Teaching Practice at Yemeni Universities as Perceived by Educators: A Call for Change

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Abstract :

This paper aims at identifying the obstacles of implementing effective Teaching Practice (TP) at the Yemeni Universities to find suitable solutions for placement of student teachers in the TP, weighing individual and multi-supervision, training supervisors, funding of TP, etc. The informants (47) of the study are policy-makers and experts in Education in Yemen. Through a questionnaire, consisting of 11 core close-responses type questions pertinent to measure major dimensions of TP, participants were asked to indicate to the extent to which they agreed with. Then the participants were asked to brainstorm the difficulties that face TP. After sticking the difficulties on the wall, the participants were asked to vote on the top five only.

The study ends with identifying the problems: limited funding (74%), insufficiency of supervisors (73%), increase in the number of student teachers (71%), short period of TP (69%), absence of coordination between the Ministry of Education (MoE), and the

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universities (65%), there is no manual and by-law to regulate TP (53%), some departments use only microteaching (53%). The participants suggested solutions. The length of the training should be about a term. The STs need to spend a major period of their training at schools supervised by the faculty supervisor and cooperative teacher/s as well as school administration. The placement of STs has to be arranged between the Faculty, MoE offices and schools. There should be some training for the supervisor who should be given some incentives for their supervision. Funding has to be managed by the university and the ministry of finance. Assessment of TP is to be shared between the different supervisors.

1. Introduction

The stakeholders of teaching practice (TP) in the Yemeni Universities since the establishment of the first faculties of education in 1970 in Sana'a and Aden never sat together to 'collectively bargain' the shared obstacles of practicum: Length of the training, Intensity of the training, Mentoring, Preparation for Trainers, University/School responsibilities, Incentives, Funding, Assessment, Administrative and Educational Policy Issues. TP, according to Al-Abbadi (2007: 130), is the application side in the teacher education (TE) program that has become important recently. All the TP aspects are studied (planning, preparation, implantation, and evaluation) to arrive at a new model of TP to go in line with quality assurance in higher education. Thus, this field survey is the first of its type to identify the shortcomings of TP at the Yemeni Universities and find solutions to help improving TP from the viewpoint of decision-makers and experts in education in Yemen. The TE programs according to Boudreau (1999) are devoting more and more time to practical experiences in schools. However, in Yemen, candidates do not have enough opportunities to test their theoretical knowledge in the field/schools. Part of this is due to the lack of

partnership between universities and Ministry of Education (MoE) offices. A number of factors according to the MASTERY Newsletter[3] (July-August 2007) hinder effective implementation of efficient TP in Yemen:

1. There is no common conviction among all stakeholders of TP
2. The problems of TP are not identified and prioritized at the national level
3. There is no agreement on an organizational plan for TP.
4. There is no *mechanism* of a financial plan that is acceptable to the Ministry of Finance, Ministry of higher Education and Scientific research, MoE, and universities.

This becomes even more important when Yemen reconsiders basic and secondary education through implementing a national plan (during 2007) to improve the level of education. But this plan does not take into account the teacher education programs at the Yemeni universities that continue to graduate 'half-baked' teachers who may cause harm to children in schools.

This study highlights TP that is necessary for student teachers (STs) to be trained on life-based skills and have first-hand experience to apply the learnt knowledge at the university. During practicum, STs have the opportunity to make connection between the courses they have studied at the university and their applications for classroom teaching. According to Al-Abbadi (2007:131-2) TP is revised from top-bottom relation and evaluation to horizontal evaluation. It is seen as an apprenticeship practicum where the STs take part in teaching right from the beginning of his career just as an apprentice. Another approach is to look at TP as an applied practicum where the learner exposes what was learnt at the

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[3] MASTERY (Mathematics & Science Teacher Education Reform in Yemen) is a Sana'a University based project that works for about 2 years with Dutch experts.

university and applies that at the end of the teacher program. The third approach is the inquiry-oriented where the STs play the role of the reflective thinker who applies what is learnt, reflects over it and overcomes the difficulties to learn and teach at the same time. According to Boudreau (1999), the notion of reflection and reflective teaching is almost everywhere in teacher education. Teacher education programs are, at the same time, devoting more and more time to practical experiences in schools.

