacher trainers. One of the interviewees said quite forthrightly:

> *"I have complained to the Director General of the Public Authority for Applied Education and Training (PAAET) because, in my opinion, there are unqualified teachers in the department who do not deserve to teach even in primary schools."*

The Kuwaiti interviewees suggested that a number of teacher educators did not recognise or take notice of initiatives and change. All staff needed to be aware of new approaches to the teaching process, which required the right blend of theoretical and practical training. K4 suggested that some teacher educators changed the content of some courses without consulting the college committee beforehand.

The Kuwaiti interviewees were also critical about the quality of some teaching staff. Some made no attempt to up date their professional knowledge through further reading and

attendance at conferences and seminars and were content to rely on their previous learning (K1, K4). Some staff relied on traditional approaches in their teaching, making no attempt to use modern aids in their work (K1, K4). Some failed to deliver the content appropriately (K1).

It was also emphasised that Physical Education staff (and trainees) needed access to good facilities and resources to support them in the training that they provided. Sports equipment, stadia, laboratories, teaching aids and computers were all too rarely available in the College of Basic Education. Other factors to which they drew attention included poor libraries, and over-crowded lecture halls. K4 argued that,

> *"The main problems encountered by the Physical Education department are the lack of equipment and the huge number of trainee teachers."*

Another key area highlighted by the interviewees was that the Physical Education staff did not feel that there was an adequate teacher educator evaluation system (K1, K2, K3, K4, and K5). K4 asserted that,

> *"Unqualified teacher educators and the absence of proper evaluation processes have a significant influence on the trainee teacher and the teacher-training programme.*
>
> *ITT staff are under certain obligations as regards curriculum, credits, modules and time. These factors restrict them to a certain programme. In such a case the teacher (trainer) hasn't any chance or opportunity to be creative or innovative."*

In England, interviewees saw teacher trainer staffing in largely positive terms. There were considered to be 'very specific roles and responsibilities' for all members of staff (E4) and staff were of high quality. Looking at the prerequisites of good initial teacher training staff, E5 emphasised the need for them to be:

> *"good role models. ... it is very important for our trainees to see our teachers presenting themselves in a professional manner, and also that they are knowledgeable about the subject area that they are teaching. They need to be sympathetic to those trainees who probably aren't as good practically but who are going to make very good teachers. You do not necessarily have to be an exceptional performer to be a good teacher."*

Initial training teaching staff members had to have essential characteristics and qualities to enable them to do their job well. According to E1, 'the essential qualities a teacher trainer needs are leadership qualities, an ability to innovate and respond effectively to innovation and change'.

E6 saw effective teacher educators being ones who had up-to-date and first hand experience of working in schools. They were:

> *"Those who have done Inset and constantly work with teachers and children. Those who keep up with recent developments in their subjects. Those who are tutors that teach within their subject expertise. Staff who are concerned about teaching the whole child, not just sport. It's bigger than that. It's about understanding children, their growth and development and how Physical Education can help. Those with the knowledge of how to do that and also those who are well prepared and motivated to do their best for the student, so they are providing good quality experiences."*

E3 and E5 considered that all initial teacher training staff worked hard and prepared trainee teachers very professionally; they had a good subject knowledge background, were doing a good job, and represented the 'very special kind' of teachers required for initial teacher training.

However, interviewees also pointed out that staff often faced problems and obstacles when carrying out their roles and responsibilities, particularly the pressures time and workload. E2 mentioned both the time and the money factor, asserting that time was the key one:

> *"The main problem ... is not having enough time for training and counselling, apart from the need to provide more student support for the trainees."*

She asserted that the Physical Education Department currently suffered from a shortage of staff with the necessary expertise to deliver the required programme content. E4 was in agreement with E2, saying:

> *"one of the big issues for teacher training in this institution is never really having enough staff, and we never will have, because staffing is determined on a pro rata basis, the number of students to staff. But actually the hierarchy doesn't appreciate the demands on staff time. So*

the weakness in the system as a whole is that there just aren't enough staff hours to do the job in the way we would like to do it."

She also referred to a partial solution to the problem:

> *"One way I get round it is through income generation and consultancy, raising extra funding from within the centre to provide more money for me to buy in more part-time staff. And, similarly, this would apply to equipment and resources as well. The other ... is to lobby our government and say, look, we need more money."*

A further problem was that some teacher educators had not had experience of teaching in a primary school, particularly Physical Education.

Thus, as regards teacher training staffing, the views of those interviewed in Kuwait and England showed that the teacher training institutions in the two countries faced rather different problems. In Kuwait, as K1 stated,

> *"... one of the main problems we face in the college is lack of experience and the limited qualifications of some of the teaching staff. This really affects the appraisal of teaching and training."*

In England, according to E1,

> *"the problem we face in the teaching is the shortage of staff. This may affect their roles and the responsibilities they undertake because of the pressure of work."*

The focus was on the role and quality of teacher training staff and they took the problems and obstacles into account. The interviewees gave positive replies, highlighting areas of staff activity. For instance, E5 said that,

> *"For recruiting teaching staff we usually take into consideration the quality and the experience of the teachers and we try to discuss reasonably any problem encounter and find a solution."*

In Kuwait, on the other hand, the interviewees focused on problems and obstacles as the main issue but they gave less emphasis to issues to do with the quality and the experience of the teaching staff. K5 asserted that,

"We usually discuss problems and try to solve them. However it is evident that the quality of the teaching staff is not as required. This is because the assessment process has not really been established".

This appeared to indicate that, in Kuwait, the teacher training institution lacked a standard evaluation system when appointing teaching staff. However, in England, interviewees considered that there were clear teacher training staff appointment criteria, based on proper qualifications and a good performance record. The quality of training was further supported by crucial assessments on teacher training staff performed by two government agencies, the Teacher Training Agency (TTA) and the Office for Standards in Education (Ofsted), in addition to the role of the Ministry of Education (DfEE/DfES) itself, when monitoring the performance of teacher training institutions. This affected the way the staff performed their jobs and met their responsibilities.

5.2.4 Physical Education and Sports Facilities and Equipment

"In the College of Basic Education there is no integration, and there is a shortage of equipment for school experience. I tell the students: 'You have to do what you can within the available facilities'. The shortage of these facilities and experience of using them are the main reasons why graduates are considered weak, giving rise to the prevailing view that the College produces weak graduates." (K1)

In Kuwait, the Physical Education Department was unable to cater fully for the large number of trainee teachers; there were 499 males and 363 females enrolled in the College in 1999/2000 (PAAET, 2000). There was considered to be extreme shortages and deficiencies in the overall facilities e.g. laboratories to support the teaching of theoretical subjects, such as sports physiology and anatomy, as well as for practical matters, such as playing fields/pitches/courts, modern technological and teaching aids. Additional to these were the lack of a modern library, and lecture rooms large enough to cater for classes.

K4 expressed concern about the Physical Education facilities available in college:

"The facilities are inappropriate, given the number of trainees. Numbers have increased and the programmes have developed, but the sports equipment, facilities and sources are simply inadequate to meet these developments. There has been no parallel development in facilities to

match the increased numbers of students. The existing equipment is only enough to support about 20% of current student numbers."

As mentioned in Chapter 1, the climate in Kuwait sometimes prevents outdoor activities because of the high summer temperatures and the very cold winters. The Physical Education Department did not have alternative covered facilities to compensate for loss of outdoor activity opportunities, further aggravating the numbers and facilities problems. K4 asserted that,

> *"I believe that the main problems encountered by the Physical Education Department are the lack of equipment, the large numbers of trainee teachers, and climate factors which are considered as ones over which it has no control."*

K3 said,

> *"I think that there are a lot of ideas and plans, which the teachers find difficult to achieve at present. This is because of the lack of equipment and of human and material resources. We have shortages of equipment and training staff."*

K1 emphasised the point that,

> *"Physical Education/Sports equipment plays an important role in the delivery of the Physical Education curriculum. If there are insufficient and inappropriate facilities this will definitely affect the quality of the experiences available for trainee teachers. Equipment is considered one of the key features in linking theory and practice."*

On availability, the Kuwaiti responses indicated that there were shortages, especially of outdoor facilities like football pitches, basketball courts, volleyball courts and running tracks, and they were struggling to provide a swimming pool. Money was required to provide good outdoor facilities. However, unfortunately, shortage of money was one of the major problems faced by Initial Teacher Training in Kuwait. K3 suggested that,

> *"Whenever we ask the government for funds to improve Physical Education facilities, whether buildings and equipment, they usually ignore our requirements. This accordingly affects the training process and causes us problems."*

In England, facilities and equipment were also recognised as crucial. E5 made this assessment of the situation:

> *"I think you can get away to a certain extent without a lot of equipment; it's amazing what you can do without. But I do think that the facilities have an effect, because they [i.e. trainees] haven't got the opportunity to use surfaces like astro-turf and see the benefits of astro-turf here, to develop their own skills. It's very difficult if you haven't got the right resources in place to develop your skills."*

E4 held much the same sort of view:

> *"It is extremely important that there are good facilities and equipment in the schools in order to develop the school-based training. ... It would be very nice if institutions like ours, I M Marsh, also had excellent facilities."*

In England, interviewees were critical about the quality and provision of the facilities and sport equipment. Despite what was available, the need was recognised for more development in this area (E1). E5 was of the view that the resources were very poor, and that they ought to be up-dated all the time. Because of current levels of provision, trainees were often unable to develop their skills in all the aspects being covered in initial teacher training.

At the I M Marsh Centre, the issues regarding facilities and equipment were considered all the more acute because of the range of programmes and courses it ran, from primary school initial teacher training through to M.A. and Ph.D. levels and beyond. This had an adverse effect on the quality of the teaching that could be offered. E1 pointed out that,

> *"The tennis courts need resurfacing and redeveloping. We had the tennis courts taken away because of the new residential block. The grassed area was once county-standard hockey pitches. They're OK, but now these particularly, are in some cases unsafe."*

As E4 put it,

> *"The only weaknesses are in the actual fabric of the buildings themselves on the I M Marsh site. ... the gym is getting a bit old, we need to replace the astro-turf. But they are not big issues."*

5.2.5 Trainee Admissions

The selection for admission of suitable applicants for training is considered crucial to a teacher training programme. As Al-Ebrahim (1995) asserted:

> *"The standard for choosing candidates for entry to college must not be the mentality and the knowledge levels of the applicant, but there must be personal quality, self and body health, love of children, sincerity in work, and social abilities."*

In Kuwait, the interviewees were critical of the admissions process in the College's Physical Education Department. They believed that political pressure from the Ministry influenced the numbers of trainees accepted. It appeared that political pressure from the Ministry overrode normal admission conditions. For example, K3 stated that,

> *"The Department has no authority in terms of the admissions process because admissions policy and intake numbers are in the hands of the higher authority."*

K5 was of the opinion that admissions policy needed correction. Ten years before it had been good, but now, too many trainees were being admitted to the programme.

In England, the admissions process was not seen as a major problem by the interviewees. The selection process was appropriate and, in fact, the admissions procedure was 'quite stringent' (E1). E4 argued that it was 'very important that the selection and admissions procedures really do choose very good students in the first place who really want to be teachers'. She added that,

> *"We have probably the best admissions system, and which we've developed during a period of 5 years... We've developed handbooks, criteria of selecting against the standards. We have to meet the TTA/Ofsted framework for selecting students, – and that's very detailed – and follow those standards rigorously. A handbook has been developed to support the process around it. ... So I think we've got some very good systems in place."*

Despite its stringency, the admissions process was seen by E4 as also having a disadvantage:

> *"We always need lots more time (to deal with the admissions process). We get lots of students applying for very few places. On average we get*

1,000 students applying for 50 places. This is not so much a disadvantage in itself as the time it takes to sort these people out, because we've only got 50 places and there are potentially 1,000 possibilities."

E4 also considered that if institutions did not get the admissions criteria right or do a good job, the impact on the trainees could be quite serious. Otherwise, applicants who should never have been accepted might be admitted and they would find difficulty in meeting the required standards on their training programme.

The views of those interviewed in Kuwait and England on admissions stood in marked contrast. While both parties recognised the importance of admitting high-quality committed applicants to the programme, their positions were very different.

In Kuwait, the interviewees spoke of the logistical problems posed by the large and increasing numbers of trainees that they were required to cater for, with consequent implications for the demands on resources and the quality of the intake. In England, the teacher educators were satisfied with the quality of the applicants admitted, and with the selection criteria/process, even if numbers were controlled by government quotas and the high level of competition for places made selection a demanding process.

5.2.6 The Ministry of Education-Training Institution Relationship

The sixth dimension, which the researcher sought to explore through the interviews with the teacher training staff, related to the nature and character of the links and contacts between the training institutions and their respective national Ministries of Education, and whether the relationship between the two parties was seen as supportive of effective teacher training.

In Kuwait, the interviewees agreed that there was a gap between the Physical Education Department curriculum and the demands/expectations of the labour market, this being controlled by the Ministry of Education, as the major employer of College graduates. The College curriculum focused on primary sector teaching, yet the market needs were for

Physical Education teachers for all school sectors. K1 said 'what is happening now is that there is a wide gap between the labour market and the programme'.

The teacher training staff complained about the lack of understanding between the Ministry of Education and the Physical Education Department. The main issues identified by interviewees were:

- the gap between the Ministry's teacher requirements and the training that the Department was actually able to offer;
- the low regard in which Physical Education graduates were held; and
- the Ministry's apparent disregard in its appointment of graduates to schools of the sector for which they had been trained (in the case of Physical Education ones, at least).

K1 said,

> *"We should know what the job market requirements are for sports trainers or academic teachers. When we know that, we can make our plans, which the staff will translate it into a suitable programme."*

Many of the problems in initial teacher training in Kuwait at present arose from the 'autonomy' of the roles practised by all parties. Arguably, the present educational system was old and traditional and in need of significant development to bring it up-to-date with developments worldwide. The Physical Education Department had experience of these from various progressive countries such as America and those in Europe.

The interviewees were critical of the relationship between the Physical Education Department and the Ministry of Education and described it as very poor. It was one that did not help meet the aims of teacher training. There was conflict and misunderstanding in determining priorities, aims, curricula and, notably, in the Ministry's practice in its appointments of College Physical Education graduates to schools in all sectors..

They also considered that the Ministry did not attach the same importance to Physical Education as it did to other subjects and that this affected the status of the subject, those

teaching it, and even the training programme itself. Physical Education graduates were held in low regard because of the conflicts between what they had learnt in College and what they faced on appointment to teaching posts.

K4 argued that:

> *"The status of Physical Education in the schools is very weak, and of no value. This is one of the factors, which obstruct the development process. I consider the Physical Education in primary schools as a nursery. It is just for happiness and pleasure. The labour market has little regard for Physical Education."*

The lack of technical and academic liaison between the Ministry and the College led to disagreements about the delivery of certain policies, including what the respective responsibilities of the Physical Education Department and the Ministry ought to be. Again and again, the interviewees referred to the Department's graduates being appointed by the Ministry to school sectors for which they had not been trained. The Physical Education Department was equipped to train teachers for the primary sector, yet the Ministry appointed them to the intermediate and secondary sector schools. This aggravated the situation, as regards the labour market requirements (determined by the Ministry of Education) and what the college offered in respect of Physical Education teacher training.

K1 argued that,

> *"It shows that there is no communication between the College and the job market (Ministry of Education). The job market needs teachers for intermediate and secondary stages, so we find primary-trained teachers appointed to teach in these sectors without any modifications being required to the courses. The problems are becoming greater and greater. Because of that, the Ministry of Education blames the College, saying that the teachers are not trained.*
>
> *There is a conflict between the Physical Education Department and the Ministry of Education. They believe that they are in the right and that we are not. There is no co-operation between us. Many attempts have been made to address various issues, but these attempts have failed."*

In England, many issues emerged from what the interviewees had to say. The most significant were the problems, obstacles and deficiencies encountered in the teacher training process, by the teacher training staff and in teaching practice, especially.

E1 emphasised the point that,

> *"The role of the liaison tutor in going into schools and supporting students is a very important one, both in terms of the relationship between the University and the schools."*

The quality of the relationship between the labour market, embodied in the DfEE and other establishments variously involved in teacher training, such as the Teacher Training Agency (TTA) and Local Education Authorities (LEAs), and the training institutions, was recognised as a critical factor in development and innovation throughout the entire teacher training system. E4 said:

> *"the relationship between the Ministry of Education and the (teacher training) institution is a major factor establishing an effective teacher training programme. Therefore, any conflict among them will delay the achievement of educational objectives. Furthermore, many deficiencies and problems will emerge due to the conflict. These deficiencies and problems will influence negatively teacher trainers, trainee teachers, newly qualified teachers, teachers in schools, pupils, and then the educational system.*
>
> ...
>
> *If an institution doesn't work with the Ministry and work according to what the DfEE requires, you're going to find that the training institution will eventually be caught out by Ofsted as not complying with certain regulations. So the outcome could be very drastic. We could have poorly trained teachers."*

Some aspects of conflict might arise from misunderstandings or from lack of co-operation among the parties involved. Therefore, in order to achieve the aims and objectives, it was necessary for them to pull together and increase co-operation. E4 asserted that,

> *"There's a very close link. There's also a better relationship, lots more talking to each other. And there's lots more co-operation, lots more meetings and discussions and conferences. And so, every month, there's something that brings teacher training institutions together with the government people to look at the future, to look at developments, and there's lots of negotiating and sharing."*

E1 agreed with this view, also referring to links between the Physical Education Department and the Ministry in the form of circulars, admissions, and target numbers for courses:

> *"Yes ... We obviously get circulars and all those kinds of things and perhaps as the section head will share through letters received by the University, and things like our admissions, our target numbers to our course, to where our students go afterwards. I think there's definitely an ultimate link, because that's where our directives come from. So, yes, we work very much within their influence. We have to."*

E1 also emphasised that the importance of the links between the Physical Education Department and the Ministry and government agencies. The courses were driven and regulated by the latter, and were subsequently inspected. High standards were expected in delivery. However, there was no co-ordination between the two parties, it being considered that too many decisions were made without consulting the deliverers.

