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Satisfaction of English Language Student-teachers with the Practicum Experience at Kuwait University

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Abstract

This study aims to investigate the level of satisfaction of English language student-teachers with their practicum experience at Kuwait University and explore the effect of gender, school stage and educational districts as study variables. Adopting the descriptive approach, a five-point Likert scale questionnaire was developed and administered to 78 male and female English major students; attending their practicum at primary and intermediate schools in the Fall semester 2018/2019. Data were analyzed using SPSS to calculate means and standard deviations. One-Way Analysis of Variance and t-test were applied. Results showed that student-teachers were moderately satisfied with their practicum experience and with the practicum schools as learning environments. In addition, significant differences existed in reference to the study variables; school stage and educational districts. It is recommended to constantly develop the practicum program and provide students with workshops before and during the practicum for awareness, development, and follow up.

Keywords: English language, Student-teachers, Practicum, Satisfaction, Kuwait University.

Introduction

Qualified and effective English language teachers are the product of good teacher preparation and education programs during college study. According to Abdelhadi and Al-Ezzeh (2012) teachers must have the necessary knowledge, skills, and abilities to practice effectively and

successfully inside the classroom. Upon the completion of the theoretical courses at the College of Education at Kuwait University, student-teachers must attend a practicum course to apply knowledge about teaching to be a teacher with real classroom experiences. To define practicum, it is “a program that provides a meaningful field experience designed to allow student-teachers to recognize the reality of the educational process through the application of theoretical courses taught at the university” (Hamaidi, Al-Shara, Arouri, & Abu Awwad, 2014: 196). The practicum experience enables student-teachers to be familiar with the classroom context and routines as well as the challenges they may encounter during the teaching process (Teaching Practicum Center, 2014). Practicum aims “to establish a connection between theory and praxis” (Hamdan, 2017: 32). Thus, student-teachers will be prepared with learning and teaching theories, teaching methods, and learning strategies to improve their teaching profession (Ministry of Education, 2008; Goker, 2006). Through practicum, student-teachers have first-hand experiences about how to develop their pedagogical skills, and how best to deliver information to their students (Kennedy, 2006). According to Jackel (2011), practicum links what student-teachers have learned in the college classrooms and the real applications of knowledge. Rogers (2015: 1) explains the objective of field training program stating “to produce practically oriented graduates that meet the required job-related competences of their future employers. Additionally, it serves as a linkage between the university and various stakeholders interested in services and/or products”.

Importance of Practicum to Student-teachers’ Preparation

Practicum plays a major role in preparing student teachers for the teaching profession. Through practicum, student-teachers can acquire essential professional knowledge and teaching competencies (Leshem & Bar-Hama, 2008). The practicum is considered a great opportunity for student-teachers as they learn from real life situations that help them grow independently with the ability of problem solving (Tuli & File, 2009). The practicum allows student-teachers to develop their teaching skills (Hamaidi, Al-Shara, Arouri & Abu Awwad, 2014). It is their first hand-on experience with the teaching profession (Masadeh, 2017). According to Ong’ondo and Jwan (2009), practicum provides student-

teachers with a pre-service opportunity to interact and approach their learners. Moreover, practicum helps student-teachers develop a positive attitude towards collaborative group work, collegiality and knowledge sharing as well as respecting career values (Kennedy, 2006). In addition, the practicum provides student-teachers with a great opportunity to build up their professional knowledge by experiencing unlimited real-life situations which go beyond what they have been instructed at college (Bukaliya, 2012; Yan and He, 2010; Smith & Levari, 2005). Masadeh (2017: 1059) states that practicum “can familiarize them with the teaching process complexities and challenges they may encounter”. Other aspects which practicum allows student-teachers to be aware of are the work conditions and complexity of the profession. According to Al-Momani (2016) practicum permits student-teachers to examine the conditions of the future work environment, the influential culture of school, as well as understanding school as an organization. Masadeh (2017: 1060) affirms that “practicum is the actual opportunity for university students to be successful teachers if well implemented”. Simply put, practicum teaching is student-teacher’s greatest opportunity to carefully confirm that they have chosen the right and suitable career (Atkinson, Phairee, Sanitchon, Suphanangthong, Graham, Prompruang, De Groot & Hopkins, 2008).