TP is the major component of every teacher education program that looks for achieving high quality assurance and academic standards. This become more important when one finds the orientation of education in Yemen is moving towards practical education. This is obvious in the national strategy (during 2007) for technical education and vocational training that aims at increasing the level of enrolment in technical education and vocational training from its current percentage (2%) to 15% of the total outcomes of basic and secondary education in 2012 (i.e. seven times of what it is now).

2.1 Background

Teacher preparation programs try to cover general knowledge represented by the university requirement, professional knowledge represented by the Faculty requirement, content knowledge represented by the major, and application of knowledge as represented by TP or practicum. To be a successful teacher is debatable. Some believe a teacher is born (i.e. teaching profession is inherited, not cultivated) not made and others believe 'practice makes perfect' (Abdulmalik, 1986: 18). TP has different aims:

1. raising awareness of critical inquiry.

2. implementation of theoretical courses.

3. gaining first-hand experience on dealing with students, administration and parents (Abdulmalik, 1986: 18).

Danielson (2000) is of the opinion that most professions designate a period of apprenticeship for a novice practitioner: doctors, attorneys, social workers, etc. But teachers, from the moment they are awarded their first license, are considered full members of the profession. The responsibilities of a first-year teacher are just as complex as those of a 20-year veteran. In education, STs need to be exposed to TP during the early stages, throughout the learning process, and at the end. This is to discuss teaching, observe it, extracurricular activities (preparing teaching aids, following students' portfolios, meeting students' parents, giving classes outside for other people) and practicing teaching. Schools are the testing grounds for they help STs to participate as teachers, professional educators, and learners in the school setting.

The topic of evaluation of the practicum program at faculties of education is always present in university education. Al-Abbadi (2007) evaluated the practicum program at Ibri College of Education as viewed by female student teachers. The findings show that the faculty supervisor is carrying out his role effectively. But the school headmistress is not cooperative. The cooperative teacher was moderate in their cooperation. The study recommends training programs for all the partners in supervising. It recommends establishing a special unit for practicum program at the faculty and further research on practicum.

2.2 Teaching Practice at the Yemeni Universities

In the Yemeni universities (8 government and 15 private universities), the implementation of teaching practice currently varies from no TP, microteaching to a full term. The inefficient TP poses a serious problem that needs a national consideration for the

number of registered teacher students is huge (70762 teacher students in the government universities and 1427 teacher students in the private universities during the academic year 2004-2005 according to the Central statistical Organization in Yemen). When the first two faculties of education in Yemen (in Sana'a University and in Aden University), were established in 1970, the number of teacher students was limited and training was not an issue. Looking at the number of students in the faculty of education- Sana'a, one can notice there were only 11 students but in 1988 the number becomes 2925, and in 2001, the number comes to 10164. The number was reduced in 2004 to 7390 due to controlling the capacities of the faculties. The graduates of 2005 come to 2540 in the faculty that has 12 departments where TP in each is only 2 hours theory (in the 3rd level) and 2 hours practice (in the last term).

(Table 1)

Preparation aspects	Credit Hours	Percent
Major	105	66%
Faculty requirements	34	13%
University requirements	15	9%
Electives	4	3%
Teaching practice	4	3%
Total	158	100%

Table (1) shows the components of the TE program in English (as an example). TP is about 0.02% (i.e. 4/158) of the four-year program. This system was adopted in one way or the other in many of the Yemeni universities4. However it varies from microteaching to a full semester in the Yemeni Universities, e.g. all the Faculties of Education in Sana'a University, Thamar University, Hodeidah University, and Ibb University. The following table(2) is an example of the current situation of TP at the Faculty of Education, Sana'a

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[4] No. of students is 164208 in the government universities and 23916 in the private universities) that consider Sana'a University the mother university.

university, being one of the leading Faculties of Education in Yemen. This means the other Yemeni universities are not better.