E5 believed that the essential elements of an effective teacher-training programme were to develop greater links with the trainees when they were in the schools and to have a mentoring process. Such links would raise the standards of Physical Education in primary schools. E1 pointed out that the main issue in the relationship between teacher training institutions and the Ministry was the quality of school placements. Not all schools were up to the standard that the TTI considered ideal. E4 agreed with E1, suggesting that,

> *"The fact is that in some schools the departments are just not up to speed. It isn't about just the people as well, it's about the other Physical Education teachers in the department and perhaps the school itself and the department isn't yet up to speed with knowing about training."*

E1 believed that this relationship had an effect on the initial teacher training curriculum and the trainee teachers because the Ministry placed certain restrictions on the teacher training institutions, such as 'having to comply with Circular 4/98 standards', and 'reducing the number of initial training courses offered'.

In Kuwait, the views of the teacher educators interviewed suggested that the relationship was very weak. For example, there were no clear-cut plans setting out the Ministry's

numbers requirements for newly-trained teachers for each school sector. Bad planning led to each body working separately and setting its own plans and objectives. This resulted in differences over how the curriculum was to be delivered.

It was evident from the responses that what was taught in the College differed from the Ministry of Education's teaching agenda. This was reflected in conflicts between supervisors from the Ministry and those from the college, which were seen as emanating mainly from the differences between the College's and the Ministry of Education's guidelines.

The main complaint about the Ministry-Institution relationship related to the type of school to which trainees were appointed after graduation. College Physical Education graduates were trained to be primary sector teachers but were also appointed to schools in the intermediate or secondary sector.

The views of the Kuwaiti and the UK interviewees on the Ministry of Education-Training Institution relationship reflected very different situations. In Kuwait, the traditional 'autonomy' of College and Ministry, as one Kuwaiti interviewee put it, firmly suggested that there was a lack of effective dialogue between the two parties, with consequences for the College's graduates when they entered the teaching profession. The lack of status apparently attached by the Ministry to Physical Education and to Physical Education teachers did not help resolve the important issue of the nature of training required by those specialising in the subject.

In England, the interviewees seemed largely satisfied with the dialogue, formal and informal, between TTIs and the DfEE (*now* the DfES), at least in so far as there was no mismatch between the training provided and what graduates might be expected to do on entry to the profession. Nonetheless, there were some concerns about the pace of changes brought in by the Ministry and the impact it had on the quality of what teacher training institutions offered.

5.3 Overview on the questionnaire and interview findings

The data gathered from questionnaire responses from trainee teachers and from interviews with teacher educators in both Kuwait and England pointed up not only a number of differences between the systems in the two countries, but also varying degrees of concern relating to the six dimensions on which the study focused. It was further interesting to note that interviewees in both countries agreed about the importance of the six dimensions in terms of their impact on teacher training, especially that for Physical Education teachers.

The primary concerns of the Kuwait trainee questionnaire respondents related to the programme's course completion requirements, the lack of provision of training to cover the particular school sector to which they might be appointed after graduation, the inadequacy of College equipment and facilities, the poor quality of the teaching received, and aspects of teaching practice (especially the supervision system and differences in the teaching approach expected by College and school).

In England, the trainee questionnaire respondents did not seem to experience the concerns expressed by their Kuwaiti counterparts with the same degree of intensity. They were largely satisfied with the appropriateness of the provision made for teaching in different school sectors, with the teaching that they received and with teaching practice arrangements. The only serious concerns that they had related to the suitability of the equipment for Physical Education and sport in their training institution.

From the interview data, it would appear to be true to say that the teacher educators interviewed in both countries were not entirely satisfied with current practice and with the conditions under which initial teacher training was provided for would-be Physical Education teachers.

On the *Curriculum*, the main concern of the Kuwaiti interviewees was with its appropriateness for Physical Education graduates who might find themselves appointed to intermediate or secondary sector schools. This was not a problem in England, where there were training courses for various school sector levels, and new teacher graduates did not

face appointment to a sector for which they were not trained. However, the main concern of the interviewees was with the demands of other areas of the curriculum to be delivered to meet National Curriculum requirements. As a result, not enough time was available to give the Physical Education specialist the best grounding in the subject.

On *School Experience/Teaching Practice*, the main concerns related to the length of time for teaching practice, the quality of those entrusted with the supervision and mentoring of trainees while in schools, and the lack of commitment from school staff. In England, while interviewees appeared to be generally satisfied with current provision, it was considered that more needed to be done to improve the quality of mentoring from school-based staff. In primary schools, it was particularly difficult to find a mentor sufficiently well versed in Physical Education teaching. From an ideal point of view, the appropriateness of some schools as places for teaching practice was also questioned.

On *Teacher Educators*, the Kuwaiti interviewees were concerned about the qualifications, and the procedures for the appointment, of initial teacher training staff. In England, selection procedures were considered good, the main staffing concern relating to the need for more staff to deliver the curriculum, including its practical elements.

On *Physical Education/Sports Facilities and Equipment*, interviewees in both countries considered that provision fell short of what was needed to produce effective Physical Education teachers. In Kuwait, the situation was aggravated by the climate, which restricted access to outdoor facilities and indoor facilities were not adequate to compensate, partly because of ever-increasing trainee numbers. In England, the main concern related to the need for more funds to acquire the latest equipment to provide the widest possible training for Physical Education teachers whether on an initial training or a higher level programme. The maintenance of existing facilities was also a worry with the surfaces of pitches and courts deteriorating.

On *Trainee Admissions*, the Kuwaiti interviewees considered that the criteria for admission fell far short of the ideal. The College was faced with ever-increasing numbers of trainees

being admitted to the programme, regardless of any apparent concern for their aptitude for Physical Education. In England, in contrast, the numbers of applications exceeded the places available and the selection criteria helped ensure that the best were selected, even if other potentially good ones were turned away.

Finally, on *the Ministry of Education-Teacher Training Institution Relationship*, the Kuwaiti interviewees were very concerned about the inferior dialogue between College and Ministry. Very little progress had been made towards resolving the problems associated with the mismatch of policy on the appointment of Physical Education graduates to sectors for which they had not been trained. Also of concern was the apparent inferior status attached to Physical Education and to Physical Education teachers themselves. In England, the interviewees were generally happy with the dialogue, formal and informal between the DfEE (*now* the DfES) and its satellite agencies (the TTA and Ofsted) and teacher training institutions. However, better consultation over changes to be introduced (and especially the pace with which these were brought in) was considered desirable, in the interest of maximising the effectiveness of the training offered.

This chapter has presented the findings from questionnaires completed by trainee teachers and from interviews conducted with initial teacher training staff in Kuwait and in England, with a view to further exploring the situation of Physical Education teacher training in the two countries. The next chapter seeks to synthesise the evidence obtained from the student questionnaire respondents and from the teacher trainer interviewees in Kuwait and England to seek answers to the research questions underpinning the study. It also considers what was found in light of the literature review, and the implications are considered. It also reports on response to the study findings from interviews with two senior officials in the Kuwaiti Ministry of Education's Physical Education Department.

Chapter Six

DISCUSSION

6.0 Introduction

This is the first of two chapters that seek to draw together the findings from the present study, to address the research questions, and to put forward recommendations on how provision for initial training for Physical Education teachers in Kuwait might be improved.

As will be recalled, the study set out to investigate the training of quality primary school Physical Education teachers, with a view to putting forward recommendations, on how initial teacher training for physical education teachers in Kuwait might be made more effective (see section 1.7). The study, therefore, set itself the task of addressing the following research questions, derived from the study's objectives:

(1) what aspects of delivery are critical to delivery of effective initial teacher training?

(2) what are the views of trainee teachers and teacher trainers on current initial teacher training for physical education teachers as currently provided in the CBE in Kuwait and the I M Marsh Centre in Liverpool?

(3) what issues arise from the study, which need to be addressed, if initial teacher training for Physical Education teachers in Kuwait is to be made more effective?

This chapter revisits the fieldwork findings, discussing them in light of the literature review (see Chapter 3). In the process, it highlights the main points of difference in the views about initial teacher training provision of trainee teachers and the teacher educators from the two research settings: the College of Basic Education in Kuwait and the I M Marsh Centre for Physical Education, Sport and Dance in Liverpool. As already established (see Chapter 1), the choice of the two research settings was conditioned by two main considerations, which have a bearing on the conclusions drawn from the study. The College of Basic Education was the only teacher training institution offering specialist Physical Education teacher training. On the other hand, the I M Marsh Centre, one of over 30 training institutions in the United Kingdom offering specialist training for Physical Education teachers, had been highly rated in two inspections by the Office for Standards in Education (OfSTED), a governmental agency created to monitor the quality of all aspects of educational provision and delivery in the United Kingdom (OfSTED, 2003). Finally, the chapter presents a response from the

two senior officials in Kuwaiti Ministry of Education's Physical Education Department to the findings of this research. The second of the two chapters (and the final one) seeks to draw conclusions from the study, acknowledging its limitations, and completing the addressing of the research questions by setting out recommendations on how initial training for physical education teachers in Kuwait should be improved, in light of the study findings.

It is appropriate to begin discussion in the present chapter with a comment about the theoretical framework of the six dimensions identified from the literature review (Chapter 3) as important in teacher training provision. The framework's primary purpose was to attempt an evaluation of initial teacher training for physical education teachers in Kuwait using a comparative approach and, in so doing, to make a case for improving present provision in Kuwait. The six dimensions making up the framework served as a focus for the fieldwork. These were: (i) the Curriculum; (ii) Staffing; (iii) School Experience/Teaching Practice; (iv) Facilities and Equipment; (v) Trainee Admissions; and (vi) the Ministry of Education-Training Institution Relationship. This might be seen as using the theoretical framework as a device for shaping data collection. However, its use would seem justified by a primary objective of this research. Essentially this was to improve present provision and practice in Kuwait as far as initial training for physical education teachers in Kuwait was concerned rather than to contribute to theoretical debate.

The six 'dimensions' served as the structural basis for both the trainee teacher questionnaire and the staff interview schedule (see Appendices 3 and 4), although no coverage was given to the Trainee Admissions Criteria and Policy dimension in the questionnaire on the grounds that the respondents would have no overview of these. Arguably, the Ministry-Training Institution Relationship dimension might also have been considered beyond the scope of trainees. However, the questionnaire included items about any perceived conflict in expectations of trainees by their training institution and the Ministry. These focused on their experience in the training institution and in the school. Did they consider that what they were being taught in their training institution was in keeping with what the Ministry expected teachers to do in the classroom?

6.1 Review of the Trainee Teacher Questionnaire data

This review of the trainee teacher questionnaire data uses a different focus to the data than that used in Chapter 5. This had reported the distribution of the two trainee samples across the 5-point answer options. Here it is useful to attempt to obtain a broader picture of the response patterns among the trainees in Liverpool and Kuwait, by focusing on the mean response values. These were calculated for each item (and for each of the 5 dimensions into which the items were grouped), by giving a value of 5 to all *completely agree* responses, a 4 to all *agree* ones, a 3 to all *not sure (whether I agree or disagree)* ones, a 2 to all *disagree* ones, and a 1 to all *completely disagree* ones. A total value for each item was calculated and this was then divided by the number of respondents (in each research setting) to create the mean response value. Because of the way in which they were scored, the mean responses would fall between 5 (*if* all respondents had opted for the *completely agree* answer option) and 1 (*if* all had opted for the *completely disagree* one). The direction of the scoring meant that, the nearer the mean response value was to 5 on any item, the greater the strength of agreement with the statement concerned among the sample in question, in comparison with other items or the views of the other sample. Similarly, a lower mean would indicate a greater level of *dis*agreement about any statement.

6.1.1 The Curriculum

The curriculum is a very important element in any training programme, not least one designed to prepare people for entry into the teaching profession (e.g. Goodlad, 1990; Luukainen, 1996). As was discussed when reviewing the literature in Chapter 3, typically teacher education programmes are intended to develop trainees' knowledge in their specialist subject area, to develop their awareness of theory relating to child development, teaching and learning, and to train them in teaching-learning techniques and classroom management skills.

It is also important that the knowledge and the techniques to be acquired are relevant to the needs of the trainees. Quite apart from meeting their psychological needs, it is important that the programme content and its structure properly reflect what trainees will need when they enter the classroom (Tella, 1996b).

Table 6.1: Curriculum

	(1) The Curriculum	CBE*	IMM*
1	PE & sports equipment in college are unsuitable	4.24	4.00
2	Some modules require completion of more than 1 unit	4.05	3.49
3	General elective requirements greater than main core	4.03	3.33
4	TP Assessment system is inappropriate.	3.98	3.64
5	Credit allocations for Teaching Practice inappropriate.	3.94	3.45
6	Some credits require completion of more than 1 course	3.92	3.33
7	College curriculum doesn't relate to sector I may teach in	3.83	2.18
8	Credits awarded don't reflect importance of the courses	3.81	2.85
9	Teaching hours for credits don't reflect importance	3.75	2.94
10	Length of school experience is inappropriate.	3.63	3.43
11	Training inappropriate for different school sectors	3.53	1.52
12	Insufficient freedom in choice of credits	3.24	3.88
	overall dimension mean	3.64	2.63

* CBE = College of Basic Education trainees; IMM = I M Marsh trainees

Table 6.1 shows the dimension means on the Initial Teacher Training Curriculum and its Structure. As can be seen, the CBE respondents' mean was a full point higher than that of their I M Marsh (IMM) counterparts. The higher levels of agreement by the CBE trainee teachers on 11 of the 12 items addressing the dimension further confirms that they were less satisfied with their training programme. It should be further noted that:

(i) the two items relating to the appropriateness of the training programme for the sector in which they might later be teaching produced (items 7 and 11), the biggest mean differences between the two samples (1½ points or higher). The low I M Marsh respondents' means on these items (2.13 and 1.52) suggest that this was not perceived as problem for them.

This should be seen as unsurprising, since the programme provided by the I M Marsh Centre, like other institutions in the UK offering Initial Teacher Training run differing programmes for teaching in specific school sectors or age range levels (see Chapter 2). The programme operated at the College of Basic Education offering specialist physical education teacher training does so from within a primary school framework, although CBE graduates could find themselves appointed to teaching posts in the intermediate or secondary school sector.

(ii) the only item on which the I M Marsh mean was higher than the CBE one (means, 3.88 and 3.24) related to programme structure (item 12).

The result suggests that the I M Marsh trainee teachers would have welcomed greater choice of courses or modules than the system allowed. The CBE trainees, on the other hand, followed a programme operating on the Credit System, which consists of a combination of core and elective courses within which trainee teachers have some choices of subjects studied (see Chapter 2). Hence the issues relating to the degree of choice might be expected to be of lesser concern to them than their Liverpool counterparts.

(iii) the item showing the smallest mean difference between the two samples also showed the highest mean for each sample (item 1). This item related to the perceived adequacy of physical education and sports equipment.

This would suggest that the greatest overall concern of trainee teachers in both settings as regards delivery of the curriculum was over the facilities and equipment available for their chosen specialism.

In summary, the CBE trainee teachers arguably had greater concerns than their I M Marsh counterparts about their training programme and structure. At the same time, it should be borne in mind that, while the trainee teachers were responding to the same items, their views and concerns need to be understood within the context of the system through which they were undergoing their training (see Chapter 2).

Previous studies on initial teacher training in Kuwait, reported in Chapter 3, have found weaknesses in the training curriculum and its structure. For example, Al-Motawa (1995) concluded that the College of Basic Education curriculum did not provide adequate preparation for female trainees to develop their teaching skills, that the study modules did not provide adequate preparation for teaching practice, and that trainee teachers lacked an adequate level of subject knowledge, especially of the theoretical aspects.

6.1.2 School Experience/Teaching Practice

The inclusion of school experience/teaching practice as a separate dimension of the training curriculum serves as a reminder of its importance in the overall training provided (see, for example, Luukainen, 1996). Field experience is vital for trainees not only to practise techniques that they have been taught and develop their skill and confidence in using them, but also to provide trainees a 'sheltered' climate (i.e., one in which they can develop, with the support and advice of training institution and school staff) (Tella, 1996b). Quite apart from the opportunity for practising techniques, trainees also need to develop their sense of judgement of what is happening in their classrooms and how to interpret it.

While training institutions may offer what could be reasonable coverage of pedagogy, it remains possible that the coverage while theoretically sound shows only a limited link with the realities of a particular school system. For example, child-centred learning approaches are valid ones but these could be of only limited relevance to a school situation where the approaches used emphasise formal teaching and learning. Without a real dialogue between training institutions and schools, there is the danger of trainees finding themselves caught between what their trainers expect of them in the classroom and what the classroom professionals (and headteachers) expect. Some writers (e.g. Goodlad, 1990; Zeichner, 1992; Knight and Rikard, 1997) have questioned the effectiveness of teaching practice/school experience, not in principle, but in terms of the rather limited benefits that trainees gain from it (see Chapter 3).