Literature Review

Practicum Challenges as a Source of Student-teachers’ Dissatisfaction: Practicum is the step through which student-teachers have real opportunities to explore and become familiar with the conditions of the work environment. Although student-teachers were students during their school time, yet, when it comes to commencing their teaching practice, they view the school environment from different perspectives. They learn that there are rules and regulations governing the school life, as well as rights and duties which define their job description and the laws and regulations of the teaching practice (Ebrahim, Eyadat & Alshammari, 2017). According to Al-Momani (2016), student-teachers come to an understanding of school activities, the influential internal and external factors, and the organizational life and structure of schools. Gan (2014) explains that student-teachers benefit from the practicum experience to a great extent. They gain their first input about

teaching from lesson observations. The cooperating teachers, supervisors, as well as staff members play a major role in shaping their teaching practice. The remarks of supervisors from Kuwait University and the Ministry of Education are valuable. In addition, their chance to communicate with other school teachers and members as well as peer-teachers provide a great opportunity to shape their learning practices and future teaching experience (Aljassar & Altammar, 2004; Al-Humaidi, Joher & Alshaheen, 2016; Ebrahim, Eyadat, & Alshammari, 2017; Aljassar & Altammar, 2019).

During the teaching practicum, student teachers basically benefit from lesson observations, the cooperating teacher and practicum school, university supervisors, communication with other school members, and their peer teachers (Gan, 2014). However, when student-teachers encounter some challenges during their practicum, this will lead to their dissatisfaction with the experience itself and will not benefit from it to the most. Ganal, Andaya, & Guiab (2015) draw our attention to some challenges which student-teachers face based on a comparative study they conducted on 59 elementary education student-teachers' and 41 secondary education student-teachers regarding the encountered problems in the practicum. Findings revealed that the problems were mainly classroom management, communication skills with students, low-level instructional skills, inappropriate instructional materials, and insufficient evaluation tools suitable to students' levels at site schools. In addition, Shaheen (2010) stated that during practicum student-teachers face problems associated with the academic supervisor, the cooperating school, cooperating teachers, and students. Schulz (2005) points out that because of the challenges which student-teachers face during their practicum, it is still a vital subject for research for further understanding to identify and eliminate such challenges. In that respect, Vick (2006) emphasizes the importance of developing new attitudes towards focusing on training problems which student-teachers face during the practicum. The following sections will focus on aspects which cause challenges to student-teachers that hinder them from reaching a satisfying level with the practicum experience including the classroom observation period, the cooperating teacher, and supervisors, and school principals.

Classroom Observation: Classroom observation is considered a

valuable source of input for teaching and learning means (Blackmore, 2005). Hammersley-Fletcher and Orsmond (2004) explain that it allows student-teachers and observers to recognise and understand the classroom structure, routines, and the interaction nature between teachers and students. It explains teachers' performance with better chances for the observers to give objective feedback; (Muijs, 2006).

Nevertheless, Richards and Farrell (2005) warn us that because of the nature and complexity of classroom dynamics, it might not be an easy task to observe and understand all aspects of the teaching and learning process because not everything can be adequately observed during a short period of time. Kelly and Tannehill (2012) reported that one of the main findings of their study was the complaints of the student-teachers about the shortness and insufficiency of the classroom observation time.

Barkhuizen and Feryok (2006) conducted a study exploring the perceptions of EFL pre-service students of the practicum programme in Auckland, New Zealand. Students reported that the six-week observation period was enough to experience teaching and how it was like. In addition, they reported positive views regarding the role and collaboration of the English language teachers. However, they did not have the chance to practice teaching during the practicum and that did not allow them to apply the teaching methods they learned during the practicum.