(Table 2)

	Department	No. of Students	No. of Supervisors	Qualifications				Ratio of Teachers to Students	Max No	Min No	Place of TP			
				Educational		Academic					Faculty		Schools	
				No	Percent (%)	Non-Educational	Percent (%)				No	Percent(%)	No	Percent (%)
Humanities	Quran	548	12	1	8	11	92	0.1	98	8	548	100	0	0
	Islamic	1261	37	7	19	30	81	0.1	79	12	1261	100	0	0
	Arabic	829	37	15	41	22	59	0.1	39	9	524	63	305	37
	Total	2638	86	23	27	63	73	0.1	98	8	2333	88	305	12
Science	Math	551	26	10	38	16	62	0.1	46	9	0	0	551	100
	Physics	267	11	3	27	8	73	0.1	50	10	0	0	267	100
	Chemistry	579	17	11	65	6	35	0.1	82	18	0	0	579	100
	Biology	366	8	6	75	2	25	0.1	122	10	0	0	366	100
	Total	1763	62	30	48	32	52	0.1	122	9	0	0	1763	100
	Grand Total	4401	148	53	36	95	64	0.1	122	8	2333	53	2068	46

Source: unpublished study by Al-Hamadi and Abbas (2007)

Some private universities as Saba University and in Al-Yemenia University till now do not have TP. They depend only on microteaching.

Nevertheless, Hadramout University devotes full term for TP however this is considered as 2 credit hours. Similarly, Aden University revised TP in 1997-1998 to become a full term. These attempts try to be similar to other experiences of the TP in other countries.

For example in UAE University, TP is nine credits with a course of three credit hours (i.e. CAPSTONE) devoted for discussing STs experiences in the field. These 12 hours take place at the end of the 162 program after clearing almost all courses. This is supported by a course in the first year to explore future job satisfaction in to

teaching profession. In Dar es Salaam University in Tanzania, STs spend 8 weeks during the holiday every year right from the first year. The help of the tutors and coordinators in zones is vital in rendering TP a success. In the 4th year, they spend 3 months in school. In the Netherlands, about 50% of the time of STs is spent in school. In Ghana, students spend the final (fourth) year in school. King Saudi University and Ajman University devout one term for TP counted 12 credit hours.

3. Research Problem and Questions

Currently in the Yemeni universities TP mainly depends on the university supervisors whether at school or in microteaching. In the absence of a TP manual and administrative unit, TP involves a number of uneasy issues: duration, goals, field supervision (academic supervisor, cooperative teacher, school administration, and senior teachers), number of credit hours, etc. From table 1 above, it is clear duration is short for TP takes only 3%, i.e. the focus of teacher education program is theory, not field experiences. It will be a leap to move towards multi-supervision and multi-assessment.

The problem of TP in Yemen becomes more significant if one considers the recent views of a professional teacher (according to Danielson; 2000) who should achieve the basic four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4). TP is the practical side of these domains. For this, there is a general feeling that TP in the Yemeni universities is inefficient and needs serious revitalization to meet the demands of current views in higher education concerning quality assurance, program development, academic standards and principles that are required by agencies as NCATE, INTASC,

NBPTS and QAA. This inefficiency led the MASTERY5 project to call for a national symposium on School-Based Teaching Practice. This justifies the need for this study that tries to answer the following questions:

1. **What are the difficulties of TP in the Yemeni Universities?**

2. **Who prepares for the placement of student teacher in the TP?**

3. **Who should supervise the student-teacher and who needs training to supervise the student teacher?**

4. **What is the best organizational plan (i.e. financial mechanism) for TP in Yemen?**

5. **Should incentives for supervising TP be given or not to academic supervisor, cooperative teacher, school administration?**

6. **Should the funding of TP be at the expense of the stakeholders (i.e. student teacher, the university, the MoE, or all of what was mentioned)?**

4. Methodology and Procedure

4.1 Research Method

Research Method depends on survey of opinions of the participants through a questionnaire. This survey is supported by a discussion of the statements in the questionnaire with the participants to come up with solutions for TP problems. The results of the questionnaire read for the participants to get some comments to adopt some of the experiences in the world that can fit economically and culturally the Yemeni educational situations. Then

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[5] **The symposium (6-8 August 2007) on School-Based Teaching Practice at Sheraton conference centre involves about 100 participants of the major stakeholders who represent varied educational sectors in Yemen.**

participants were asked to brainstorm the common TP problems. After writing them on flipcharts, putting them on the wall of the conference room for voting, every participant was given only 5 stickers to choose the top five difficulties (Table 3).