Table 6.2 School Experience/Teaching Practice Items

	(2) Teaching Practice/School Experience	CBE	IMM
1	College training does not train for other sectors	4.44	2.45
2	Training does not equip to cope with school admin.	4.31	3.70
3	TP liaison tutor not appropriately trained.	4.29	2.97
4	No connection between training & school type.	4.22	2.06
5	TP assessment system inappropriate.	3.98	3.43
6	Credit allocations for TP inappropriate.	3.94	3.45
7	Length of School Experience/TP inappropriate.	3.63	3.43
	overall dimension mean	4.11	3.10

Examination of Table 6.2 shows that the School Experience/Teaching Practice items produced a CBE respondent dimension mean that was a full point higher than that of

their I M Marsh counterparts (4.11 and 3.10, respectively). Thus, on this dimension, as with the ITT Curriculum and Structure one considered above, Kuwaiti trainees were less satisfied than their counterparts from Liverpool. The following points should be noted:

(i) the two items producing the largest mean differences between the two samples (items 1 and 4) also made reference to the adequacy of the training for school type. This also appears to represent a major concern on the part of the CBE respondents, though not one to any degree for the I M Marsh ones.

(ii) the other item showing a mean difference of over 1.30 related to the perceived appropriateness of the training received by the teaching practice tutor (item 3).

(iii) while there was little difference in the mean responses from the two samples on the item about the perceived appropriateness of the length of teaching practice/school experience (item 7), both the CBE and I M Marsh respondents expressed particular concern about the lack of preparation given to them in their training institution for dealing with the administration in their teaching practice school; as the respective means of 4.31 and 3.70 (item 2) show.

In summary, it was found that the CBE trainees were less satisfied than their I M Marsh counterparts about the matters relating to teaching practice/school experience.

The concerns of trainee teacher respondents, especially those from Kuwait, are consistent with the findings of studies reported in Chapter 4. Studies in Kuwait, by Al-Shaikh, Abdull-Wajood and Ramadan (1989), Al-Methen (1995), Al-Motawa (1995), Al-Hadhood and Al-Kuther (1995), all found weaknesses in teaching practice and/or recommended improvements, to make this more effective. Dusel (1997) called for an improved dialogue between teacher training institutions and the schools where trainees would do their teaching practice. It will also be noted that reports by Her Majesty's Inspectorate on teacher training institutions in the UK also found weaknesses in provision: poorly organised, not enough links between college-based school-based work

(HMI, 1988), limited opportunities for trainees to observe good physical education teaching, insufficient feedback to trainees (HMI, 1997).

6.1.3 Teacher Educators

As the interface between the initial teacher training curriculum and the trainees, teacher educators have an important role to play in guiding trainees developing their knowledge and their teaching skills (Turner and Bash, 1999). As was pointed out earlier when discussing the Initial Teacher Training Curriculum (section 6.1.1), it is important that the trainers are able to bring to bear academic and professional knowledge to their teaching. The latter ought to include relevant (and, ideally, up-to-date) experience of the classrooms in which the trainees, when qualified, will teach (Lawson, 1991; Mitchell, 1993).

Five items on the trainee teacher questionnaire related to trainee perceptions of the staff training them. In order to facilitate direct comparison of the items on staffing with those on other dimensions, it was necessary to reverse the values of 4 of the items. Bryman and Cramer (1999) recommend this procedure, if the researcher wants to compare the values on responses where some go in the 'reverse' direction to the others. This involves re-coding the values of these items (in the present case, from 1 to 5 instead of 5 to 1) and adjusting the wording to reflect this change. For example, the first item listed in Table 6.3, was originally worded to read 'staff use modern teaching aids'. When the values of the responses to this item were reversed, the item's wording was re-adjusted to '*don't* use modern teaching aids', to bring the item into line with the items relating to other dimensions.

Table 6.3: Teacher Educators

	(3) Teacher Educators	CBE	IMM
	ITT staff ... *		
1	*don't* use modern teaching aids	4.03	2.52
2	*rely* on the textbook.	4.02	2.39
3	*don't* link curriculum with other school sectors	3.99	2.24
4	*don't* have a high level of ability.	3.95	2.24
5	*don't* believe in the supervision/training process.	3.95	2.43
	overall dimension mean	3.99	2.36

* to facilitate comparison with items in the other 4 dimensions, the meanings of the items in this dimension have been reversed (and the weightings on the response values).

Table 6.3 shows that the CBE dimension mean was 1½ points higher than the I M Marsh one, a result in keeping with the trend already emerging of the Kuwaiti trainees being more concerned about their training programme than their UK counterparts. Looking at the individual items on staffing, it is apparent that the CBE respondents considered that their trainers tended

(i) not to use modern teaching aids

(ii) to rely on the textbook

(iii) not to link the curriculum to teaching in sectors other than primary schools, and

(iv) to have little faith in the ability of their trainers and in the supervision/training processes attached to the training that they were receiving.

In summary, the views of the CBE respondents appear to show a loss/lack of confidence in those training them, this reflecting their concern already established about the appropriateness of the physical education teacher training programme to equip them in the eventuality of them finding themselves teaching in outside the primary school sector. In contrast the mean responses of the I M Marsh sample appear to show very little dissatisfaction with either those training them or the training programme.

There was evidence in the studies reported in Chapter 3 of weaknesses being found in staffing, whether teacher educators or those involved in the supervision or tutoring of trainee teachers, for example, Asad and Maher (1985), Al-Methen (1995). Al-Methen (1995) also found that there needed to be greater co-operation between trainers and supervisors and recognition that both had responsibilities towards trainees. Moreover, others such as Al-Seweedy (1994) raised the related issue of mentors and tutors to support the trainees when on teaching practice. Al-Motawa (1995) considered that not enough support was available to trainees when on teaching practice and that supervisors and mentors did not find or have enough time to address trainees' concerns.

6.1.4 Facilities and Equipment

The literature review presented in Chapter 3 drew attention to the need for good facilities and equipment to support teacher training. Quite apart from equipment and

facilities to support trainees' learning, there are also those which trainees will need to learn how to use when in the classroom. In the case of those training to become physical education teachers especially, these might be expected to include modern aids like laboratories and audio-visual aids, as well as those resources connected with the teaching of physical education, sports pitches and associated equipment (e.g. Ellis, 1995; Al-Shaik, Abdull-Wajeed and Ramadan, 1989).

As can be seen from Table 6.4, examination of the mean responses from the CBE and I M Marsh samples to the items relating to equipment and facilities to support their training programme shows that the Kuwaiti trainees consistently recorded much greater dissatisfaction with this aspect of their training provision than did their UK counterparts. The difference in the dimension means was almost 2 points (4.39 and 2.44, respectively).

Table 6.4: Facilities and Equipment

	(4) Facilities & Equipment	CBE	IMM
1	Shortage/Lack of modern teaching aids	4.49	2.61
2	Shortage/Lack of outdoor playing fields	4.47	2.42
3	Shortage/Lack of sports halls	4.43	2.30
4	Unavailability of a modern library	4.38	2.79
5	Not enough classes for number of trainees	4.36	2.24
6	Shortage of library resources	4.29	2.88
	overall dimension mean	4.39	2.44

Consistent with that high overall mean, the CBE sample was highly critical of

(i) the shortage/lack of modern teaching aids

(ii) the shortage/lack of outdoor playing fields

(iii) the shortage /lack of sports halls

(iv) the shortage/lack of a modern library

(v) large class sizes (this further putting pressure on existing resources)

On the other hand, the I M Marsh respondents, some of whom had criticisms in respect of the facilities and equipment at their disposal in their institution, did not appear, judging from the mean response levels, to be as critical of them as were their CBE counterparts. As reported in Chapter 3, the Committee for Studying the Situation of Teachers in Kuwait (Ministry of Education, 1993) pointed out the need for better

facilities and equipment to be available if teacher educators were to be more effective in their work.

6.1.5 Ministry of Education-Training Institution Relationship

The relationship between a country's Ministry of Education and the teacher training institutions is an important one in various respects. For example, as was discussed in Chapter 3, writers, like for example, Graham (1988), have emphasised the importance of a healthy relationship between the two parties. While the institutions have critical roles to play in training people for entry into the teaching profession, the Ministry is the major employer of those trained as teachers by those institutions. It needs well-trained people who have the right knowledge and skills to teach in its schools. It also has expectations of what teachers are required to do and whose work is subject to inspection. Moreover, reference has already been made (in Chapter 3 and elsewhere) to the role of the Teacher Training Agency (TTA) and the Office for Standards in Education (OfSTED) in those respects in the United Kingdom.

On the trainee teacher questionnaire, three items related to the Ministry of Education-Training Institution Relationship. As recorded when considering the questionnaire design (Chapter 4), the decision was made to focus on whether trainees perceived differences, when on teaching practice/school experience, in the expectations of their training institution staff and those of school staff. The work of teachers in schools is subject to supervision. The absence of such differences could be taken as an indication of a healthy relationship between Ministry and Training Institution. Regular dialogue could help to minimise such differences in expectation and result in less conflict for trainees when faced with the demands of teaching practice/school experience.

Table 6.5: Expectations of the Training Institution and the Ministry

	(5) Expectations of Training Institution & Ministry	CBE	IMM
1	Differences in teaching methods	4.36	2.94
2	Differences in the supervision process	4.29	3.03
3	Conflict college curriculum & Ministry guidelines	4.27	2.76
	overall dimension mean	4.31	2.91

Reference to Table 6.5 shows that the CBE sample's responses to the items in this dimension produced differences in mean values that were between 1.25 and 1.51 points higher than the I M Marsh sample. This would suggest that the Kuwaiti trainees more acutely perceived differences in expectations than did the Liverpool ones and were concerned about:

(i) perceived differences in expectations of their trainers and school staff on teaching methods

(ii) perceived differences in their supervision by college staff and staff in schools

(iii) perceived conflicts between the college training curriculum and Ministry guidelines (to schools/school staff).

In contrast, the lower mean response values from the I M Marsh trainees on all the items on this dimension would suggest that, for a majority of them at least, any perceived differences in the expectations of their trainers and of staff in their teaching practice schools, were not large.

Previous studies on initial teacher training in Kuwait (considered in Chapter 3) raised issues of differences in expectations between training institution and Ministry. For example, Al-Motawa (1995) found that there was little linkage between methods used in teaching Physical Education in schools and what was taught to trainees. Al-Hadhood and Al-Kuther (1995) also considered that there was a lack of co-ordination between staff in the training institution and in schools, which was detrimental to trainees and to what they ought to gain from teaching practice.

6.1.6 Overview of the teacher trainee questionnaire findings

From the discussion above of the trainee teacher questionnaire findings on each of the individual dimensions, it is readily apparent that the Kuwaiti trainees were far more critical than their Liverpool counterparts of their initial teacher training. Moreover, the issues relating to the Kuwaiti trainees' perceptions as to the adequacy of their training to equip them for work in the school sector to which they might be appointed after graduation were common to almost all dimensions. However, it should be borne in mind that although the CBE and I M Marsh samples were responding to the same items,

their responses have to be understood within the context of the education system operating in their respective countries.

Having discussed the questionnaire data, it is now appropriate to consider the interview findings. These came from interviews with teacher training staff at the College of Basic Education, Kuwait, and from the I M Marsh Centre for Physical Education, Sport and Dance, Liverpool. The interviews, designed to gather complementary data to those from the student questionnaire, provide a background from which to view the evidence from trainees.

6.2.1 The Kuwaiti Teacher Trainer Perspective

(i) The Curriculum

The evidence from the Kuwaiti interviewees was broadly supportive of the views expressed by the Kuwaiti student questionnaire sample. The teacher educators interviewed considered that the present curriculum and structure did not help provide as effective a preparation for trainees as it ought to do. The broad view of the Kuwaiti interviewees was that failings related more to the manner of the *delivery* of the current curriculum, because of the constraints under which the College and the physical education teacher trainers had to operate, rather than the curriculum itself

Some considered that the optimum balance had yet to be achieved between theory and practice in the programme. Mention was also made of the competing demands of graduation requirements under the credit hours system, and the time allocations given to this or that credit unit requirement, and the number of courses needing to be completed in order to meet general elective and core elements of the study programme. The length and timing of School Experience/Teaching Practice and the weighting given to it in the credit hour unit system (two credit units) and the overall graduation requirements were other closely related factors.

Interviewees saw a number of related factors. These were ones related to issues discussed under other dimensions. Some of these might be used to illustrate this point. The quality of teacher training staff was one concern. Others were associated with

physical and time resources, the Ministry's apparent lack of response to requests for adequate funding to meet the College's needs, and the apparent low regard in which the Ministry held physical education in the general education system (and indeed the physical education teacher.

(ii) School Experience/Teaching Practice

The Kuwaiti interviewees expressed concern about the lack of effective co-operation from the schools to which trainees were sent to do teaching practice, and by the schools' negative attitude. This inevitably affected the quality of the experience gained by trainees when on teaching practice (and perhaps the importance that they attached to it). It was also a source of concern that other aspects of the operation of School Experience/Teaching Practice were inadequate. More needed to be done to improve the quality of support and advice provided by college-appointed supervisors and mentors. In this, the selection/appointment procedures for such personnel had to be improved.

For example, it was important that those appointed for this task had relevant experience themselves of working in schools and that they adopted similar criteria to one another in the assessments that they made of trainees on teaching practice. Too little was being done to reduce potential sources of conflict between how school supervisors (from the Ministry) and College's trainers expected trainees to approach their teaching. This was likely to be very unsettling to trainees. Besides, it did little to improve their confidence in their ability to teach, or to enable them to make optimum use of teaching practice. It was intended to help trainees to develop teaching skills learnt in College and to increase their effectiveness on entry to the teaching profession.

If the above were the main criticisms of the current situation as far as School Experience/Teaching Practice was concerned, there remained a number of underlying issues, not the least of which was that about the length and timing of this aspect of teacher training. Should, for example, trainees be given experience of teaching in more than one school sector? Should teaching practice be left until the final phases of college study? Was the weighting given to teaching practice under graduation requirements appropriate? Was enough being done in college to ensure that trainees received the best possible blend of theory and practice?

A side issue here seemed to be the question of trainee numbers. The more trainees the Physical Education Department (and the College) admitted, the larger were class sizes. This had knock-on effects on the amount of time that trainees had to practise techniques in College (through micro teaching, for example) under the watchful eye of an experienced tutor, before seeking to apply these in school.

It should also be mentioned that the Ministry of Education/College relationship was also considered to be a factor in this. The unresolved issues of the traditional 'autonomy' enjoyed by the College, its staff, school administrations and Ministry departments did not help bring about a better co-ordinated programme for trainees preparing to enter the profession.

(iii) Teacher Educators

The Kuwaiti teacher educators interviewed had reservations about some of those teaching in the College. Doubts were cast as regards to how suitable their qualifications were for being teacher educators. Some of them were considered to have little or no experience of teaching in schools, which was surely a very important attribute in a teacher trainer, to help ensure that trainees had a proper understanding of the balance between theoretical and practical knowledge in their development as teachers.

Some staff, the Kuwaiti interviewees considered, were very traditional in their teaching and learning approaches to the teacher training curriculum, relying on the old lecture method approach rather than engaging with their students. They made little or no attempt to update their knowledge through reading or research, nor did they attempt to improve their teaching by using 'modern teaching aids'. Although interviewees did not refer to *specific* teaching aids, these were taken to include the use of items such as TV/Video and videotape cameras, and of computers for audio-visual display purposes.

The Kuwaiti interviewees also recognised that two other factors had a bearing on staffing. Firstly, the demands from the Ministry for more teachers for schools, especially since the recovery after the Iraqi invasion had gained momentum, meant the need for more teacher educators. Secondly (and a related point), some interviewees

considered that the selection of teacher training staff was not done 'professionally enough'. For example, there needed to be better defined selection criteria (including level of academic qualifications *and* experience of teaching in schools) so that the best possible candidates were appointed.

(iv) Facilities and Equipment

The Kuwaiti interviewees expressed considerable concern about the lack of resources, facilities and equipment available in the College. These were seen as a major weakness in the quality of the physical education teacher training that the College offered. There were shortages of outdoor pitches and courts to enable trainees to gain firsthand experience of team sports and games. Indoor facilities were inadequate given the numbers of trainees and the inescapable fact that the rigours of the Kuwaiti climate meant that outdoor facilities would not always be available for use.

International developments in the field of sports science had increased the importance of a scientific approach to the study of physical education, yet the College did not have the laboratory facilities and related equipment to enable these to be fully exploited within the physical education teacher training curriculum. Shortages or lack of modern teaching aids as well as the lack of a modern library with up-to-date materials were also felt to reduce the quality of the experience that was currently offered to physical education teacher trainees in the College. However, although the teacher educators interviewed considered that such provision needed to be improved, they recognised that the government had been under considerable economic and budgetary pressures arising from the need to make good after the Iraqi invasion. This, it was considered must have contributed to under-funding of this important aspect of College provision.

(v) The Relationship between the Ministry of Education and the College

The Kuwaiti teacher trainer interviewees saw the main problem in the current relationship between the College (the only teacher training institution in Kuwait apart from the University's Faculty of Education), as being a lack of effective dialogue between the Ministry and the College (and their respective Physical Education Departments).

The Ministry was considered to attach too little importance to physical education within the school curriculum and to the role of the physical education teacher and to the teaching of physical education. Allied to this was the Ministry's apparent concern with the quantitative expansion of the State's teaching force (and preferably one consisting increasingly of Kuwaiti nationals), at the expense of the quality of the teaching force and of the suitability of the training that it had received. This was instanced by the Ministry of Education appointing physical education graduates from the College to schools in sectors for which they had not been trained. The situation of the College's Physical Education Department was aggravated by the fact that the College of Basic Education was primarily a training institution for (kindergarten and) primary school teachers, and that interviewees believed that graduates from other departments in the College did not face the same situation.