Noguera (2018) examined the role of classroom observation in pre-service English teachers' understanding of the teaching profession. The participants stated that they benefited from the observation period in developing their critical thinking. In addition, they developed their basic knowledge of teaching, and the application of the suitable teaching methods. They were motivated to become teachers as well as knew how to manage their classroom. They confirmed that the extended classroom observation period helped them to develop their identities as English teachers and their beliefs about teaching.

The Cooperating Teacher: The positive effect of practicum on student-teachers' attitudes towards the teaching profession cannot be accomplished without the cooperating teachers. Ngohand Tan (2000) affirmed that the support and cooperation of the cooperating teachers play a significant role during the practicum practice of student-teachers. According to Farrell (2008) the cooperating teachers and peers play a

significant role in facilitating the practicum experience to student-teachers. Koç (2011) explained that cooperating teachers play significant roles as they act as mentors, supervisors, model teachers, observers, and supporters for student-teachers. Masadeh (2017: 1061) stated that “cooperating teachers and supervisors are to be supportive, i.e. facilitators not hinderers”. Akhtar, Abdul Majeed and Murtaza (2013) reported that when cooperating teachers showed enthusiasm, student-teachers commenced their practicum active and hopeful. However, when cooperating teachers failed to help in certain teaching areas, student-teachers mentioned that their performance was hindered in areas like classroom management, co-curricular activities, and teaching techniques. Merç (2015) stated that student-teachers were dissatisfied with the ineffective means of assessment used by their cooperating teachers.

Supervisors: Supervisors’ role is very significant in directing student-teachers’ teaching practice by providing them with the essential skills to achieve the goal of the practicum (Elsweedy, 1994). The main task of supervisors is to give support, foster thinking skills, and encourage inquiry as all that will help student-teachers gain the necessary skills and knowledge (Anderson & Shannon, 1988). To achieve profession maturation, student-teachers expect their supervisors to provide them with supportive and constructive feedback. Failure to do so on the part of supervisors will lead to frustration and lack of self-confidence to make right decisions when needed during the practicum (Pekkanli, 2011). In other words, Upson, Koballa, and Gerber, (2002: 4) affirmed that supervisors allow the transition to happen from “student to practicing professional”. Therefore, Ong, et al., (2004) explained that when student-teachers have high level of pressure during practicum represented in administrative workload and lack of proper supervision, they will not engage positively in the teaching process.

In a study conducted by Kelly and Tannehill (2012), the results showed that the minimal interaction between the supervisors with their student-teachers deprived them from being good teachers. Merç (2015) reported that the supervisor’s methods of assessing student-teachers’ lessons’ plans, general organization, and teaching performance were appropriate and effective. Bukaliya (2012) conducted a study on 50 student-teachers from two teacher education programs in Zimbabwe

regarding the role of the supervisors. The findings revealed that the supervisors were too busy to dedicate enough time to observe student-teachers effectively. In addition, they did not show cooperation to help improve the performance of those student-teachers. The study recommended expanding the period of the practicum for the two programs. Elswedy (1994) conducted a study to identify the role of practical education supervisors using tasks to be applied. The findings showed that the supervisors did not pay attention to students' professional and practical competency to raise their levels as their methods of supervision were ineffective.

School Principals: School principals as well have a significant role to play in shaping the experience of student- teachers during practicum. In the cooperating schools, principals are a source of feedback as they orient, observe, and evaluate student-teachers (Al-Magableh, 2010). Several studies investigated the role of principals during the practicum experience whether that was satisfactory or unsatisfactory based on student-teachers' experiences. Masadeh (2017) examined the viewpoints of the 58 male and female Saudi EFL student-teachers regarding the opportunities and barriers which potentially facilitated or hindered their performance during the practicum. The results showed that although there were great opportunities during the practicum which fostered student-teachers teaching experience, yet, there were many barriers that negatively influenced their practicum related to some academic supervisors, school principals, and cooperating teachers. As for school principals the results revealed the absence of school principals' follow up of students' lesson plan notebooks and following with them during the practicum.