4.2 The Population and Research Instrument

The population of study is the partners and stakeholders who attend the symposium (6-8 August 2007) on School-Based Teaching Practice at Sheraton conference centre represent. They represent universities (both government and private), Universities Administrations, (MoE), Ministry of Higher Education and Scientific Research, research centers and the Ministry of Finance, as well as regional and foreign experts in Education, etc. Such a sample is unique to obtain in the Yemeni educational context. The participants represent policy-makers and experts in education at all levels in Yemen with different subject areas: science and humanities. They gather to discuss TP and come up with solutions that can be applied at the national level. Such responses are not easy to get due to the heavy schedules of the participants.

A questionnaire was used to collect the opinions of the participants. It was given to all the participants but the ones who returned the questionnaire are only 47. The questionnaire consists of 11 core close-responses type questions pertinent to measure the following major dimensions of TP:

- weakness in the current TP in the Yemen Universities
- duration of the TP in the Yemen Universities
- type of work the STs can do at school
- training of supervisors
- STs placement in schools
- incentives for participants in the TP

- **funding**
- **STs evaluation**
- **number of students in a group for every supervisor**

Participants were asked to indicate to the extent to which they agreed with each of the 11 questions. Then the participants were asked to brainstorm the difficulties that face TP. After sticking the difficulties on the wall, the participants were asked to vote on the top five only.

5. Data Analysis and Study Results

The following displays the study results. Since the participants are mainly experts in education with varied experience that ranges from 2 years to 30 years, it was a chance to identify the problems of TP in Yemen from their viewpoints.

5.1 The answer for the first question 'what are the difficulties of TP in the Yemeni Universities?

(Table 2)

Item	N	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Strongly disagree	Weighted Mean	Percent
Limited funding for TP	47	81	15	0	2	2	2	4	74%
Number of supervisors is not enough	46	77	13	6	2	0	0	4	73%
Increase in the number of student teachers,	46	70	19	4	4	0	0	4	71%
Short period of TP	47	75	11	4	9	2	2	3	69%
Absence of coordination between the Ministry of Education and the universities	47	51	36	4	6	2	2	3	66%
There is no manual and by-law to regulate TP.	47	60	15	17	9	0	0	3	65%
Some departments use only microteaching.	47	30	30	23	9	9	9	3	53%

The first statement was about the duration of TP. About 74.5% of the participants 'strongly agree' that 'The period of TP is short'. This shows that the current TP in the Yemeni universities is not enough. This goes in line with the experiences of other universities in other countries. For example, in the Northlands about 50% of the university curriculum is in school. In Ghana, STs spend the fourth year in school (i.e. one year TP). In Tanzania, they spend 8 weeks every year during the holiday and one semester at the fourth level. In the UAE University, they spend full semester (12 credit hours plus 3 credit hours- Capstone course) in the fourth level. In King Saud University, they spend full term (12 credit hours) in the fourth level. In Ajman University, they spend full term (12 credit hours) at school. The participants suggest, according to table 2, the period of TP to be a full year or at least one term.

(Table 3)

I believe the period of TP to be:	Frequency	Percent
The Final Year	20	42.6
One semester (6 days a week without any course in the university)	14	29.8
One semester (3 days a week + some courses in the university)	8	17.0
Two days a week and the rest at the university	5	10.6
Total	47	100.0

The second statement was about the availability of practicum manual and by-law to regulate the work of TP. The absence of clear rules and regulations leads to irregular placement, field supervision and evaluation of TP. However only about 59.6% agree this problem that hinders TP. This is because some Faculties of Education began thinking of the writing daft outlines of practicum manuals and some form of regulations to organize TP, (e.g. Faculty of Education, Sana'a and Arhab, Faculty of Education at Hodeidah University, Aden University and Hadramout University).

The third statement that 'some departments use only microteaching' shows the participants (If we take 'strongly agree'

and 'agree' together, they come to about 60%.) believe no TP takes place at schools. This is why they agree that the period of TP is short and it would be about a year or a term.

The fourth statement was about the 'increase in the number of student teachers'. About 70% of the participants believe that this is problem that stands in front of the TP. Increase in the number of STs makes it uneasy for supervisors, Faculties of Education, regular teachers, and schools. According to the Central Statistical Organization (CSO) in Yemen (statistics of 2004-2005), the number of teacher students is about 70762 in the government universities and 1427 in the private universities during the academic year 2004-2005). The problem becomes even more serious if we think of parallel students (self-financing program). Their number in the Faculty of Education at Sana'a University is more than 300 students in the first level (in the academic year 2006-2007) and the regular students are only about 100. As a result, the supervisors are not enough. According to the same statistics of CSO, the number of teachers is about 833 in the government universalities, i.e. 1:85. Thus, it is expected that 76.6% of the participants agree that the number of supervisors is not enough.