6.2.2 The UK Teacher Educator Perspective

(i) The Curriculum

While the difficulties experienced by their Kuwaiti counterparts might seem to be of a greater order of magnitude, especially in the critical dimension of the curriculum, the UK teacher educators also expressed various concerns about the provision that they were able to offer within the system in which they operated. Many of these centred on the introduction of various reforms into the school system in England, following the introduction of the National Curriculum into schools, with consequent reforms to teacher training. The demands of the Ministry of Education (DfEE/DfES), as exemplified in the DfEE Circular 4/98, meant that a large amount of college curriculum time was taken up with ensuring that trainees fulfilled basic teaching requirements. They had to be competent in the teaching of core National Curriculum requirements in English, mathematics and science as well as numeracy and literacy. This left less time for providing trainees with a firm theoretical and practical grounding in the various specialist physical education teacher skills. The Circular's impact on the initial teacher training curriculum and its structure was seen as a possible source of discouragement to those seeking to become physical education teachers to pass on their love of physical education and sport to pupils.

However, the I M Marsh trainees did not find themselves in the same situation as their CBE counterparts as regards a teacher training curriculum that did not cover the age group that they might be expected to teach after graduation. The I M Marsh Centre was able to provide a range of differentiated initial training courses equipping trainees for work in particular school sectors (or age ranges). This was possible, in part because, although part of a larger institution (the Liverpool John Moores University), it was a specialist physical education training institution not only offering initial teacher training for physical education but also a range of specialist post-graduate and in-service training programmes in that field.

(ii) School Experience/Teaching Practice

Like their Kuwaiti counterparts, the I M Marsh teacher trainers recognised the importance of School Experience/Teaching Practice within the framework of initial teacher training, and were critical about aspects of current provision. They expressed concern about the levels of co-operation received from some schools (although some schools were considered to do an excellent job). Without good co-operation between the two parties, i.e. training institution and school, the quality of the school experience obtained by trainees would suffer.

It was also apparent that the partnership between training institution and school was more highly formalised than that in Kuwait. For example, teachers played a role in the assessment and guidance of the trainees. The criticisms, however justifiable within the UK context, were more focused on *improving* the delivery of an essentially well-developed system. The I M Marsh teacher educators were satisfied with the quality of the supervision of trainees on teaching practice by the training institution's tutors and with the mentor system. This used mentors from the schools in which the trainees did their teaching practice, rather than College-appointed ones as was the case in Kuwait. Moreover, despite imperfections in its mentoring operation (e.g. some primary schools not having a physical education specialist to act as mentor, the non-attendance by some mentors at liaison/training sessions organised in the training institution), the system in place was essentially considered to be good.

However, the interviewees at the I M Marsh Centre expressed a particular concern about the amount of time available for trainees on teaching practice to develop and demonstrate their physical education teaching skills in the school setting, because of the demands of meeting basic teaching skill requirements stipulated in Circular 4/98.

(iii) Teacher Educators

Generally speaking, the interviewees were satisfied with the quality of the teacher educators employed at the I M Marsh Centre. They had good academic qualifications and had experience of working in schools. However, it was acknowledged that there were some difficulties in the recruiting physical education staff with experience of primary school work. The greatest problem experienced by the Centre on staffing was one of staffing levels. At times, more (or extra) staff were needed with expertise in new skill areas to ensure that the Centre was able to provide the latest and up-to-date training for initial teacher training students or for teachers on in-service training or post-graduate study programmes. Staff sometimes had a difficult task in balancing their roles as teacher trainers and those as researchers.

(iv) Facilities and Equipment

The I M Marsh teacher educators had some criticisms of facilities and equipment provision in the Centre. Such provision was considered to be of crucial importance in a specialist centre, because of the range of the courses that it offered, from initial teacher training to doctoral programmes and in-service training provision. Unless equipment and facilities were up-to-date, it would not be possible for staff and course participants to have access to the latest techniques and skills. Outdoor facilities were not considered to be as good as they might be, in part because of the demands of expansion on the Centre's site and the loss of some playing areas to new buildings to support expansion and development. A further factor was the cost of ground maintenance. Some pitches/courts were not of the same standard as they had been formerly. The Centre found itself competing with other specialist physical education training institutions in student recruitment. Hence access to up-to-date facilities and equipment was seen as particularly important.

(v) Trainee Admissions

Very few complaints about trainee admissions criteria and policy were expressed by the teacher educators at the I M Marsh Centre. They were largely happy with the process of applicant selection and the quality of those accepted on the initial teacher training programme. Entry was very competitive, with the number of applicants exceeding the number of places available within the quota set by the Teacher Training Agency (TTA). However, the process was time-consuming because of the volume of applications received and the number of places that the I M Marsh Centre could offer in any given year. Unfortunately, this meant that there was the very real possibility, in their view, that some keen applicants who might well have proved to be very good physical education teachers, had to be turned away by the Centre.

This stood in contrast to the situation in Kuwait, where the College of Basic Education was the only institution offering Physical Education specialist training. The I M Marsh Centre had to operate in a competitive field with other teacher training institutions also seeking to attract trainees wanting to specialise in Physical Education.

(vi) The Relationship between Ministry of Education and Teacher Training Institutions

The Liverpool interviewees saw the relationship between the national Ministry of Education (DfEE/DfES) teacher training institutions, as generally good, especially in terms of informal dialogue. This included the relationship with related agencies, such as the Teacher Training Agency (TTA) and the Office for Standards in Education (OfSTED). However, the relationship had been tested by the rapidity with which the DfEE/DfES had introduced new teacher training requirements. These changes had had effects on school policy as well as on teacher training requirements specifically, and were not always viewed as being in the interests of providing trainees with a balanced programme. The requirement, already referred to, that trainees demonstrate particular knowledge about and skills in the core elements of the National Curriculum meant that less time was available within the training programme for the development of trainees' physical education knowledge and skills, in the training institution, and when on school experience.

6.2.3 Overview of the interviews with teacher educators in Kuwait and the UK

Perhaps the greatest concern of the teacher educators interviewed at the College of Basic Education and the I M Marsh Centre related to facilities and equipment, especially those for Physical Education and sport. They recognised that these were less than ideal, given their importance in the development of effective physical education specialists for schools. Good facilities and equipment would help produce teachers who could fill their students with real enthusiasm for pursuing life-long habits of healthy and sporting activity, and thus to help raise levels of consciousness about the importance of enjoying physical recreation in the population.

Both parties expressed concerns about the Initial Teacher Training Curriculum. For the CBE teacher trainers, the major concern was the mismatch between what the College could offer Physical Education teacher trainees and the type of school to which the Ministry of Education might appoint them after graduation. In England, there was no mismatch problem. However, coverage of National Curriculum core subject requirements and others set out in DfEE/DfES Circulars meant that the time available for developing specialist physical education skills was very much restricted.

Both parties considered that there was room for improvement in the operation of School Experience/Teaching Practice, although the concerns expressed by the Kuwaiti teacher educators appeared to be more deep-seated ones, not least because of the perceived poor quality of supervision and an inadequate mentorship system. As a result, trainees did not get the opportunity to get the maximum benefit from this important part of their initial training. More needed to be done to ensure that those supervising and mentoring trainees had relevant experience of teaching in schools, so that uniform standards were applied when assessing trainee performance and so that mentors gave optimum support to trainees. An allied factor was the relationship between receiving schools and the College.

The teacher educators also acknowledged that receiving schools did not always support School Experience/Teaching Practice as fully as they could. However, they considered that the system in place was generally sound. Many receiving schools provided a supportive environment for trainees and sent staff to meetings/training sessions

organised by the training institution before the start of teaching practice. This helped co-ordination. The receiving schools provided mentors for the trainees, although, in the case of some primary schools, it was not always possible for them to provide a physical education specialist as a mentor.

Assessments of the situation regarding teacher educator staffing differed between the two training institutions. In Kuwait, interviewees expressed misgivings about how staff were appointed, considering, for example, that not enough importance was given to relevant school teaching experience in making appointments. Some teacher educators, it was suggested, did not keep up-to-date with developments in the field and/or were reluctant to develop modern teaching and learning techniques.

In Liverpool, the interviewees considered that teacher training staff were well qualified, academically and professionally. Moreover, teaching staff performance was subject to monitoring and inspection from the outside, through the work of the Teacher Training Agency (TTA) and the Office for Standards in Education (OfSTED). More staff would be useful to provide for particular specialist inputs and to ease the workload on existing staff, but this was subject to budgetary controls. However, some expertise was 'bought in from soft money' earned by the Centre staff through consultancy and training work. In the case of teacher training specialists for physical education, it was sometimes difficult to recruit staff with relevant primary school sector teaching experience of physical education and with the necessary academic background.

On Trainee Admissions, the views of the teacher educators interviewed in Kuwait and Liverpool differed, largely because of the differences in the ways the system operated in the two countries. In Kuwait, there were only two teacher training institutions and only the College of Basic Education provided training for Physical Education. It was under pressure from the government to increase the numbers of graduates to meet the needs of an expanding school education system, and to attract more Kuwaiti nationals into teaching. The pressures of those expansion requirements, the interviewees suggested, aggravated the situation. The College's admissions department appeared to accept trainees on condition of having met the minimum academic entry requirements

(secondary education certificate grades), rather than also taking other factors into consideration, such as their suitability for the teaching profession.

In contrast, The I M Marsh Centre was only one of a number of initial teacher training institutions (with just over 30 offering Physical Education as a specialist subject). The Centre received far more applications than the number of places it was allowed to offer (through quotas set by the TTA). Hence it had no problem in applying strict admissions criteria, of which academic qualifications played a part.

On the Ministry-Training Institution relationship, the views of the CBE and I M Marsh Centre interviewees differed. In Kuwait, more needed to be done to establish a better dialogue to try and resolve a number of issues. These included trainee admissions, facilities and equipment and, above all, the issue of where the Ministry placed the College's physical education graduates. For the teacher educators in Liverpool, the Ministry-Training Institution relationship, both formally and informally, was seen as largely conducive to preparing effectively trained teachers. However, attention was drawn to the pace at which the DfEE/DfES had introduced changes, especially since the beginning of the 1990s. These had the harder task of trying to deliver an initial teacher training programme that had the best possible balance for physical education specialists.

6.3 A Response from the Ministry of Education's Physical Education Department

After the main study had been completed, interviews were conducted with two senior officials from the Ministry of Education's Physical Education Department. The decision to invite comments on the study's findings from the Ministry was not made until after the field study had been completed and the data analysed and the findings discussed. Secondly, the main study had focused on data collected from trainee teachers and teacher educators. Thus, in terms of the logic of the time sequence of the study design, it was considered appropriate to present a report on the interviews at this point, rather than in the results chapter (Chapter 5).

In light of the findings of the present study, the researcher conducted interviews with two senior officials in the Ministry of Education's Physical Education Department. These were the Director-General of the Physical Education Department and the

Department's Director of Guidance and Orientation. The purpose of the interviews was to obtain a response from the Ministry on the situation as found by the researcher in the College of Basic Education, including the concerns of CBE Physical Education trainees (and endorsed by their trainers) about the possibility of them finding themselves appointed to teaching posts in sectors for which they had had no training. The interviews also sought to find out a Ministry view on the relationship/links between the College of Basic Education and the Ministry.

The first interview was with the Director-General of the Ministry's Physical Education Department, who began by stating that,

> *"There are no agreed standards for work between the College (of Basic Education and the Ministry, but we hope to create crucial co-ordination to bring this about. The Ministry of Education is a labour market, and therefore, we need to request the preparation of College's Physical Education graduates who meet our needs. However, we find that the College's policies differ from ours. Most of its Physical Education graduates do not appear to have learnt anything about lesson preparation, or teaching methods or even dealing with pupils. This situation requires us to re-train its graduates and that will cost us time and money."*

The problem of the College's Physical Education curriculum was an old one that had still not been resolved:

> *"When the old Teachers' Institute was upgraded to College status, there was no coordination between the College of Basic Education or the Public Authority [for Applied Education and Training] and us to design an appropriate curriculum to meet the Ministry's labour needs. The preparation programme was simply up-rated to degree level without any reform of its curriculum. ... When it became the College of Basic Education offering a 4-year preparation programme, it continued to focus on the primary stage with no progression in its curriculum. We have argued the need for it to develop its coverage to include training for the intermediate and secondary school stages, especially as regards the teaching methods and psychology associated with those stages.*
>
> *Some parts of the [Physical Education] curriculum content in the Ministry of Education were cancelled some three years ago yet they still feature in the College's curriculum, such as Physical Training."*

The Director-General of the Ministry's Physical Education Department also expressed frustration at the poor communications between the Department and the College of Basic Education:

"The Ministry of Education has one Minister, and we have one college for PE teacher preparation. Yet, we have been, we are unable to resolve our problems and the gap between College and Ministry. It might be supposed that the College would look at our need for teachers in qualitative and quantitative terms. From what I have seen of the quality of Physical Education teachers and the needs of Ministry of Education, I think the men's section for the College's Physical Education Department will need to be closed. This is because, because of the Ministry's increasing use of female teachers to staff all primary schools [boys' or girls' schools]".

The increasing reliance on female teachers to staff the primary school sector (see Chapter 2) added to the mismatch:

> *"The appointment of female teachers to most boys' primary schools in Kuwait creates a curriculum problem, because the women's section of the College does not have Football in its curriculum, having Physical Training instead. The Ministry of Education has requested the College to replace the Physical Training with Football in the women's section. We are still faced with retraining female graduates in how to deliver Football in boys' primary schools."*

As regards the situation of Physical Education graduates from the College finding themselves appointed to intermediate or secondary education sector posts, the Director-General considered that this problem ought to resolve itself in the not too distant future. The need to make such appointments would disappear because "in a few years time, we will have enough PE teachers to cover the intermediate and secondary sectors".

Asked about what mechanisms there were in Kuwait for the evaluation of teacher training, the Ministry's Physical Education Department General-Director said that,

> *"We have no firm criteria for evaluating teacher preparation. There is no agency accountable for teacher inspection or even to liase between College and Ministry as regards [the training] curriculum and its objectives, or admissions policy".*

As regards what could be done to improve the situation, it was suggested that,

> *"We would want a committee to be set up to identify the main objectives. These objectives must emerge from studies into teacher training and the needs of the labour market. One of its duties would be to evaluate teacher preparation in general in terms of curriculum, teaching practice, teacher education staff performance, and to draw up clear standards required for students to qualify as teachers".*

Commenting on the framework used in the evaluation in the present study, the Director-General was of the view that all six dimensions were "very important" and that there were weaknesses in all of them as far as initial training for Physical Education teachers at the College was concerned:

> *"For example, I believe that the College has shortcomings in terms of facilities and equipment, and teaching practice arrangements. I can't say anything about the training staff. Furthermore I am unaware of any studies that have attempted to highlight the major obstacles in that relationship in Kuwait. There is nothing written about that, although the issues relating to the other dimensions are found in the literature. ... "*

The second interview was with the Director of Guidance and Orientation in the Ministry of Education's Physical Education Department. Like the Director-General of the Department, the Director of Guidance and Orientation also took the view that there was no co-ordination between the Ministry's Physical Education Department and that in the College of Basic Education. However, the Ministry's Department had begun "in the last year" to be concerned about the poor standards/under-preparation of Physical Education students when in schools. It had accordingly recognised the need to "retrain them, in order to make them more effective". It found that,

> *"... the graduates are very weak in terms of their teaching skills. This is the only thing I can judge, because teacher trainees when they have graduated will be appointed to schools. As part of our duties we inspect them, as we do other teachers, looking at their theoretical and practical ability".*

On the College of Basic Education's curriculum, the Director of Guidance and Orientation suggested that,

> *"We have come to realise that the College of Basic Education curriculum is not in keeping with our goals in the Ministry of Education. ... There has been and still remains a gap between the College of Basic Education of Basic Education and the Ministry of Education. This gap is evident in a lack of co-ordination in curriculum content, the lack of common agreed objectives between the College of Basic Education and the Ministry of Education, weaknesses in the collaboration between them and in the delivery of teaching practice".*

Asked about the concerns expressed by questionnaire respondents about finding themselves appointed to non-primary sector teaching posts after graduation, the Director of Guidance and Orientation accepted that some newly graduated students in Physical Education from the College of Basic Education had been appointed to intermediate and

secondary schools and without any sector-relevant training to support them. This was "a problem in itself and one which we have been trying as much as we can to control, but this has failed". Asked why this had failed, the Director said that such appointments were "forced on us by the need for Physical Education teachers in intermediate and secondary sector schools". The problem was seen as being that,

> *"The College of Basic Education has its own curriculum which is related only to the primary stage (6-10 years). For our part, we have some (Physical Education) teacher shortages in the intermediate and secondary stages. Hence, we need teachers to cover these shortages. As a result, some new teachers will be appointed to intermediate and secondary schools although they may not have taken any courses related to this stage. Therefore, newly qualified teachers may face problems in dealing with pupils in those schools."*

The Director of Guidance and Orientation was disappointed about the lack of co-ordination/co-operation between the College of Basic Education and the Ministry of Education. In spite of the fact that some attempts had been made "to work together, nothing has come of it".

A particular area of concern involved teaching practice:

> *"We find shortcomings and weaknesses in terms of the delivery of teaching practice. We have attempted to share our curriculum and strategies in all aspects of teacher training in order to cope with what they teach and what we need in our schools".*

The matter had been taken up, on various occasions with the College of Basic Education's Physical Education Department, which "usually blames the Teaching Practice Office for its failure to work closely with student teachers". The Teaching Practice Office in the College of Basic Education chose which schools it used for teaching practice/school experience. It also used:

> *"its own mentors who do not rely on our teaching methods, nor do they use the teaching style and strategy we follow in this Department. Furthermore, the mentors do not observe student teachers when on teaching practice".*

Criticisms were expressed about the appointments of mentors made by the College of Education. Some were neither properly qualified nor trained to mentor student teachers. There also appeared to be no clear criteria governing the selection of mentors:

"Surely it ought to be a basic requirement for mentors to have several years of to have had several years of experience of teaching in schools? In other words, experience of teaching in schools ought to be the key to becoming a mentor in the College of Basic Education. The failure to apply clear criteria in mentor selection has led to the quality of teaching practice going down".