Alghishawi and Alabadi (2013) evaluated the perspectives of female student-teachers regarding the practicum program at Al-Zaytouna Private University. The results showed a moderate performance of cooperating principles in fulfilling their roles and responsibilities. The study recommended the enhancement and development of the technical and administrative aspects of practicum program. Furthermore, there was a great need to improve the communication and cooperation between the university and the cooperating schools.

In Kuwait, Al-Humaidi, Joher and Alshaheen (2016) investigated the opinions of student-teachers regarding the responsibilities and the

effectiveness of practicum academic supervisors, cooperating teachers, and cooperating school principals in the College of Basic Education at PAAET (Public Authority for Applied Education and Training). The student-teachers believed that the effectiveness levels of the roles and responsibilities of practicum academic supervisors and cooperating teachers were high while the effectiveness levels of the roles and responsibilities of cooperating school principal were moderate.

At Kuwait University, Aljassar and Altammar (2004) evaluated the practicum program in the College of Education from student-teachers' perspective. The study results revealed that the administrative roles performed by the training team and cooperative school principals were the main source of problems for student-teachers.

Study Problem

During the years of study at the College of Education at Kuwait University, student-teachers are enrolled in different courses which are considered essential for their professional preparation. Nevertheless, when it comes to the practicum experience, it is very essential to guarantee that those four to five years of college study and preparation are fruitful and paid off as student-teachers will be able to put theory into practice to understand how it is like to be a teacher. Many research studies have focused on the difficulties and challenges which English language student-teachers face while practicing their practicum (Masadeh, 2017, Hamaidi, Al-Shara, Arouri & Abu Awwad, 2014; Amer & Ismail, 2014). Other studies have focused on evaluating English language student-teachers' competencies and teaching performance (Merç, 2015; Al-Magalbeh, 2010; Leshem & Bar-Hama, 2008). However, the present study is an attempt to find out how satisfied Kuwait University English language student-teachers are with their practicum experience. Purdy and Gibson (2008: 2079) stated that "for most pre-service teachers, the TESOL [Teaching English to Speakers of Other Languages] practicum is considered to be one of the most important learning experiences in learning to teach through reasoning about their practices, supported by their educators". This is an opportunity to give student-teachers' voices a chance to be heard.

Study Questions

The study addressed the following two questions:

- 1) How much satisfied are English major student-teachers with their practicum experience?
- 2) Are there statistically significant differences among the participants in reference to gender, school stage, and educational districts?

Based on the second research question, the null hypothesis is as follows:

It is expected that there will be no statistically significant differences at the level ($P \geq 0.05$) in the mean scores of the participants in reference to the study variables (gender, school stage, and educational districts).

Study Objectives

The present study aims to achieve the following objectives:

- 1) Addressing the satisfaction level of English major student-teachers at Kuwait University with their practicum experience.
- 2) Finding out whether English major student-teachers' perspectives differ according to their gender, school stage, and educational district they taught at.

Rationale

The rationale behind this study arises from the importance of the practicum to English language student-teachers at Kuwait University. Thus, there is a need to explore their satisfaction or dissatisfaction with their practicum experience.

Study Significance

The importance of the present study stems from the significance the practicum experience provides to the student-teachers. This study is crucial as it looks deeply in the emotional base of student-teachers; as reflected in their satisfaction with their practicum experience as an outcome of its quality and the nature of guidance provided. Therefore, the study will contribute to a clear understanding to the faculty staff members regarding the satisfaction of student-teachers with the practicum. In addition, it will allow educational stakeholders to minimize the areas of dissatisfaction as that will be highlighted by student-teachers' responses and provide better learning chances through the practicum experience.

Study Limitations

The present study has its limitations. As for the participants, the study is limited to English major student-teachers; enrolled the College of Education at Kuwait University, in the Fall Semester of the academic year 2018/2019.