By arranging the above statements according to the weighted means of the statements to prioritize them according to their importance, one can find that the most serious problem is funding. The other problems as the insufficient number of supervisors can be solved by seeking the help of senior teachers, and the MoE subject supervisors as well as cooperative schoolteachers who can function as mentors. The other difficulties (4 to 7) can be taken care of once there is an organizational plan.

The participants (about 75 in this section) were asked to brainstorm the common TP problems. After writing them on

flipcharts, putting on the wall of the conference room for voting, every participant was given only five stickers to choose to the top five difficulties. Table 3 shows the result of the voting put in a descending order.

(Table 4)

Statement to be voted on by the participants	Frequency	Percent
1. The absence of a clear system that regulates TP at the university levels	40	54%
2. The absence of cooperation between the faculties and the schools.	39	53%
3. The absence of TP manual	31	42%
4. The weak standards to filter fresh students at the faculties of education.	31	42%
5. A gap between the university curriculum (teacher education programs) and the school curriculum.	28	38%
6. Insufficiency of supervisors	27	36%
7. Not counting the number of TP fully (i.e. no match between the effort at schools and the number of credited hours at the university)	24	32%
8. The absence of clear system of evaluation	23	31%
9. The lack of training for TP supervisors.	23	31%
10. Graduating incompetent students teachers	23	31%
11. Short duration of TP	18	24%
12. Increase in the number of students	16	22%
13. The absence of a selection guide for the supervisors	10	14%
14. Assigning teaching to STs with no grading	9	12%
15. Depending on the non-specialists in supervising TP	8	11%
16. The spread of traditional teaching at the universities and schools	6	8%
17. Using only microteaching	6	8%
18. Unsuitable school environment and the lack of enough equipment at schools.	5	7%
19. Absence of clear rules for who should take TP.	5	7%
20. STs are not penalized for frequent absence from schools. This causes disorder in the school programs	5	7%

5.2 The answer for the second question 'Who prepares for the placement of student teacher in the TP?'

Coordination between different stakeholders is one of the aims of this symposium. The participants suggested a practicum committee chair or unit in every Faculty of Education. This functions as a line manager between all stakeholders of TP. As part of the

organizational plan, it is necessary to involve others in preparing for the placement of STs in the schools. The table below shows that:

(Table 5)

Who prepares for the placement of student teacher in the TP?	Frequency	Percent
The college with the schools though the education regional office.	29	62%
The student, the college, and school.	10	21%
The college with the schools.	8	17%
Total	47	100.0

The lack of communication and common frames of reference leads to failure in TP and internship. According to Shen (2002) the success of teacher education requires the partnership of schools and universities.

5.3 The answer for the third question 'Who should supervise the student teacher and who needs training to supervise the student teacher?'

5.3.1 'Who should supervise the student teacher?'

The other problem is organizational pertinent to supervision. In the light of the current situation in Yemen, it could have been a good idea to involve other people in TP as shown below:

(Table 6)

Who should supervise the student teacher	Frequency	Percent
2. The Academic supervisor+ cooperative teacher + school?	24	51%
4. The Academic supervisor +cooperative teacher + school+ the students of the trainee+ self- evaluation?	12	26%
3. The Academic supervisor+ cooperative teacher + school+ the students of the trainee?	5	11%
5. Academic supervisor only?	3	6%
1. The Academic supervisor+ school?	3	6%
Total	47	100.0

The above table suggests cooperative teachers and academic supervisors. However STs spend more time with cooperative teacher

and benefit from their experience in class control, lesson preparation and delivery. Because supervision varies from giving directions and information, suggesting alternatives, being collaborative, to having a combination of these, cooperative teachers moderate supervision (Ajayi, 2006).

While the discussion with the participants, some suggested adding the schools supervisors who belong to the MoE, retired schools supervisors and senior teachers as well as the administration of the school. It is likely that group or multi-supervision is likely to benefit STs if they work with more than one cooperating teacher and practicum supervisor. This helps according to Neide (1996) keeping accurate records more than subjective speculation about the STs performances.