On top of that, the College of Basic Education faced problems with shortages of mentors:

"It has had as a result to use some of our (i.e., the Ministry's) teacher supervisors. Sometimes it has had to resort to retired teachers or teacher trainers to work as mentors. I believe the (mentoring) process has many weaknesses and is not all well organised. Yet this has a vital part to play in making teaching practice more effective."

The Director of Guidance and Orientation also pointed out that the Ministry's Physical Education Department had written to the Ministry's General Education Section to inform them that the teaching practice organised by the College of Basic Education was not satisfactory for several reasons. Another letter had been sent about failings and weaknesses in mentor selection.

As far as the Director was aware, the Ministry of Education had never evaluated the teacher training programme in the College of Basic Education. This was because.

"we have no role to play in the evaluation of the elements and factors regarding teacher training, whether the standards of the College's graduates or indeed the training of the trainers themselves. On matters regarding the teacher trainers and their qualifications, I don't think that I should say anything about that".

Asked whether any attempts had been made by the College of Basic Education and the Ministry to come together and sort out these problems, the Director said:

"Yes, we have sat down together to look at these, but we have not achieved anything. ... As far as I know, there is a shortage of research studies highlighting these problems. We need new ideas to address them together if we are to raise the standards of initial teacher training and of those entering the teaching profession".

The differences in the objectives set by the College of Basic Education and the Ministry of Education were not something recent. They went "back a long time". While the Ministry of Education had reformed the Physical Education curriculum in its schools,

"the College of Basic Education still teaches the old curriculum which is not related to our school curriculum".

Asked about how matters should be resolved, the Director of Guidance and Orientation said:

> *"I think it would be a good idea to establish an agency linking with the Ministry of Education and College of Basic Education to set objectives and have a role in the evaluation and supervision of teacher training. We don't have an evaluation system for teacher training in general, although the Public Authority (PAAET) is responsible for teacher training inspection. It is my belief that inspection must include all aspects of teacher training. It should start from teacher training objectives, curriculum, facilities, teaching practice, and teaching modules, and so on. So, I do appreciate your study, because we haven't seen anyone tackle this subject before".*

The Ministry of Education had offered to evaluate the College of Basic Education curriculum and to become involved in its development. This was felt to be of particular importance in the case of training for Physical Education

Various factors might account for the numbers of students being admitted to the College of Basic Education. These included the high numbers of secondary school graduates and, it was conceded, the government perhaps pressured the College of Basic Education to accept students in excess of its ideal capacity. The Director of Guidance and Orientation took the view that:

> *"clear criteria ought to be drawn up and standards set to govern the selection and admission of would-be entrants to the College of Basic Education. The interview is (and should remain) one of the main elements in selection. However, it should build on assessments both of candidates' knowledge and their practical skills".*

Finally, the Director said:

> *"I would like to see teaching practice under our control. This would enable us to take on other issues such as better co-ordination and co-operation between Ministry of Education and the College of Basic Education in terms of the training curriculum, and other matters. We would select the schools where trainees would do their teaching practice and we would look at things like how well-equipped the schools were, and whether they had the facilities that would help student teachers in their teaching practice".*

6.3.1 Overview on the Interviews with the Kuwaiti Education Ministry Officials

The interviews with the two senior officials from the Physical Education Department in the Ministry of Education shed interesting light on the findings from the main study. Evidence from the interviews broadly substantiate the findings and the problems reported. They confirm the gap between the College of Basic Education's Physical Education curriculum and the actual requirements of the Ministry of Education's Physical Education Department. The practice of appointing physical education graduates to intermediate or secondary school posts is also confirmed, although the Ministry's Physical Education Department said that this was a problem that should resolve itself in the near future. The Physical Education Department was critical of the quality of CBE graduates and of teaching practice arrangements, from the point of view of the mentoring and supervision, and of trainee teaching practice placements. Finally, it appears that the Ministry of Education's Physical Education Department is ready to engage in dialogue with the College of Basic Education, although, the interviewees said that there had been no meaningful response to its previous attempts to develop a dialogue.

This chapter has discussed the research findings in light of the literature and the study's objectives. In light of the serious concerns of trainees and trainers at the College of Basic Education in Kuwait about provision for Physical Education, it has also considered the responses of two senior officials in the Kuwaiti Ministry of Education's physical education Department to those findings. Their responses came in interviews conducted as a postscript to the study. The next and final chapter seeks to draw conclusions from the study and put forward recommendations arising from it.

Chapter Seven

CONCLUSIONS AND RECOMMENDATIONS

7.0 Introduction

The purpose of this chapter is to round off and conclude the present study. It begins by briefly outlining the study and its objectives. It then draws conclusions from the study, before putting forward recommendations, acknowledging the study's limitations. Finally, it puts forward some suggestions for further research.

The present study reports on an evaluation of initial training for Physical Education teachers in the College of Basic Education, Kuwait, using a comparative approach. Data was collected from trainee teachers and teacher trainers from the College's Physical Education Department and from the I M Marsh Centre for Physical Education, Sport and Dance at the Liverpool John Moores University. The assessments made by trainees and teacher educators in the two settings were used to see what lessons might be usefully learned to improve initial teacher training for physical education teachers at the College of Basic Education, the only institution offering training for that specialism in Kuwait. In contrast, the I M Marsh Centre is one of 30 institutions offering that specialism in England and enjoys a high reputation for excellence.

7.1 Conclusions

Initial training for Physical Education teachers in Kuwait is not as effective as it ought to be.

In 1986, the researcher had enrolled at the College as one of the first students on the new 4-year programme and found, amongst other things, that it offered little for those, like him, going on to teach in other than the primary school sector. Some 15 years later, little appears to have changed.

In considering what recommendations should be made, in light of the research findings, to make training for physical education teachers in Kuwait more effective, it might seem tempting to suggest that the UK model be applied.

However, the researcher is convinced that this would not be appropriate, at this stage for the following two main reasons:

(1) The formal relationship in the United Kingdom between teacher training institutions and the Department for Education and Skills (DfES) is a very structured one in terms of what initial teacher training was expected to deliver. This relationship 'includes' supervision and quality control procedures, albeit also informed by an apparently healthy informal dialogue, through conferences, regional workshops and other gatherings.

For example, if a teacher training institution was closed in England, because the standards of training that it offered were judged unsatisfactory, it would be possible for the other institutions to absorb any shortfall in capacity. There are over 30 institutions offering specialist physical education training. The scale of operation also offers would-be trainees an element of choice as to which institutions they apply for admission, as well as fostering healthy competition between institutions for student recruitment, with trainee quota targets pushing them to improve the delivery and quality of their programmes.

(2) Given the scale of Kuwait's initial teacher training operations (the College of Basic Education and Kuwait University's College of Education) the importing of the teacher training roles of the DfES, the Teacher Training Agency (TTA) and the Office of Standards in Education (OfSTED) could quite simply create another layer of bureaucracy. Initially, it is likely that very little meaningful change would take place. However, in the longer term, it is possible that such an arrangement might yield benefits. Some modifications would need to be made, not least because of the differing roles of the parties involved in Kuwait. It would not simply be a matter of the Ministry of Education and its agencies (i.e. of the TTA/OfSTED type) dealing with the two teacher training institutions. The College of Basic Education is under the control of the Public Authority for Applied Education and Training (PAAET), which also has responsibility for the running of a number of other colleges offering other forms of specialist training, although like Kuwait University, it is accountable to the Ministry of Higher Education. Kuwait University's College of

Education operates under the mantle of the University, which is itself accountable to the Ministry of Higher Education.

Before the adoption of such measures is contemplated, it considers, it is far more important first to 'get the basics right' in initial training for physical education teachers in Kuwait. As the recommendations will show, these would include attention to improving the curriculum and its structure, making School Experience more meaningful, and so on. When those have been addressed and the system begins to meet requirements, then it might be the time to consider creating an external monitoring system for reviewing quality of initial teacher training.

Finally, this section on the conclusions drawn from the study reflects on the individual dimensions of this evaluation. They formed the basis on which the recommendations were drawn.

(i) *Curriculum*

On the basis of the interviews with teacher educators in Kuwait, there is greater concern about the *delivery* of the initial teacher training curriculum than with its structure. Factors related to the *Teacher Educators* and to *School Experience/Teaching Practice* dimensions have a major part to play in this poor *delivery*, and, to a lesser extent perhaps, ones relating to *Facilities and Equipment*, and the *Ministry-Teacher Training Institution Relationship.*

Credit hours system principles are standard across Higher Education (including the PAAET Colleges) in Kuwait. These inform the structure of programme provision and the number of courses to be completed to meet graduation requirements in the institution concerned. However, as applied in the College of Basic Education, certainly in the training of physical education teachers, the credit system gives rise to a number of shortcomings. It was not possible within the scope of the present study to explore the detailed intricacies of the credit system applied in the College, nevertheless, evidence from teacher educators interviewed and the questionnaire respondents suggests that the flexibility that it is supposed to offer is not working to the best advantage of those training to be physical education teachers.

Trainees are under significant pressure to meet graduation requirements and complete study units not necessarily having much bearing on teaching physical education. The credit values attached to some courses/modules, it was suggested, did not always match their importance, nor did the time allocations. Basketball, instanced by one of the interviewees, consisted of two separate courses which might be run so far apart that trainees had 'forgotten' about what had been learnt in the first course, before the second one was run.

(ii) School Experience/Teaching Practice

On the evidence of the present study, there are a number of serious weaknesses in provision, as far as the *School Experience/Teaching Practice* dimension is concerned. Perhaps the key issue is the importance attached to it by the College and Ministry. Although hard to 'prove', on the basis of the evidence collected (but nonetheless an underlying *assumption*), it would seem as if School Experience/Teaching Practice was simply viewed as just another element of the training programme. The programme taught trainees all they needed to know to be effective in the classroom and it was simply a matter of the College ascertaining that trainees had 'demonstrated' that they had absorbed the necessary knowledge and skills in College, through a period spent in schools. There is a compelling need for a major change in the way this part of trainee preparation is conceived (and operationalised). This was reflected in schools having a greater role to play in the support and assessment of trainees when on teaching practice and the use of school-based mentors to guide new teachers' professional development. The literature review also emphasised the changing concept of teacher education, with it becoming a continuous process running on from initial training into continuing professional development (see Chapter 3).

Both College and Ministry need to be fully persuaded of the importance of this aspect of the training programme. School Experience/Teaching Practice should not be simply viewed as a brief opportunity for trainees to demonstrate suitable 'proficiency' (however loosely conceived at present). Otherwise, it will be difficult to persuade schools receiving trainees to play a constructive part in what should be a very important part of trainees' overall learning experience. With guidance from experienced practising teachers, trainees

can learn many invaluable operational skills, in the translation of college theory on pedagogy into the realities of coping in the *real* classroom situation.

At the heart of the UK teacher training system, there is a strong sense of partnership between training institution and schools receiving trainees. Although the UK teacher educators interviewed had reservations about the extent to which schools gave their full co-operation to the trainees, it is evident that provision is far more effective than that offered in Kuwait. Indeed, the new initial teacher training standards issued by the DfES/DfEE and the TTA require what has already been established as best practice in some teacher training institutions. Despite some initial tensions, including suspicion, lack of co-operation and scepticism (see, for example, Partington, 1999), schools now play a much more significant role in the education and training of teachers, assuming responsibility for some assessment and for the mentorship of the trainees while in school.

The Kuwaiti teacher educators interviewed were less confident about the quality of the supervision of trainees when on teaching practice, it being contended that some college-based supervisors might have little or no experience of teaching. *If* that were the case, such people would be poorly placed to assess trainees' proficiency in the classroom, let alone offer advice and tips on how the latter might go about making themselves more effective.

Although the Kuwaiti teacher educators were not of one mind on how long trainees should spend in schools, or at what stage of their training programme that they should go into schools, these issues need to be urgently addressed. Decisions made on these matters will almost certainly have implications for the weightings and time allocations given to teaching practice (especially school-based *training*), within the overall credit hour graduation requirements. At the moment, insufficient credit units are attached to the teaching practice elements (which include some aspects of college-based practical work as well as teaching practice in schools).

Teacher Educators

On the basis of the present study, there appear to be a number of concerns relating to teacher education staffing. Doubts were cast by some of the Kuwaiti teacher educators interviewed about the levels of the qualifications of some teaching staff, and not least their experience of teaching in schools. The extent to which such views purely reflect professional jealousies is problematic. The interviewees were not aware of any system governing staff appointments and of criteria to be used in applicant selection. Moreover, the evidence from Kuwaiti questionnaire respondents showed concerns about the ability of those teaching them to relate theory to practice, and to illustrate theory by reference to classroom situations. This suggests perhaps that the teaching in College was perhaps too academically oriented to pedagogy and child development and psychology, rather than more towards professional training and the realities of the classroom.

(iii) Facilities and Equipment

On the evidence of the present study, there would appear to be a shortage/lack of facilities and equipment in the College of Basic Education, especially for physical education and sport. Of particular concern to trainees and the teacher educators are the inadequacies of outdoor playing fields and of sports hall accommodation. The situation is aggravated by the climate, which makes outdoor facilities unusable at times because of extreme heat and/or sandstorms. The availability of appropriate facilities and equipment is an important factor in giving trainees practical experience of sports and physical education techniques. Facilities and equipment for physical education and sport in schools may be limited at present, yet arguably it would be a useful investment in human resources to provide training in the latest techniques and equipment. This would help trainees, after graduation, to convey more convincingly the message to pupils about the importance of regular physical exercise for their health and general well-being. As the interviews with the senior officials from the Kuwaiti Ministry's Physical Education Department to offer its resources to provide suitable schools for teaching practice for physical education specialists (see section 6.3).

Trainee Admissions

The Kuwaiti interviewees spoke of the pressures on the College to admit as many students as possible and suggested that applicants were not as fully screened as would be desirable. It should not, in their view, be simply a matter of admitting applicants with the necessary academic qualifications.

Previous academic success should not be the sole criterion on which applicants are accepted, as this offers no guarantee of those being admitted solely on that basis becoming effective teachers. Other important considerations need to be taken into account, such as the character and personality of the applicants, not least those seeking to become physical education teachers. Apart from the quality aspect of those accepted for training, there can be a related one, the knock-on effect of numbers on programme delivery. Large class sizes inevitably restrict opportunities for hands-on experience in practical sessions, quite apart from the pressure that large numbers put on the existing inadequate resources. The interviews with the senior officials from the Kuwaiti Ministry's Physical Education Department acknowledged this situation and reinforced the importance of objective criteria being used in the selection of recruits (see section 6.3).

(iv) Relationship between Ministry of Education and Training Institution

The present study found that there was very little dialogue between the Ministry of Education and the College. This is evident, for example, in the *perceived* mismatch between the primary sector-oriented training offered by the College and the Ministry's appointment of Physical Education graduates to posts in schools of all sectors. The interviews with the two senior officials accepted that this happened, despite the suggestion that shortages in the intermediate and secondary school sector physical education staffing that had given rise to those problems were likely to resolve themselves "in the not too distant future." However the same interviews also raised the matter of the physical education curriculum for the women's section in the College of Basic Education not providing coverage of football, despite the increasing number of female teachers being appointed to boys' primary schools, not just in physical education (see section 6.3).

A constructive dialogue with the Ministry could enable some of the present deficiencies in the training offered by the College to be overcome. It could help not only resolve the current problems of mismatch, but also help establish meaningful links with schools, so that a practical base can be provided for trainees to practise their skills and techniques. This might lead to some surrender of the College's autonomy, but it would add considerably to its credibility as a teacher training institution.

A more effective dialogue would not, by itself, bring about a better teacher training programme. However, it could help promote the creation of a more effective programme for physical education teachers. It ought also to help make the programme more relevant to the current realities of teaching in Kuwait. Professional training should suit the purpose for which it is intended. It is in the Ministry's interests to have better prepared and suitably trained graduates. They would be better equipped to cope with the realities of the classroom and enable them to function more effectively, right from the start.

Dialogue might also help to change the alleged views of those in the Ministry who consider that physical education is not important in the Basic Education curriculum and that the physical education teacher's role is somehow a less professional one than that of those teaching other subjects. Internationally, physical education and its teachings and research have moved on considerably since the days of the physical education instructor who put his/her charges through a series of physical jerks and fitness routines. At the same time, as was reported in the literature review, physical education in schools now found itself under considerable pressure in many countries because of the demands of the academic curriculum and insufficient concern about the importance of life-long physical exercise in all people's lives, not only in terms of their health but also their general well-being (see Chapter 3).

Finally in this section, it might be useful to pass a brief comment on the assumptions underlying the present study (in sections 1.5 and 1.6). These related to what the researcher considered he might expect to find through the conduct of his research. There were marked differences in the quality of the provision made for the initial training of Physical Education

teachers between the College of Basic Education and the I M Marsh Centre for Physical Education, Sport and Dance. That this found to be the case is not surprising, given the long history of the formal education system in the UK, as compared to barely 50 years in Kuwait.