Methodology

Participants: 78 participants in this study were presented as 28 males and 50 females majoring in English Language Teacher Preparation Program in the College of Education at Kuwait University. The participants were taking their courses with the researcher. Based on students' major of specialization (primary or intermediate stage), The Centre of Practicum assigns them to their practicum schools. Thus, 54- 69.2% of the participants were intermediate stage major, and 24- 30.8% of them were primary school stage major. They were distributed to the Six Educational Districts in Kuwait as follows: Asima 6 students 7.7 %, Hawalli 10 students 14.1%, Farwaniya 8 students 10.4%, Mubarak AlKabeer 19 students 24.3 %, Ahmadi 13 students 16.3%, and Jahra 22 students 27.2%. Table 1 represents the demographic data of the participants.

Table 1

The demographic data of the participants

Variable Label	Value Label	Frequency	Percentage
Gender	Female	50	64%
	Male	28	36%
School Stage	Primary	24	31%
	Intermediate	54	69%
Educational Districts	Asima	6	7.7%
	Hawalli	10	14.1%
	Farwaniya	8	10.4
	Mubarak AlKabeer	19	24.3%
	Ahmadi	13	16.3%
	Jahra	22	27.2%

Study Tool

A thorough review of the literature on the study topic was done to

come out with a relevant study tool. The researcher adopted the descriptive methodology; thus, a questionnaire was chosen to collect data. Being influenced by other studies (Hamdan, 2017; Masadeh, 2017; Merç, 2015), the questionnaire was written covering two sections. The first section provides the demographic data of the participants. The second section covers two domains to help collect the participants' responses to the questionnaire items. Domain 1 (satisfaction with the practicum experience) covered 16 items. Domain 2 (satisfaction with the practicum school as a learning environment) consisted of 16 items. The questionnaire items were written in English as it is the medium of instruction and the language of the participants' future profession. The participants were asked to indicate how the items assess their perspective of the practicum based on a five-point Likert scale as (strongly agree, agree, not sure, disagree, and strongly disagree).

Validity and Reliability: The questionnaire in its final version was validated and verified by presenting it to five experts from the College of Education. They were asked to determine the degree of relatedness of each questionnaire item to its domain. Their suggestions and necessary amendments about the items and domains of the study instrument were considered. Following these procedures, the final number of items settled at 32 items. Reliability coefficient was calculated by using Cronbach Alpha and that was 0.703. This indicated that the questionnaire was within the acceptable threshold in social sciences and an appropriate tool for data collection. Table 2 represents in detail the reliability values of all categories.

Table 2

Classification of total means & reliability analysis

Variables Label	Means	Standard Deviation	Cronbach's Alpha	No. of Items
Satisfaction with the practicum Experience	3.153	0.538	0.624	16
Satisfaction with the practicum School as a learning Environment	2.561	1.089	0.782	16
All Domains	2.857	0.781	0.703	32

Procedures

The questionnaire was administered by the researcher to seventy-eight Kuwait University undergraduate male and female student-teachers who were taking the Graduation Project Courses with the researcher. The two groups of the participants (intermediate and primary stage) were gathered in a conference room to instruct them and guarantee the collection of the questionnaire upon completion. The implementation of the questionnaire was at the end of the Fall Semester of the academic year 2018/2019. The participants were aware of the purpose of the study, and they agreed to take part in this study willingly.

Data Analysis

After collecting the questionnaires, the data was statistically analysed using the (SPSS) program. The participants' responses were coded, scored, and then analysed so means and standard deviations were calculated. The t-test and the One-Way Analysis of Variance (ANOVA) were used to find out whether the study variables significantly influenced the responses of the participants. The acceptable statistical significance level was set at alpha $p \geq 0.05$.