However, there is a kind of disagreement on good form of practicum supervision whether it should be carried out individually or in groups. The results of Baniabdelrahman (2004) study shows that the Multi-Supervision and Multi-Cooperating Teachers (MSMC) method was significantly better than the Multi-Supervision and Individual Cooperating Teacher method. It is also better than the Individual Supervision and Individual Cooperating Teacher method. MSMC method improves the EFL student-teachers' teaching skills of English. This is likely to be similar in other subject areas that are taught at the Faculty of Education. The results also pointed out no significant effect was found for gender.

A number of supervisors complain that they have too many STs in one group. This is makes it unfair for STs do not get a chance to discuss their teaching experience with the Faculty supervisor. The participants recommend the number of STs who should be in one group under one supervisor should be around 9 STs for every supervisor.

5.3.2 Who needs training to supervise the student teacher?

The next question was 'who needs training to supervise the student teacher?' This is necessary for if there is no shared view on TP it becomes uneasy to have a similar evaluation.

(Table 7)

Who needs training to supervise the student teacher?	Frequency	Percent
3. All of the above	37	79%
1. Academic supervisor only	9	19%
2. Cooperative Teacher only	1	2%
Total	47	100.0

Training of trainers helps to have a clear and shared vision amongst the participants (practicum supervisor, student-teacher, and cooperating teacher). Nevertheless, the question remains 'who needs training to supervise the STs?' According to the participants, people who have direct relation with STs have to take some training to evaluate TP.

This survey then shows that the period of TP is not enough; there is an increase in the number of the STs and therefore the number of supervisor is not enough. The schoolteachers, supervisors and school administration are not made use of in managing TP.

5. 4. The Answer for the Fourth Question 'What is the best organizational plan (i.e. financial mechanism) for TP in Yemen?'

5.4.1 Should incentives for supervising TP be given or not to academic supervisor, cooperative teacher, school administration?

(Table 8)

Statement	Academic Supervisor	Cooperative Teacher	School
1. Should incentives for supervising TP be given to academic supervisor, cooperative teacher, school administration?	76.6%	85.1%	76.6%
2. Should supervising TP be part of their work?	23.4	12.8	21.3

Participants (76.6%) believe that the academic supervisor should take some incentives for academic supervisor has the maximum responsibility that includes visiting STs, organizing work with the school and cooperative teachers, solving problems with schools, coordinating formative and summative evaluation of TP, evaluating STs work and reporting it to the faculty.

Majority of participants (85.1%) also think that the cooperative teacher has to be given incentives for supervising STs. In addition to incentives, cooperative teachers get professional self-development opportunities through liaisons with STs who are still fresh with their ideas and experience. STs share many ideas since they are likely to see cooperative teachers more than other supervisors. According to Clement (2002), cooperative teachers believe they play the role of model, mentor, guide, and director. Cooperative teachers benefit from STs enthusiasm and fresh knowledge. STs help in school work, marking papers, take part of the load, etc. especially if the cooperative teacher is considered part of supervision. Revitalizing teacher supervision is important for the role ranges from pre-class conference, class observation, to post-class conference.

Similar belief is held by the participants (76.6%) about school administration that receives students, facilities their work, select cooperative teachers with the academic guide to observe initial

classes, gives textbooks, gives extracurricular duties, keeps a record, etc. Schools help STs expose what the have learnt at the university to take real role in teaching. In some schools, they may fill gaps where there are not enough teachers.

The next question is about financial mechanism. Some look at supervision as part of the job of stakeholders. However, the participants believe some incentives should be given to the supervisors.

Similar answer was about the school supervision.

5.4.2 Should the funding of TP be at the expense of student teacher, the university, the MoE, or all of what was mentioned?

The source of funding is debatable; it is remarkable that all about 67% did not even choose whether 'should the funding of TP be at the expense of STs?'

(Table 9)

Should the funding of TP be at the expense of…	N	Missing value	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Weighted Mean	Percent
1. the university?	31	34	55	6	0	4	0	4	75%
2. the ministry of education?	26	45	34	6	11	0	4	3	64%
3. all of what was mentioned?	22	53	32	4	0	0	11	3	60%
4. student teacher?	18	62	2	6	2	4	23	1	21%

The same question was repeated about the university. The answer is about 53 % agree (table below). Unexpectedly only about 34% (below) believe that the MoE has to fund TP in the universities.