However, while the researcher found the opportunity very useful and stimulating to study training provision for physical education in a highly rated UK teacher training institution, he was unprepared to find the significant 'gulf' in the system and practice between the College of Basic Education and the I M Marsh Centre. On the other hand, it was surprising to find that his assumption relating to the confused and disorganised state of initial training for Physical Education teachers in Kuwait. Many of the problems relating to this and which the researcher experienced at first hand as a trainee still remain unresolved, despite the fact that these were evident over 15 years ago, and have been the subject of reports and studies (see section 3.3).

7.3 Recommendations

The researcher believes that if initial teacher training for physical education teachers in Kuwait is to be made more effective, a concerted effort needs to be made by all parties, i.e. the College, the Public Authority for Applied Education and Training and the Ministry of Education. The presentation of the recommendations is divided into two sections, the first dealing with *general recommendations*, a full response to which would require initiatives by various parties. Recognising that such ventures tend to take longer to become operational, a second set of recommendations is made as regards actions that could be taken by the College's Physical Education Department itself to improve its contribution.

7.3.1 General Recommendations

(i) The Curriculum

(1) There should be a detailed review of the initial teaching training curriculum and its operation from the perspective of those training to be physical education teachers. Other areas of subject specialism might also benefit from a similar review.

(2) If the Credit System is, as it is supposed to be, a flexible one, then it is important that the starting point for the review should begin with what is required to provide effective training for physical education teachers. This would include not only content but also the relative importance of different aspects of it. The review should not be confined to 'theoretical' considerations. It should also have regard for how this could be delivered in practice (and only at that point within the confines of the Credit System requirements). The rules and regulations governing the Credit System itself should not dictate the programme. The System should serve to deliver what is considered to be an effective programme.

(ii) School Experience/Teaching Practice

(3) The College of Basic Education, through the Public Authority for Applied Education and Training (PAAET) ought to engage in a dialogue with the Ministry of Education with a view to improving the effectiveness of School Experience/Teaching Practice. This would require, among other things, a partnership to be developed between the College and the schools receiving trainees.

(4) To encourage the active and whole-hearted co-operation from schools (and the teachers in them), the Ministry and the PAAET should consider offering receiving schools *two* important incentives:

(a) Receiving schools ought to receive payment for their contribution to the training. This money could be used to offset any disruption to the routine of the receiving schools. They would be able to use the money to pay for replacement teachers to allow teaching staff with responsibility for mentoring trainees the time to fulfil this role properly.

(b) Subject to agreed procedures and standards, receiving schools should be given a stake in the assessment of the practical skills and qualities shown by trainees in the classroom. Schools should also undertake to provide a teacher mentor to guide and steer the trainee through teaching practice and to assess each student. So that assessment and guidance across the receiving schools were of a similar standard, receiving schools should be required to send teachers to in-service training organised in the College, ahead of the teaching practice block, on an annual basis.

Such a partnership should offer real benefits to trainees, College staff, schools, and, ultimately, to the Ministry of Education. More effective teaching practice provision would help ensure that the quality of new graduates was higher and was in step with current techniques and methods used in schools. The end result would be that the newly appointed teachers would have greater exposure to the realities of the classroom than is the case at present. Through the requirement that receiving schools participated in College-based in-service training, the College would retain a sense of quality control over the full initial teacher training programme, including school experience/teaching practice. An indirect benefit would be a greater exchange of ideas between practising teachers and teacher educators, expert in pedagogical theory and, ideally, in practice.

(iii) Teacher Educators

(5) College policy on teaching staff recruitment ought to be sharpened and those appointed should have to meet more practically-oriented criteria. Actual experience of working in schools (preferably in ones in Kuwait) should be given a greater priority, if not made an essential requirement.

(6) An interim, or even alternative, arrangement would be to consider the secondment of suitably experienced teachers from Kuwaiti schools to contribute to the delivery of the College curriculum. This ought to enhance the quality of the practical and professional aspects of training. Such appointees could make an invaluable contribution to practical work and the organisation of micro-teaching, having the opportunity to promote a two-way exchange of knowledge and insights into teaching between College and schools. Given that it might take a little time for those seconded to College staff to adjust to their new work situation and to maximise the effectiveness of their contribution, secondments of two- or three-years in duration would be more useful than shorter term appointments.

(iv) Facilities and Equipment

(7) The provision (including maintenance) of good facilities and equipment is expensive in capital and running costs, not least specialist ones related to physical education. Nonetheless, steps should be taken to improve facilities in the College and in schools.

(8) Serious thought should be given to providing them in the context of the local community and not simply that of the College (or schools). It ought to be possible for facilities, when not required by the College (in the evenings, at weekends and during the College vacations) to be open to the community and schools. This would maximise the use of the facilities, which might then also include an indoor swimming pool. Dependent on the nature of the partnership struck with the local community, the costs could be met through an agreement with central government providing the capital required, rather than entirely from within the Ministry of Education budget (or even specifically that of the College). There are implications in this recommendation for other government departments and agencies, including the Public Authority for Youth and Sport. Collectively they ought to be able to make a strong case for supporting these developments.

(v) Trainee Admissions

Since there was no hard data on class sizes, against which to judge the claims made by the Kuwaiti interviewees, no particular recommendation is made in this respect. However, it is suggested that any review of College provision of initial training for physical education

teachers, ought to consider enrolment numbers and their effects on appropriate class sizes for effective learning.

(vi) The Ministry of Education-Teacher Training Institution Relationship

(9) Urgent steps should be undertaken in College, in consultation with the Public Authority for Applied Education and Training, to open a dialogue with the Ministry of Education. Such a dialogue, the researcher is convinced, is the key to a considerable (and much needed) improvement in the quality of the present teacher training programme offered by the College of Basic Education, especially as it relates to the teaching of physical education.

One further option should be considered. The recommendations made above all relate to the current situation in Kuwait, in which initial training for Physical Education teachers is part of the programme provided by the College of Education.

(10) Although the idea of creating (as some interviewees suggested) a separate specialist Physical Education College is superficially attractive, there is much that might count against it. If the College of Basic Education is considered large enough to train teachers needed for the primary school sector (in all curriculum areas), it would seem hard to justify the creation of another institution focusing exclusively on training for physical education, even if it offered coverage of all school sectors. Besides which, the interview with the Director-General of the Ministry's Physical Education Department (see section 6.3) suggested that the situation of primary-trained graduates being appointed to intermediate or secondary education sector posts because of shortages was likely to resolve itself in the near future.

A specialist Physical Education college would inevitably be a small unit, given the likely demand for physical education teachers, even across the three school sectors. There were just under 450 government schools catering for those sectors, of which almost 180 were primary schools (Ministry of Planning, 1998). Because of its likely size, a separate Physical Education college would have relatively little influence, when compared with the

College of Basic Education and the other PAAET colleges, in the likely battle for resources. The costs of providing effective initial training for physical education teachers are certain to be higher than for teachers in other areas of the school curriculum, except perhaps for science and ICT (Information and Communications Technology). Two possible solutions would seem to merit further more detailed consideration.

Firstly, it might be more practical to create a Centre for Sporting Excellence and Leisure and Health. Part of its remit would be to provide initial training for physical education teachers. This would help to increase the status of physical education, not simply in the school curriculum context but also in the wider social one. Funding for it would then come from central government finances rather than directly out of the education budget. Among other things, the Centre could be required to provide a range of programmes promoting public participation in sport and other forms of health-giving exercise, providing in-service training for experienced teachers and trainers in public sports centres and so on. The Public Authority for Applied Education and Training ought to be given a role in the supervision of the initial teacher training element provided by such a Centre. Although such a Centre would need a lot of specialist facilities and equipment, it would be better placed to make efficient use of them over and above the immediate requirements of initial teacher training. Staff in such a Centre would also be required to keep up-to-date with international developments in its various areas, all of which could help inform its initial teacher training programme for Physical Education. The provision of such a facility would be in keeping with the World Summit on Physical Education's Berlin Agenda for Action for Government Ministers, which called on all governments to give proper support to provision (see Chapter 3).

Secondly, consideration might be given to seeking the help of the Gulf Co-operation Council. It should be asked to consider establishing a specialist physical education teacher training centre designed to serve the needs of all member countries (Saudi Arabia, Kuwait, Bahrain, United Arab Emirates, Qatar, Oman). Such a centre could provide teacher training for all school sectors and, perhaps, further and higher education as well. Such an

arrangement might result in greater economies of scale without compromise to the quality of the training provided.

7.3.2 Recommendations for Action by the CBE's Physical Education Department

The recommendations considered so far have all pointed to an urgent need for action by the various parties working *together*. While the researcher cannot see any realistic solution to the situation without that concerted action, he is nonetheless aware that the scale and scope of his recommendations might be used as a pre-text for inaction. After all, when reviewing previous studies on teacher education in Kuwait (see section 3.6), he referred to the report of the Committee set up by the Kuwaiti Ministry of Education into the Situation of Teachers (Ministry of Education, 1993) and to a study by Al-Methen (1995). Both found there to be serious weaknesses in the quality of teacher education in Kuwait. When the fieldwork was conducted for the present study, some 5 years after Al-Methen's study, little appeared to have changed. Equally disturbing is the fact that the researcher's own experience of teacher training in Kuwait, suggested the existence of similar problems as long ago as the early 1990s.

Given that apparent lack of progress, the researcher is also obliged to offer a more narrow range of recommendations, confined largely to what might be within the power of the College of Basic Education's Physical Education Department. If followed, these recommendations would not solve the problems found in the present study, but would help to make some improvement on the present situation, or at least alleviate some of the problems.

(11) The Physical Education Department in the College of Basic Education should review the operation of the initial teacher training curriculum within the College's credit system framework, with a view to determining ways in which the real needs of physical education trainee teachers are met. To do this, it would be necessary to evaluate the views of trainees on course content and its usefulness to them, and to re-establish the Department's priorities. Over a period of time, new courses could be added to the programme, because they were considered necessary. However, courses that no longer served a useful purpose should be

removed. That review should also take into account the time allocations for all courses, to ensure that they match the importance of the various courses. If necessary, the content of some courses may need to be reduced. Particular attention should be given to practical classes, even if this results in the removal of some of the older theoretical input to the programme. It is important that practical classes are relevant to the overall needs of trainees.

Such actions would help to make the present curriculum (and its delivery) more effective.

(11) The Department should press the College authorities to make it a condition of new appointments to the Department's teaching staff that applicants had at least three years of recent experience of teaching in schools. Such teacher trainers would help bring a greater degree of realism (and professionalism) into the training provided.

(12) The Department should establish links with a group of schools in which CBE-trained physical education graduates are employed with a view to creating a partnership, designed to make teaching practice a more useful experience for trainees. Such partnerships were created on an experimental basis in the United Kingdom, long before the government came to expect such arrangements to be made. If such links were evaluated, a lot of useful lessons could be learned from the point of view of increasing the effectiveness of this part of initial training. Moreover, that evaluation could be used to persuade the Ministry of Education to support the formation of such partnerships with all receiving schools. Meetings held with teachers from receiving schools could further help to resolve some of the important issues regarding the establishing of a blueprint for the well trained physical education graduate who was well equipped to start work in Kuwaiti schools. It should also seek the support of the Ministry's Physical Education Department, especially with regard to the selection of schools for teaching practice.

(13) The Department should also review its appointment criteria for teaching practice supervisors and mentors. Clear role descriptions and trainee assessment criteria need to be developed and those supervising or mentoring should be trained and monitored in order to ensure that consistent standards are applied.

(14) The Physical Education Department should also consider taking measures to monitor the performance of teaching staff, in terms of the relevance and usefulness of their inputs. This could be done in part by an analysis of trainees' evaluation of the courses that they have followed each semester. The researcher is reluctant to recommend the introduction at this stage of quality assurance measures as used in UK teacher training and other higher education institutions. These, he considers, would be a needless distraction for the time being. The first priority has to be given to improvement of the curriculum, and of school experience/teaching practice.

(14) For similar reasons, the researcher is reluctant to suggest research initiatives for the Physical Education Department's teaching staff, unless these were directly related to improving the present programme. Programme improvement must be the first priority.

The above recommendations made to the Physical Education Department could all help to improve the present provision of initial teacher education. However, it should not be forgotten that unilateral action, i.e. by the Physical Education Department, will not by itself put things to rights. The Department should also engage with the College authorities, the Public Authority for Applied Education and Training, and the Ministry, to promote the dialogue needed to bring about remedies of what seem to be more deep-seated problems in initial teacher training.

Addressing the weaknesses that the present study has identified cannot be achieved fully, through unilateral action on the part of any one player in this situation. Each player (the College, the Physical Education Department, the Public Authority for Applied Educational Training, the Ministry of Education and its Schools) could all make contributions to resolving some of the weaknesses found. However, unless there was collective action (an important preliminary of which would be the establishment of a meaningful dialogue between the players), it would seem unlikely that little more could be achieved, than a superficial alleviation of some of the worst symptoms. If, as one of the Kuwaiti teacher educators commented, some of the present problems arose as a result of the 'traditional' autonomy of the players, with each pursuing its own agenda, little of usefulness might be

achieved. Similarly, it would seem, for any of the players to contemplate taking no action, simply because there was supposed to be a likely reluctance on the part of other players to act, this would compound the present situation.

7.4 Limitations of the study

Any research study involves some compromise, not least when a single researcher undertakes it. In this, the present study was no exception. There are, therefore, a number of limitations to the present study, which should now be considered before bringing the study to a close.

The study involved an evaluation of initial teacher training yet data collection for the main study confined itself to the gathering of the views of only two elements, trainee teachers and teacher educators. While it is fair to suggest that trainee teachers and teacher educators are important players in initial teacher training, it also true that there are other interested parties, not least the schools in which trainees find employment after graduation. The evaluation might, therefore, have sought the views of headteachers. This, however, was not explored in this research.

It is also true to say that the study cannot claim to make any contribution to theory, nor did it seek to do so. Its purpose, as set out in Chapter 1, was to explore current provision for initial training for Physical Education teachers in Kuwait in order to suggest ways in which it might be improved.

Rather than evaluating provision in Kuwait by trying to test it against a theoretical model, a comparative approach was employed, using a teacher training institution in a developed country. This seemed justified in that the study was seeking to address what was considered to be a practical problem rather than testing a theory. It is true, however, that a theoretical framework was sought from the literature to inform the evaluation rather than the study itself. Moreover it also facilitated the comparison of questionnaire and interview respondents in two very different teacher training institutions. Thus the application of the

findings of the present study could only be said to reflect the current situation in the two settings.

Having considered what might be seen as limitations arising from the structural aspects of the study, it is right to consider ones relating directly to the collection of the fieldwork data. The trainee teacher questionnaire sample in the I M Marsh Centre consisted of only 33 respondents, while the College of Basic Education sample numbered 129. The samples were not randomly drawn, that is, under circumstances in which all units of population, physical education trainee teachers in the third/fourth year of their programme in the CBE and the I M Marsh Centre -had the same chance of being included or not. The imbalance in respondent numbers might also have led to a distorted comparison. Comparison of their questionnaire responses was balanced mathematically through the use of mean agreement levels. Yet, it is possible that the assessments of those who participated in the questionnaire survey might not be typical/representative of all trainee teachers in the two study populations.

Equally, given the differing structures of the programmes followed by Physical Education teacher trainees in the CBE and the I M Marsh Centre, it has to be recognised that while participants were responding to identical statements (albeit in different languages – Arabic and English), these would have been assessed on the basis of their own particular experience of their study programme. The statements were developed for use in those two settings, so it would seem likely that questionnaire data obtained might only be valid for those two training establishments at the time of data collection. It would not, therefore, be possible to replicate directly the present study in other institutions.

7.5 Suggestions for Further Related Research

As a prelude to making suggestions for further research, one point should be emphasised. The evidence from this survey, despite its limitations (see section 7.4), ought to be sufficient to influence urgent action by the College of Basic Education, the Public Authority for Applied Education and Training and the Ministry of Education. The need for more research evidence should not be used as an excuse for inaction.

(1) A survey could be usefully conducted of College Physical Education graduates in their first two-to-three years of teaching, to establish their assessment of the usefulness of the training received.

(2) The present study focused on those training to teach Physical Education. It would be interesting to determine whether those training for other subjects offered by the College held similar views about the quality and relevance of their programmes.

(3) An evaluation focusing exclusively on School Experience/Teaching practice, as seen by College staff, trainees, teachers in receiving schools, and teacher supervisors, would be very useful. It would provide a detailed picture of this important aspect of training and generate useful recommendations for improving it.

(4) Another useful area of inquiry would be into the quality of initial teacher training in other Gulf States, as perceived by Physical Education trainees and teacher educators. It would shed useful light on the experience of trainees in Kuwait, in relation to that of those in neighbouring countries. (Given that such countries have to cope with similar climatic conditions, and have comparatively recently developed formal education systems, the study would involve more of a like-with-like comparison than the present one.)

(5) A survey of College graduates, from all areas of specialisation, in their first 3 years of teaching in schools could yield rich data on the usefulness of their College training set against their experience in schools. The sample might include graduates who had dropped out of teaching within 3 years of entry, as this might also shed useful light on the perceived usefulness of their training. It would also be interesting to know how many of the College's Physical Education trainees took up teaching posts in schools within 12 months of graduation.

When he started on the present study, the researcher was hopeful that his comparative study would prompt a debate on initial teacher training for physical education teachers in both the United Kingdom and Kuwait. It was expected that some weaknesses in current provision in Kuwait would be found, but not on such a scale. The comparison of provision offered in the two research settings offers physical education teacher educators in Kuwait, and all with

an interest in Physical Education and the well-being of Kuwaiti people, with much on which to reflect and take action.