Based on the means of items, the researcher developed the following satisfaction scale to interpret the findings of the study as follows:

- 1) Less than 2.50 indicate a low level of satisfaction.
- 2) Equal to 2.50 and less than 3.50 indicates a moderate level of satisfaction.
- 3) More than 3.50 indicate a high level of satisfaction. ascending

Study Findings

This section looks at the responses of the participants in the light of the two study questions. For that purpose, the findings of the first question will be presented in Tables 3 and 4. The findings of the second question will be presented in Tables 5 to 7. The results will be interpreted in the light of previous literature and research questions.

Results Related to the First Question: The answer to the first question will be based on examining the means of the participants' responses to the two study domains as presented in Tables 3 and 4.

Table 3

Means and standard deviations of the participants' satisfaction with the practicum experience

Domain 1: Satisfaction with the Practicum Ex- perience	Mean	Standard Deviation	Means Order	Scale of Satisfac- tion
13) The practicum helped me understand the school context.	3.28	0.85	1	Moderate
16) The practicum allowed me to apply effective classroom management strategies.	3.27	0.96	2	Moderate
14) The practicum helped me understand classroom events and situations.	3.00	1.01	3	Moderate
15) The practicum helped me develop suitable teaching materials.	2.90	0.98	4	Moderate
1) The observation period before starting the practicum was enough.	2.75	1.23	5	Moderate
2) The practicum period was enough to gain the necessary experiences before starting my teaching career.	2.74	1.26	6	Moderate
3) The practicum helped me identify my teaching weaknesses.	2.72	1.22	7	Moderate
4) The practicum helped me develop my teaching practice in needed areas.	2.71	1.17	8	Moderate
7) The practicum helped me become aware of learners' learning styles.	2.70	1.14	9	Moderate
6) The practicum helped me reflect on my teaching practice.	2.69	1.40	10	Moderate
8) The practicum helped me choose suitable technology in teaching.	2.64	1.22	11	Moderate
9) The practicum helped me write suitable lesson plans to achieve lesson objectives.	2.58	1.25	12	Moderate
10) The practicum helped me use suitable assessment techniques.	2.50	1.21	13	Moderate

Cont. Table 3

Means and standard deviations of the participants' satisfaction with the practicum experience

Domain 1: Satisfaction with the Practicum Experience	Mean	Standard Deviation	Means Order	Scale of Satisfaction
5) The practicum helped me apply learned teaching methods at college.	2.34	1.21	14	Low
11) The practicum introduced me to my rights and responsibilities as a student-teacher and a future teacher.	2.32	1.80	15	Low
12) The practicum helped me put theory into practice inside the classroom.	2.19	2.11	16	Low

Table 3, represents the means and standard deviations of the English language student-teachers' satisfactions with their practicum experience. The total mean of the first domain is 3.153 and the standard deviation is 0.538, which is of a moderate level of satisfaction. Among the 16 questionnaire items, only 3 items 5, 11, and 12 are of low level of satisfaction, while the rest 13 items are of moderate level of satisfaction. For analysis purposes, light will be shed on the four highest means as well as the four lowest means as presented in the first domain. The first highest four means will be presented in a descending order as follows in items 13, 16, 14, and 15. The four lowest items in means will be presented in an ascending order as follows in items 12, 11, 5, and 10.

Table 4

Means and standard deviations of the participants' satisfaction with the practicum school as a learning environment

Domain 2: Satisfaction with the Practicum School as a Learning Environment	Mean	Standard Deviation	Means Order	Scale of Satisfaction
9) The supervisor was judgmental.	3.80	1.32	1	High
12) The evaluation process of my performance was beneficial.	3.45	0.78	2	Moderate

Cont. Table 4

Means and standard deviations of the participants' satisfaction with the practicum school as a learning environment