It is noticed from the table below that there is no consensus on funding. The result in the following table is not far from the tables

above. Many try to avoid answering this question as it is from the missing values 53%.

By prioritizing 'who should be responsible for funding of TP?' table 8 shows the stakeholders are unwilling to partake in cost. The idea is to check if the idea of cost-sharing is going to be more effective in TP. However, the orientation is at the expense of the public.

The survey ends with emphasizing the different components of TP: supervision (responsibilities of supervisors, be it the head of the TP Unit at the faculty, the academic supervisor, the cooperative teacher, or school supervision), the right and duties of the STs, stages of TP (it can move in terms of preparation for about two weeks, observations for about two weeks, TP for about 9 weeks), and mechanism of financing the TP for the supervisors and school administrations. Without specifying roles, STs cannot perform well in planning lessons, controlling class, teaching efficiently, be responsible; and in real life STs cannot show the necessary skills of a trained teacher (i.e. understating of topic, learners, choose appropriate intended learning outcomes, use IT, evaluate learners, give feedback, etc). Thus TP in Yemen has to adopt the result of this survey if it is to succeed and compete with other experiences in the world.

The participants put suggestions to improve TP, e.g. understanding content, general skills (inquiry, communication skills, developing in one's profession, using IT, ability to research, etc), and positive attitudes towards the teaching profession before embarking on TP. They suggest TP to be not less than a term of 12 credit hours in the four-year program; this integrated TE program is within a range of 126 to 132 credit hours. Content courses for STs who are to teach in the intermediate and above make about 50% of the

curriculum in the university. The other 50% is for educational courses (e.g. child psychology, measurement and evaluation, teaching methods, communication skills with people in charge, friends, parents, etc). But for the teachers who are to teach in the elementary stage, they should take around 30% content and around 70% of educational courses to deal efficiently with children. Graduates need to know their students to individualize learning. Knowing new teaching methods (e.g. communicative approach, direct approach, grammar translation method, silent method) makes it easy STs in practicum. They need to be able to prepare for a learning community. They have to have communication skills (e.g. with people in charge, parents, etc). They have to be trained on planning lessons, evaluating students (writing exams, correcting, giving feedback, etc). They should be able to establish good relations with colleagues and be able to develop in their teaching profession. This helps to create a rounded personality of a teacher who is able 1) to plan (for a year, for a unit, for a lesson), 2) to teach (implementing the learning process with all its aspects), 3) to evaluate (formative and summative) and 4) to develop (evaluating one's work, making a plan for one's or teacher's development (Danielson, 2000).

6. Conclusion

The study discusses an organizational plan that includes a bylaw to organise TP, suggested a mechanism of a financial plan that is negotiated with the representative of with the Ministry of Finance, Ministry of higher Education and Scientific research, MoE, and universities. The study highlights the difficulties of TP in the Yemeni Universities using descriptive statistics. The participants suggested solutions. The length of the training should be about a term. The STs need to spend a major period of their training at schools supervised by the faculty supervisor and cooperative teacher/s as well as school

administration. The placement of STs has to be arranged between the Faculty, MoE offices and schools. There should be some training for the supervisor who should be given some incentives for their supervision. Funding has to be managed by the university and the ministry of finance. Assessment of TP is to be shared between the different partners of supervisors.

TP should be taken only after completing all courses at the university and the STs need to have a reasonable GPA, higher than pass. So STs do not need to be both at the university and at school at the same time. This is practiced by some universities as UAE University, King Saud University, Ajaman University.

Recommendations

According to the results, the study recommends a TP manual and an orginsaitonal plan to organize funding, multi-supervisors, coordination between the MoE, and the Yemeni universities, placement and assessment. The practical side of the educational courses (e.g. child psychology, measurement and evaluation, teaching methods, graduation research) should be taken while STs are at school to apply the educational concepts on real life situations. The faculties of education should have a practicum unit organizes planning, evaluation of TP in the light of new trends in Education, coordinates with the MoE offices, organizes placement of STs, supervisors, supervision training, and assessment.

Further research is needed on the practicum supervision, effect of teacher preparation while at school and a the university, the roles that practicum supervisors play, and the ways in which supervisory effectiveness can be achieved and assessed, school university partnership, effect of cooperative teacher on STs experience, fieldwork supervision and its effect on STs training, evaluation of supervisory relationship and multi- supervision.

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