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APPENDICES

Appendix 1	Glossary of Terms
Appendix 2	Abbreviation used in the study
Appendix 3	Trainee Teacher Questionnaire (English & Arabic Version)
Appendix 4	Teacher Trainer Interview Schedule (English & Arabic Version)
Appendix 5	Participant Observation Log
Appendix 6	Interviews with staff Kuwait and the UK: Summary Overview

Appendix 1

Glossary of Terms

GLOSSARY OF TERMS

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

Comparative Education	"The analytical survey and comparison of foreign educational systems" (Jones 1971).
Initial Teacher Training (ITT)	A programme which leads to a qualification as a teacher at primary and secondary level. It always has a school-based component. / the term initial teacher training is used in this study to indicate: "training undertake before connecting upon a Profession (e.g. teaching)" (Rowntree, 1981)
Liaison tutor	Person who is the point of contact between the University and the Co-ordinating Mentor in schools.
National Curriculum	The framework for teaching and learning across a range of subjects and the associated assessment arrangements, laid down in Statute for all pupils of compulsory school age (5-16) attending state schools.
Office for Standards in Education (OfSTED)	Body responsible for schools inspection in England, and from January 1998, the inspection of Local Education Authorities. It does not usually inspect schools itself, but trains independent inspectors and awards contracts for the inspection of schools.
Partnership	A well thought through and principled balance between contributions of school and university, each of which is considered to be of equal merit. "Partnership is only to training which takes place in partnership between schools and higher education institutions or other providers, and sets out requirements relating to the involvement of schools, including the amount of time which trainees must spend in schools"(Wilkin, 1992).
PE teacher education preparation programme	From the frameworks provided by Locke (1984), Bain (1990) and Houston (1990), a physical education teacher education (PETE) programme consists of the participants (students, PETE faculty, and co-operating teachers), the curriculum, governance, and evaluation.
Professional (co-ordinating) Mentor	Person responsible for overseeing trainees' programme in school and their development of professional competence.
Professional Development	Trainee teachers learn to integrate the theoretical with work, and develop a professional identity, as their career unfolds.
School physical education teacher	Person who can deliver the National Curriculum and provide examples of how to manage, network and co-ordinate sport and dance development between school and community.
Subject Mentor	Person responsible for the training of trainees in subject competence and co-ordinating the support given by the subject teachers whose classes the trainee has contact with.
Teacher Training Agency	Established1994, the body in England which is responsible for the funding of initial teacher training (ITT) provision and some other continuing professional development courses for teachers offered by higher education institutions.
School Experience/ Teaching Practice	"Part of the professional training of a student- teacher in which he spends a period in a school teaching, but with some guidance and supervision from college and/ or school staff" Rowntree (1981).

Appendix 2

Abbreviations used in the study

ABBREVIATIONS USED IN THE STUDY

B.Ed.	Bachelor of Education Degree
CATE	Council for the Accreditation of Teacher Education
CBE	College of Basic Education
COD	*Concise Oxford Dictionary of Current English*
CPD	Continuing Professional Development
DES	Department of Education and Science
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
GDP	Gross Domestic Product
GPA	Grade Point Average
HE	Higher Education
HSS	High School Score
IMM	I M Marsh Centre for Physical Education, Sport and Dance, Liverpool John Moores University
ITT	Initial Teacher Training
LEAs	Local Education Authorities
LJMU	Liverpool John Moores University,
NC	National Curriculum
NCC	National Curriculum Council
NQT	Newly Qualified Teacher
OAA	Outdoor and adventurous activities
OfSTED	Office for Standards in Education
PCK	Pedagogical Content Knowledge
PM	Programme Manager: BA (QTS) Hons Physical Education, Sport & Dance
PAAET	Public Authority for Applied Education and Training
PE	Physical Education
PETE	Physical Education Teacher Education
PGCE	Post Graduate Certificate Education
QTS	Qualified Teacher Status
SPSS	Statistical Packages for Social Science
TTA	Teacher Training Agency
TTI	Teacher Training Institution
UNESCO	United Nations Educational, Scientific and Cultural Organisation

Appendix 3

Trainee Teacher Questionnaire (English & Arabic Versions)

TRAINEE TEACHER QUESTIONNAIRE (English version)

Name (optional): _____

Sex: **Male ( )** **Female( )**

The year you joined your training institution: **19___**

Please put (X) in the box that best describes your opinion, for each of the following:

(1) The Initial Teacher Training Curriculum and Its Structure

	Completely disagree	Disagree	Not sure	Agree	Completely agree
The teaching hours allocated to credits do not reflect their importance.					
Credits awarded do not reflect the importance of the courses taught.					
Some credits require the completion of more than one course.					
Some modules require completion of more than one unit.					
The general elective requirements are greater than the main core ones.					
The college curriculum does not relate to the sector I may be working in.					
Training received inappropriate for different sectors (e.g. primary, secondary).					
Insufficient freedom is allowed in the choice of credits.					
The PE and sports equipment available in college is unsuitable.					

(2) School Experience/Teaching Practice

	Completely disagree	Disagree	Not sure	Agree	Completely agree
1. The length of teaching practice/school experience is inappropriate.					
2. Assessment system on school experience/teaching practice is inappropriate.					
3. School experience liaison tutor is not appropriately trained.					
4. Credit allocations for teaching practice/school experience inappropriate.					
5. College training doesn't equip us to cope with the school administration.					
6. College training provided does not train us for intermediate or secondary schools.					
7. Little or no connection between college training & type of school where we might be placed.					

Please put (X) in the box that best describes your opinion, for each of the following:

(3) Initial Training Teaching Staff

	Completely disagree	Disagree	Not sure	Agree	Completely agree
1. ITT staff have a high level of ability.					
2. ITT staff use modern teaching aids.					
3. ITT staff link the college curriculum with the school sector/s we may be working in.					
4. ITT staff believe in the supervision/training process.					
5. ITT staff don't rely on the textbook. They use information from many other sources.					

(4) Facilities and sport equipment

	Completely disagree	Disagree	Not sure	Agree	Completely agree
1. Not enough classes provided in college to fit the number of students.					
2. Lack of up-to-date reference sources.					
3. Unavailability of a modern library.					
4. Shortage/lack of sports halls.					
5. Shortage/lack of outdoor playing fields.					
6. Shortage/lack of modern teaching aids.					

(5) Expectations of Ministry and Training Institution

	Completely disagree	Disagree	Not sure	Agree	Completely agree
1. Conflict between the college curriculum and Ministry guidelines.					
2. Differences in the supervision process.					
3. Differences in methods of teaching.					

(6) Any further comments?

In the box provided below, please add any further comments, suggestions, or criticisms that you consider are important concerning the initial training process for Physical Education students:

Thank you for taking part in this survey.

TRAINEE TEACHER QUESTIONNAIRE (Arabic Version)

الاسم (اختياري) _____

الجنس :

سنة الالتحاق في كلية الاعداد _____19

الرجاء ضع علامة X عند افضل إجابة تراها موافقة لوجه نظرك:

(1) المنهج – الوحدات الدراسية – طرق التدريس

	أوافق بشدة	أوافق	غير متأكد	لا أوافق بشدة	لا أوافق
1. الوحدات الدراسية لا تتناسب مع الساعات التدريسية					
2. الوحدات الدراسية لا تتناسب مع أهمية المادة					
3. انقسام بعض المواد الدراسية إلى مقررين .					
4. كثرة المقررات الدراسية التي تحتوي على وحدة واحدة					
5. كثرة المقررات الاختيارية عن المقررات الرئيسية					
6. المنهج ليس له علاقة وثيقة مع المرحلة الدراسية المراد تدريسها					
7. المنهج لا يؤهل الطالب للمرحلتين المتوسطة والثانوية					
8. لا توجد الحرية في اختيار الوحدات من قبل الطالب					
9. الوسائل التدريسية والتدريبية المتوفرة غير ملائمة					

(2) التربيةالعملية

هناك عيوب في برنامج التربية العملية ومنها	أوافق بشدة	أوافق	غير متأكد	لا أوافق بشدة	لا أوافق
1. المدة الزمنية للتربية العملية غير مناسبة					
2. نظام التقييم في التربية العملية غير مناسب					
3. لمشرف التربية العملية غير معد اعداد جيد					
4. عدم تناسب عدد الوحدات مع نظام التربية العملية					
5. تدريب الكلية لا يهيأ الطالب للتعامل مع الإدارة المدرسية					
6. التدريب في الكلية لا يؤهل الطالب لمختلف المراحل التدريسية(الابتدائية, المتوسطة, الثانوية)					
7. لا يربط بين محتوى المنهج في الكلية والمرحلة المراد تدريسها					

(3) مدرس التربية البدنية في الكلية الاعداد.

	أوافق بشدة	أوافق	غير متأكد	لا أوافق بشدة	لا أوافق
1. مدرس التربية البدنية في الكلية له القدرة التدريسية المتطورة					
2. يستخدم وسائل مساعدة متطورة لعملية التدريس والتدريب					
3. مدرس التربية البدنية في الكلية يربط بين محتوى المنهج والمرحلة التعليمية المراد تدريسها					
4. مدرس التربية البدنية في الكلية يهتم في عملية الأشراف والتدريب					
5. مدرس التربية البدنية في الكلية دعم المادة العلمية من مصادر علمية أخرى					

(4) التسهيلات و المعدات والتجهيزات الرياضية

	أوافق بشدة	أوافق	غير متأكد	لا أوافق بشدة	لا أوافق
1. قلة القاعات التدريسية التي تتناسب مع عدد التلاميذ					
1. قلة المراجع العلمية الحديثة					
2. عدم توفر المكتبة المتطورة					
3. قلة الصالات الرياضية					
4. قلة الملاعب الخارجية					
5. قلة الوسائل التعليمية المتطورة					

(5) العلاقة بين وزارة التربية و قسم التربية البدنية في كلية التربية الأساسية

	أوافق بشدة	أوافق	غير متأكد	لا أوافق بشدة	لا أوافق
1. التضارب بين منهج الكلية ومنهج الوزارة					
2. الاختلاف في عملية التوجيه و الإرشاد					
3. الاختلاف في أسلوب التدريس المتبع					

الرجاء أضف أي معلومة , اقتراح, تعليق أو نقد تراه مهما ويخدم عملية تطوير إعداد طالب التربية البدنية في كلية التربية الأساسية.

شكرا لإبداء رأيك لاستكمال هذا الاستبيان **الباحث : مشاري الرويح.**

Appendix 4

Teacher Trainer Interview Schedule (English & Arabic Versions)

TEACHER TRAINER INTERVIEW SCHEDULE (English Version)

1.0 GENERAL QUESTIONS:

1.1 What are the main features that must be included in an ideal Physical Education Initial Teacher Training programme?
1.2 Are there any deficiencies in the teacher-training programme in which you are engaged at present?
1.3 How, in your view, can these deficiencies be overcome?
1.4 What is the effect of these deficiencies on the trainee teacher?

2.0 TEACHER TRAINING PROGRAMME

2.1 Do you think that the teacher training programmes are too dependent on traditional methods and inadequate explanation?
2.2 What are the reasons for this? And what are the effects of this on the trainee teacher?
2.3 Can the PE department [at LJMU, IM Marsh] play any role in the professional development of the trainee teachers after they have graduated?
2.4 What are the most important problems encountered in the ITT preparation process?
2.5 Have any changes occurred in the trainee teacher programme? If so, when and how? What changes took place?
2.6 Are there any problems faced with these changes?
2.7 Are there any advantages or disadvantages in the changes?
2.8 Have they had any effects on trainee teachers and/or the ITT programme?

3.0 INITIAL TEACHER-TRAINING STAFF

3.1 In your opinion, what is the teacher's role in the professional preparation of the PE trainee teacher?
3.2 In your opinion, what are the essential qualities a teacher trainer needs in order to train PE teachers?
3.3 What are the main problems teacher trainers encounter during the course of the training programme?
3.4 What causes these?
3.5 What are their effects on the trainee teacher?
3.6 How, in your opinion, can these problems be resolved?
3.7 Do you consider that some teacher trainers are more effective in the professional preparation of trainee teachers than others? If so, why? What is the effect of this on the trainee teacher?
3.8 How, in your opinion, can these deficiencies be overcome?

4.0 CURRICULUM AND STUDY CREDITS (MODULES)

4.1 Do you think that the present ITT Curriculum covers all the aspects necessary in order to train an effective teacher?
4.2 Do you think that the PE Department's course is appropriately balanced?
4.3 Do you think that the present I.T.T courses enables the trainee teachers to achieve the objectives set by the College of Basic Education / LJMU?

4.4 What obstacles does the PE department encounter in developing an appropriate curriculum for trainee teachers?
4.5 Do you think that the present ITT curriculum for trainee teachers is an adequate preparation for teaching in primary, intermediate and secondary schools?
4.6 Are there any deficiencies in the PE Curriculum? If so, what are they? And how do they affect trainee teachers?
4.7 What are the disadvantages of the present PE teacher training course?
4.8 How long has the present course content been in operation?
4.9 Have any developments taken place since its inception?
4.10 If so, what kinds of changes have take place?
4.11 What do think of the system of units / courses / modules?
4.12 Are there problems?
4.13 What are the effects on the trainee teacher?
4.14 If any, how can problems be resolved?
4.15 At present, do you consider that the trainee teachers need greater preparation to be better trained in both the educational and practical aspects of PE? If so, why and how?

5.0 SPORTS EQUIPMENT AND INSTRUMENTS

5.1 Do you think that the quality and type of resources/PE equipment for ITT have an effect on the standards of teaching and the quality of outcomes?
5.2 Are there any weaknesses in this equipment? If so, how does this affect the trainee teacher and the quality of the training provided?
5.3 How can these problems be resolved?
5.4 Do you think that the ITT programme is dependent on the PE equipment, or are there other means to assist the programme?
5.5 What, if any, are the disadvantages of the equipment? How does this affect the trainee teacher and the ITT programme?
5.6 How, in your opinion, can the disadvantages with equipment be overcome?
5.7 What problems does the PE department encounter in developing the ITT programme?
5.8 Does this have any effect on the trainee teachers or the ITT programme?
5.9 How, in your opinion, can these problems be resolved?

6.0 ADMISSION CRITERIA (POLICY, CONDITIONS)

6.1 What is the admission policy in the I M Marsh College for selecting student teachers?
6.2 What, if any, are the disadvantages of the admission criteria? How does this affect the trainee teacher and the ITT programme?

7.0 SUPERVISOR AND SCHOOL-BASED EXPERIENCE

7.1 What are your views regarding the teaching practice system?
7.2 Can you identify some of the main advantages and disadvantages of the system?
7.3 What are the roles that the teaching practice mentor can play in servicing the needs of trainee teachers during the preparation process?
7.4 In your view, what qualities should the teaching practice mentor have, and what standards should he/she have reached?
7.5 Do you think that there are shortcomings in the job undertaken by some of the mentors? If so, what are they? And what are the reasons for this?

7.6 What is the effect on the preparation process and trainee teachers?
7.7 How, in your opinion, can these problems be resolved?
7.8 Do you think that the physical education teaching practice mentors are qualified educationally and have enough theoretical understanding? If not, why not?
7.9 How does this affect ITT and the trainee teachers?
7.10 How, in your opinion, can the situation be improved?
7.11 What are the main problems encountered by the teaching practice mentor?
7.12 What do you consider the reasons for this are? And how does this affect ITT and trainee teachers?
7.13 How, in your opinion, can these problems be resolved?

8.0 Relation between Ministry of Education and College of Basic Education, DfEE/ I M Marsh/DfEE

8.1 (Kuwait) Can you explain why the programme of ITT focuses on primary schools, yet after the trainees graduate they might be teaching in intermediate or secondary schools? Do you think this affects the trainee teachers? If so, how?
8.2 Are there structural and procedural links between the PE Department and Ministry of Education/DfEE?
8.3 What kind of co-ordination / co-operation do you consider exists?
8.4 Do you think that the relationship between them has an effect on the ITT curriculum and trainee teachers?
8.5 In what way(s)?

9.0 FINAL

9.1 What recommendations would you make in order to raise the standard of ITT Courses?

Thank you for taking the time to speak to me and allowing me to interview you. Your co-operation is much appreciated.

TEACHER TRAINER INTERVIEW SCHEDULE (Arabic Version)

السؤال العام

1.0 ما هي المميزات التي يجب ان تكون في البرنامج الموذجي لاعداد مدرس التربية البدنية؟

1.1 هل هناكاي عيوب في برنامح اعداد المدرس الذي انت تعمل به؟

1.2 في رايك كيف من الممكن ان تحل هذه العيوب؟

1.3 كيف تؤثر هذه العيوب على الطالب المتدرب؟

2.0 برنامج أعداد المدرس.