Domain 2: Satisfaction with the Practicum School as a Learning Environment	Mean	Standard Deviation	Means Order	Scale of Satisfac- tion
16) The supervisor's role was important during the practicum experience.	3.19	1.21	3	Moderate
6) The teaching load was too much.	3.17	0.85	4	Moderate
7) The teaching load was more of staff substitution than actual teaching.	3.04	1.03	5	Moderate
13) The evaluation process of my performance was fair.	2.97	0.91	6	Moderate
11) The evaluation process of my performance was clear.	2.88	1.33	7	Moderate
5) The school administration was bias towards teacher more than student-teachers.	2.73	0.94	8	Moderate
3) The English senior teacher was supportive.	2.72	1.12	9	Moderate
15) The supervisor was approachable and available whenever I needed help.	2.68	0.90	10	Moderate
4) The school administration was encouraging.	2.66	1.21	11	Moderate
2) The English teachers shared their teaching experience with me.	2.50	1.00	12	Moderate
8) The practicum allowed me to learn from my supervisor.	2.40	0.88	13	Low
10) Technology and supporting teaching aids were available (data show, I pad).	1.64	1.25	14	Low
1) I was able to contact teachers from other departments for more experiences.	1.62	1.27	15	Low
14) The supervisor was keen to pass his/her comments through a meeting (not in front of the students).	1.56	1.34	16	Low

Table 4 represents the means and standard deviations of the second questionnaire domain based on the responses of the English language student-teachers' perceptions of their satisfactions with the practicum school as a learning environment. The total mean of the second is 2.561, and the standard deviation is 1.089, which shows a moderate level of satisfaction. Only 4 items are of low level of satisfaction 1, 8, 10, and 14, and only 1 item 9 is of high level of satisfaction, while the rest of the items are of moderate level of satisfaction. For analysis purposes, light will be shed on the four highest means as well as the four lowest means as presented in the first domain. The first four highest items in means will be presented in a descending order as follows as follows 9, 12, 16, and 6. The four lowest items in means will be presented in an ascending order as follows 14, 1, 10, and 8.

Results Related to the Second Question: As for the null hypothesis, it is expected that there will be no differences of statistical significance indication at the level $P \geq 0.05$ in the mean scores of the participants with reference to the study variables (gender, school stage, and educational districts) based on the results of both t-test and One Way ANOVA.

Table 5

The t-test results of TOT_1 to TOT_2 by Gender

Variable Name	No.	Fe- male Means	S.D.	No.	Male Means	S.D.	T.	df	Sig 2- tailed)
Domain 1 Satisfaction with the practicum ex- perience	50	3.95	0.632	28	3.93	0.628	1.925	76	0.321
Domain 2 Satisfaction with the Practicum School as a learning En- vironment	50	4.01	0.761	28	3.54	0.594	1.858	76	0.253

As seen in Table 5, there are no statistically significant differences in the responses of the participants in reference to gender as the level of significance is $p \geq 0.05$. This could be justified by the notion that student-teacher could have faced the same challenges regardless of their gender.

Table 6

The t-test results of TOT_1 to TOT_2 by school stage

Variable Name	Intermediate & High School			Primary			T.	df	Sig 2-tailed)
	No.	Means	S.D.	No.	Means	S.D.			
Domain 1 Satisfaction with the practicum experience	54	4.20	0.732	24	4.39	0.688	1.925	76	0.021*
Domain 2 Satisfaction with the Practicum School as a learning Environment	54	3.72	0.671	24	3.75	0.516	1.858	76	0.035*

According to the results presented in Table 6, it is clearly shown that there are statistically significant differences in the two questionnaire domains concerning the total of answers according to the (school stage major) as the level of significance is $p \geq 0.05$. In domain 1, the mean value of the primary school major 4.39 is higher than the mean value of the intermediate and high major which is 4.20. As for domain 2, again it shows that the mean value of the primary school major 3.75 is higher than the mean value of the intermediate and high school major which is 3.72. This implies that the primary school student-teachers are satisfied with the practicum experience more than the intermediate and high school major. This could be related to the age of the learners, the nature of the curriculum taught. In addition, the working hours, and the teaching load which are less than those at the intermediate stage. As

for the null hypothesis and based on the results, a significance level existed, thus, the null hypothesis is rejected with regards to school stage.