2.1 هل تعتقد أن برنامج الاعداد يعتمد على طرق التدريس التقليدية؟

2.2 ما هي الاسباب لذلك؟ وكيف تؤثر على الطالب المتدرب؟

2.3 هل لقسم التربيبة البدنية دور في تطوير الطالب المتدرب بعد التخرج؟

2.4 ماهي اهم المشاكل التي تواجه عملية الاعداد؟

2.5 هل تم تغيير اوتطوير لبرنامج اعداد طالب التربية البدنية؟ اذا تم ذلك متى وكيف؟ وما التغييرات التي حدثت؟

2.6 هل هناك اي مشاكل واجهت التغييرات؟

2.7 هل هناك اي سلبيات و ايجابيات في هذه التغييرات؟

2.8 هل التغييرات لها الاثر على بنامج الاعداد ومن ثم عل الطالب المتدرب؟

3.0 مدرس الكلية

3.1 في رأيك , ما هو الدور الحقيقي لمدرس الكلية في عملية اعداد طالب التربية البدنية ؟

3.2 في رأيك ما هي الكفايات الرئيسية التي يحتاجها مدرس الكلية لكي يدرب طالب التربية البدنية؟

3.3 ما هي أهم المشاكل التي تواجه مدرس الكلية خلال برنامج الاعداد؟

3.4 ما هي الاسباب لذلك؟

3.5 كيف ان تؤثر هذه المشاكل على الطالب المتدرب؟

3.6 في رأيك, كيف من الممكن أن تحل هذه المشاكل؟

3.7 هل تعتقد أن هناك بعض المدرسين في عملية الاعداد فاعلين و افضل من الاخرين؟ اذا نعم لماذا؟ وكيف يؤثر على الطالب المتدرب؟

3.8 في رأيك كيف تحل هذه المشكلة؟

4.0 المنهج ووحدات الدراسية

4.1 هل تعتقد أن المنهج الحالي يغطي كل الجوانب المهمة لعملية حتى نحصل لى مدرس فعال؟

4.2 هل تعتقد أن الفصل الدراسي في قسم التربية البدنية قائم بشكل متوازن؟

4.3 هل تعتقد أن المواد الدراسية تخول الطالب المتدرب ليحقق اهداف الكلية؟

4.4 ما هي المعوقات التي يواجهها قسم التربية البدنية في حال تطوير المنهج ؟

4.5 هل تعتقد أن منهج اعداد الطالب المتدربمعد اعداد جيد لتدريس المرحلة الابتدائية, المتوسطة والثانوية؟

4.6 هل هناك عيوب بمنهج الاعداد للتربية البدنية في الكلية؟ ما هي ؟ وكيف تؤثر على الطالب المتدرب؟

4.7 ما هي السلبيات لمنهج التربية البدنية الحالي؟

4.8 من متى والمنهج الحالي يدرس؟

4.9 هل من تطوير حدث للمنهج الحالي؟

4.10 ما هي التغييرات؟

4.11 ما رأيك في نظام الوحدات الدراسية؟

4.12 هل من مشاكل؟

4.13 ما هو التأثير على الطالب المتدرب؟

4.14 اذا كان هناك تأثير كيف تحل هذه المشكلة؟

4.15 في الوقت الحالي, هل تعتقد أن الطالب المتدرب بحاجة الى اعداد شامل للتبية البدنية من الجانب التربوي والعملي؟

5.0 المعدات والتجهيزات الرياضية؟

5.1 هل تعتقد أن نوعية و جودة التجهيزات الراضية لها الاثر على الاعداد والنتائج؟

5.2 هل هناك عيوب في المعدات؟اذا نعم كيف تؤثر على الطالب المتدرب وعلى جودة تدريب الطالب؟

5.3 كيف هذه المشاكل أن تحل؟

5.4 هل تعتقد ان برنامج الاعداد يعتمد على المعدات والتجهيزات الرياضية أو أن هناك وسائل أخرى تساعد البرنامج؟

5.5 ماهي سلبيات المعدات الرياضية ؟ وكيف تؤثر على نشاط الطالب المتدرب وبرنامج الاعداد؟

5.6 في رأيك كيف تحل هذه المشاكل المتعلقة بالتجهيزات الرياضية؟

5.7 ما المشاكل التي يواحهها قسم التربية البدنية في تطوير برنامج الاعداد؟

5.8 هل هذه المشاكل تؤثر على الطالب المتدرب أو برنامج الاعداد؟

5.9 كيف تحل هذه المشاكل؟

6.0 سياسة القبول.

6.1 ما هي سياسة القبول في الكلية؟

6.2 ما هي السلبيات في سياسة القبول وكيف تؤثر على الطالب وبرنامج الاعداد؟

7.0 المشرف والتربية العملية

7.1 ما رأيك في نظام التربية العملية؟

7.2 هل من الممكن أن تحدد السلبيات والايجابيات لنظام للتربية العملية؟

7.3 ما هوالدور الذي من الممكن ان يلعبه مشرف التربية العملية في خدمة الطالب المتدرب خلال عملية الاعداد؟

7.4 في رأيك ما هي الكفايات التي يجب ان تكون لدى مشرف التربية العملية؟

7.5 هل تعتد أن هناك بعض القصوروعيوب في تأدية الواجب بالنسبة لبعض مشرفين التربية الملية؟ما هي؟وما الاسباب وراء ذلك؟

7.6 كيف تؤثر على عملية الاعداد والطالب المتدرب؟

7.7 كيف تحل هذه المشكلة؟

7.8 هل تعتقد أن مشرف التربية العملية مؤهل تربويا وثقافيا؟ ان لم يكن كذلك , لماذا؟

7.9 كيف يؤثر على عملية الاعداد والطالب المتدرب؟

7.10 في رأيك كيف من الممكن أن تحل هذه الحالات؟

7.11 ما هي المشاكل الرئيسية التي تواجه مشرف التربية العملية؟

7.12 ماهي الاسباب وراء ذلك؟ وكيف تؤثر على الطالب المتدرب؟

7.13 كيف تحل هذه المشاكل؟

8.0 علاقة كلية التربية الاساسية مع وزارة التربية .

8.1 هل من الممكن أن تشرح لي كيف أن يركز برنامج الاعداد على المرحلة الابتدائية , وبعد التخرج يدرس المدرس الجديد في المراحل الاخرى؟ هل تعتقد أن ذلك سوف يؤثر على الطالب المتدرب؟

8.2 هل هناك علاقة تنظيمية بين الكلية والوزارة؟

8.3 ما هي طبيعة التعاون ينهما؟

8.4 هل تعتقد أن العلاقة بين الوزارة والكلية لها التأثير على برنامج أعداد طالب التبرية البدنية؟

8.5 في أي مجال؟

9.0 الختام.

9.1 ما التوصيات التي تود أن تذكرها لرفع من مستوى برنامج أعداد طالب التربية البدنية؟

شكرا على حسن تعاونكم.

APPENDIX 5

PARTICIPANT OBSERVATION LOG

PARTICIPANT OBSERVATION LOG

(1) 2 and 9 February 1998

Activity	Staff
KS 2/3: Gymnastics	Co-ordinator: BA/BEd (Hons) Primary BA (QTS) Secondary PE Admissions Tutor Subject Leader: OA Year 3 Tutor: BA(Hons) QTS
Primary Year 1: Athletics	Assistant Lecturer/Researcher
Primary Year 1: Games	Programme Manager: BA (QTS) Hons. Physical Education, Sport and Dance

(2) 3 and 10 February 1998

Activity	Staff
Primary Year2: Teaching of PE	Co-ordinator: BA/BEd (Hons) Primary BA (QTS) Secondary PE Admissions Tutor Subject Leader: OA Year 3 Tutor:BA(Hons)QTS
KS 2/3: Dance	Extra Curricular Workshop/Classes Coordinator Year 2 Tutor Assessment Officer: BA (Hons) Community Dance BA(Hons) Dance /Drama

(3) 4 and 11 February 1998

Activity	Staff
Swimming, Games, Gymnastics, Dance	Senior Lecturer in PE Subject: Swimming Co-ordinator: BA/BEd (Hons) Primary BA (QTS) Secondary PE Admissions Tutor Subject Leader: OA Year 3 Tutor:BA (Hons) QTS Programme Manager:BA (QTS) Hons Physical Education, Sport and Dance Programme Manager: BA(Hons) Community , Dance BA (Hons) Dance Drama MA Dance Studies.

(4) 5 and 12 February 1998

Activity	Staff
Primary Year 4 PA 307: Managing the Primary Curriculum	Co-ordinator: BA/BEd (Hons) Primary BA (QTS) Secondary PE Admission Tutor Subject Leader: OA Year 3 Tutor: BA (Hons.) QTS

(5) Subject mentor training (secondary) (11-16): 7 July 1999

Subject	Lecturer
Meeting QTS Standards: Circular 4/98	Head of Centre: Physical Education, Sport & Dance Co-ordinator.
Roles & Responsibilities of Mentors	Head of Partnership Unit in Education Semester 2: Year 4 Tutor BA (Hons) QTS
Guidance materials for school-based training	Head of Partnership Unit in Education Semester 2: Year 4 Tutor BA (Hons) QTS & Programme Manager :BA (QTS) Hons Physical Education, Sport and Dance.
ICT and Physical Education	Subject leader: Athletics and Exercise Physiology course Co-ordinator. MA/MEd Co-ordinator : Research and Publications
Involving Trainee Teachers in the Assessment Procedure	Head of Physical Education, Parrs Wood School.

(6) Seminar: Meeting Standards & Achieving Excellence: Teaching PE in the 21st century.

Subject	Lecturer
Cool PE the Education Value: Is There a Conflict?	Professor Elizabeth Murdoch President:BAALPE
Physical Literacy and Physical Education	Dr Margaret Whitehead President :PEA UK
The PEA project in Movement Development (Primary)	Trish Maude, MBE/ Jonathan Doherty
Subject knowledge in Physical Education	Will Katene
Influencing the quality of teaching and learning in PE	John Parsons, HMI
ICT and physical education: there is Virtually nothing to it	Gareth Stratton
Impact of the sport strategy on education	Sue Campbell, MBE
Initial teacher education and training: HEI school Based Model: Case study	Pat Shenton
Role of the subject leader in raising standards in Physical Education	Clare Stretch, HMI
Postgraduate Certificate in subject leadership: learning at work case study	Pat Shenton/Elizabeth Murdoch (Ann Cleary, Phil Boulton)
Social inclusion/differentiation in Physical Education	Philip Vickerman
Coaching at Key Stage 4: A Consultation	Andy Miles, National Coaching Foundation
Coaching for teachers: the Launch of the HEI Incentive Scheme	Bobbie Trafford National Coaching Foundation

Appendix 6

Interviews with staff in Kuwait and the UK: Summary Overview

Interviews with staff in Kuwait and the UK: Summary Overview

(a) Interviews with 5 staff from College of Basic Education, Kuwait, May 1999

Problems and obstacles affecting initial training for Physical Education teachers

Initial Teacher Training Staff	K1	K2	K3	K4	K5
System for evaluating ITT staff not good	x		x	x	x
Weakness in ITT staff knowledge and skills	x		x	x	
The system has no means of sanctions on teacher trainers	x				x
Rewards system not fair	x		x	x	
Teaching staff use traditional lecture style	x	x		x	
Methods of teaching taught are too traditional	x		x	x	x
No professional rapport, staff & school-based supervisor	x	x	x		x
ITT staff bound by the curriculum, can't create and innovate				x	
Shortage of ITT staff		x			

Curriculum and teaching credits	K1	K2	K3	K4	K5
Two credits run at same time and in same place	x				
Individuals change the curriculum, unilaterally					
The curriculum is overloaded to the detriment of PE					
Trainees have to study courses that are not needed					
Time allocations do not reflect the importance of some modules					
Some courses divided into two credits					
Too many study units required for graduation					
Seminar paper requirements overload students unneccessarily					
Too many one credit unit courses in specialist subject					
Gap between curriculum and job market needs					
Specialisation and basic training not integrated					
Curriculum concentrates on primary sector training					
Programmes have not developed for 13 years					
Limit on trainee numbers acceptable in each class					
Some PE graduates appointed to inter., & secondary posts					

Sports Equipment and Facilities	K1	K2	K3	K4	K5
Shortages in sports equipment & teaching resources					
Not enough classes available for particular modules					
Shortages of scientific laboratories					
Playing facility shortages for individual & group games					
Inadequate budgetary resources					
Classrooms not big enough					

Kuwaiti Interviews (continued)

School based experience and supervision	K1	K2	K3	K4	K5
'Job market' not bothered about school experience	x			.	x
School experience is not long enough	x	x	x	x	
TP supervisors lack ability & short of school experience	x	x		x	
Supervisors appointed without regard for standards		x	x		x
Trainees not available when school experience is scheduled		x			
Supervisors not required to work to CBE job hours	x	x		x	

Admissions criteria	K1	K2	K3	K4	K5
No fixed standards for admitting students	x	x	x		
Department's recommendations on capacity ignored	x				x
No direct links between graduates & dept after graduation	x		x	x	x
More enrolled than budget & students' abilities warrant	x	x	x	x	

Ministry of Education/PE Department Relations	K1	K2	K3	K4	K5
Ministry not bothered about PE in Kuwaiti schools	x		x	x	
Ministry not bothered about school experience	x	x		x	
Lack of dialogue between Ministry & Department	x	x	x	x	
Appointing graduates to sectors for which untrained	x	x	x	x	
PE teachers held in low regard by Ministry	x		x		x
PE teachers held in low regard by PAAET & CBE	x		x		
Gap between Ministry's and Department's training expectations	x	x	x	x	
Ministry ignores the primary stage focus of the training	x	x	x	x	

(b) Interviews with 6 staff from I M Marsh Centre, Liverpool John Moores University

Problems and obstacles of PE student preparation programme primary stage

Initial Teacher Training Staff	E1	E2	E3	E4	E5	E6
Theory and practical elements need to be amalgamated.	x		x			
College theories need to be practised in schools	x					
Course doesn't address improving PE primary/secondary transition	x	x				
Generic-led programme concentrating more on specialist subject-base	x					
Having to mix with other dep'ts lowers standards & expectations	x					
More gov't support needed to raise PE teacher profile in schools	x					
Some tutors are out of touch with the modern school environment	x		x			
Older ITT staff need to respond to modern changes, or leave	x					
Lecturers are too narrow-minded	x					
Maths and English modules disorganised	x					
Lack of student guidance.	x	x	x			
Prejudice vs. PE students; other lecturers feel threatened by PE Dept	x					
Gov't papers require immediate implementation,no support built-in	x		x			
Insufficient hours to deliver quality PE course	x	x	x			
Insufficient resources to provide quality teaching	x		x			
Students receive mixed messages; some teachers modern & others not	x					
Outdated equipment: e.g. no computer-driven display facilities	x					

Curriculum and Teaching Credits	E1	E2	E3	E4	E5	E6
Six areas of activity in the National Curriculum too demanding	x		x			
A range of teaching styles need to be emphasised in PE	x					
Key Stage 2,3 Maths, English & Science are not well organised	x					
More consistency needed in games curriculum thru' the 3-year course	x		x			
College limited on development issues controlled by DfEE		x				
Units don't suit study hours			x			
Standards not clearly understood			x			
Unclear assessment criteria			x			

Sports Equipment and Facilities	E1	E2	E3	E4	E5	E6
Shortages in sports equipment & teaching resources	x	x	x			
Not enough time for students to work with equipment	x					
Teaching rooms not big enough	x					
Inadequate budgetary resources			x			
Students have to provide their own small items of equipment			x			
University equipment also used by the community			x			
Old, outdated equipment, sometimes unsafe	x	x	x			

UK Interviews (continued)

School-Based Experience System and Supervision	E1	E2	E3	E4	E5	E6
School-based experience is a very important part of the course	x	x	x	x	x	x
Poor quality of the school placements	x					
Some mentors do not keep themselves well informed and up-to-date	x		x			
Mentors do not attend mentor meetings	x					
Insufficient duration of school-based experience for PE	x	x	x			
Insufficient constructive feedback from some uninterested mentors	x					
Schools want trainees & the funding but mentoring not satisfactory	x					
Partnership with schools advantageous to the college		x				
University tutor assesses progress instead of school involved		x				
Meeting NC teaching basics means trainees on TP not free to teach PE			x			
Trainees don't get to experience all the PE subject areas in schools			x			
Trainees are often not sufficiently prepared for school experience			x			

Admissions Criteria (Conditions)	E1	E2	E3	E4	E5	E6
Entry very competitive, some promising students may be turned away		x	x			
Selection works well, though time-demanding				x	x	

Ministry of Education/Physical Education Department Relations	E1	E2	E3	E4	E5	E6
Generally good, both formally and informally						
At times, not enough time allowed to study and plan required changes						
Pace of DfEE (now DfES) changes too fast for good implementation						

The reasons behind these problems and obstacles	E1	E2	E3	E4	E5	E6
Staff constrained by the curriculum demands; shortage of time for PE		x				
Weaknesses in present evaluation system			x			
Timetable does not allow enough time to work on PE with students			x			
Non-development is due to time and facility shortages		x	x			
Programme not as integrated as it could be; more time for PE needed	x	x	x			

Positive points	E1	E2	E3	E4	E5	E6
Incorporation of Dance into secondary stage has been a good thing	x					
The new course for KSs 2 & 3 innovative and forward thinking	x					
Practical lectures are of a good quality	x					
Innovative course trains for top-end primary & secondary schools	x					
Pass mark amended to 40% per module, instead of 40% average	x					

Effects & Results	E1	E2	E3	E4	E5	E6
Students fail Maths & English due to lack of organisation & guidance	x					
Students in low quality placements may be disillusioned & unhappy	x					

UK Interviews (continued)

Recommendations & Suggested Solutions	E1	E2	E3	E4	E5	E6
Improve school-based training using better schools & mentors	x		x			
ITT should be specialist subject based	x					
School placement improvement and development	x		x			
Improved awareness and profile of key stages 2 & 3, nationally	x					
Improved mentor awareness and training	x	x	x			
Course requires more co-ordination & less complacency to develop	x	x				
Need to address how & what assessed in English, Maths & Science	x					
Increase course length to four years instead of three	x					
Have a full year dedicated to PE	x					
Extend practical sessions to enhance understanding	x		x			
Students need to take more responsibility for their own learning	x	x				
More research on primary & secondary transition & progression	x					
Rescind the partnerships with schools	x					
Schools to report on TP; tutor doesn't have same student contact		x				
Allow students to teach a whole unit of work			x			
Introduce additional testing of students' knowledge and understanding			x			
Develop lectures to be part theory, part practical			x			
Introduce small group research projects into course			x			
Increase the length of teaching practice	x	x	x			
More time for mentors to dedicate to students during TP			x			
Introduce qualification certification for mentors			x			