Table 7

F-Test (ANOVA) of TOT_1 to TOT_2 results by the Educational District

Variable Name	Variance Source	D.F.	Sum of Squares	Mean Squares	F-Ratio	Sig.
Domain 1						
Satisfaction with the practicum experience	Between groups	3	6.7	1.204	1.211	0.022*
	Within groups	74	35.98	0.546		
Domain 2						
Satisfaction with the Practicum School as a learning Environment	Between groups	3	0.961	0.192	0.917	0.423
	Within groups	74	24.87	0.209		

Table 7 shows that a significant difference exists in domain 1 (Satisfaction with the practicum experience) at the level of $p \geq 0.05$ in the responses of the student-teachers concerning their satisfaction with their practicum experience. To find out as which pairs of groups differ significantly, the researcher applied the multiple comparison tests using the Scheffe Procedures. Scheffe 0.05 shows that the significant difference exists between (Asima and Jahra) with reference to the educational districts. This could be justified by the fact that Asima Educational District is less crowded than Jahra Educational District which makes student-teachers suffer more of the teaching load. In addition, the limited number of supervisors available in Jahra as it is a faraway district makes it hard on supervisors to cater to all teachers and student-teachers and provide them with enough visits and sufficient supervisions.

Discussion

Based on data analyses, results revealed that EFL student-teachers showed moderate satisfaction with the practicum experience based on the mean scores of both domains. However, the mean score of the first domain (satisfaction with the practicum experience) was (3.153) higher than the mean score of the second domain (satisfaction with the practicum school as a learning environment) as the mean score was 2.561. As for the first domain, the findings of the study showed that student-teachers indicated that the practicum period was enough and helped them gain the necessary experience to start their praxis. Such findings are consistent with those of Noguera (2018) and Barkhuizen and Feryok (2006). They had a chance to develop their basic knowledge of language teaching skills, (Noguera, 2018).

As for the observation period, it can be stated that the observation period was enough. Two weeks of condensed classroom observations could be sufficient to allow student teachers to observe classroom phenomena and have a good start for their teaching practice which will be a genuine source of knowledge and skill learning. Still, increasing the duration of the observation period could be a bonus to add to the student-teachers' experience in becoming more familiar with the language classroom events. This is supported by the findings of Noguera (2018) who documented that the extended classroom observation period helped her participants in developing their identities as English teachers and their beliefs about teaching. However, such findings differ from those of Kelly and Tannehill (2012) as their participants complained about the shortness and insufficiency of the observation period they had. In addition, the findings differ from those of Richards and Farrell (2005) who warned from a short period of classroom observations as that might be insufficient for student-teachers to observe and understand all aspects of the teaching and learning process.

Student-teachers showed low level of satisfaction with some of the practicum instructions such as they were not being properly informed about their rights and responsibilities as this disagrees with the findings of (Ebrahim, Eyadat, & Alshammari, 2017; Hamdan, 2017). Furthermore, student-teachers were eager to apply theory into practice and the learned teaching methods at college, yet; they did not have the opportunity to practice and experience that. Such results are in line with

those results of Barkhuizen and Feryok (2006), Gan (2014), Ganal, Andaya, and Guiab (2015), and Noguera (2018). Yet, the lack of having this opportunity contradicts with the intended goals of the practicum (Masadeh, 2017; Hamaidi, Al-Shara, Arouri, & Abu Awwad, 2014).

As for the findings of the second domain, student-teachers showed moderate level of satisfaction with the practicum school as a learning environment. Some of the school administrators were strict with the student-teachers as they were not allowed to contact teachers from other departments. This could be a reason for limiting their freedom to experience the culture of school and to know how other subject teachers teach and deal with their students. In addition, they did not benefit from how other teachers who taught the same classes dealt with their students (Kennedy, 2006; Al-Momani, 2016). This will have a negative influence on them regarding considering teaching as a future profession as they would not be able to experience the school culture fully (Masadeh, 2017). Student-teachers complained about the teaching load which school administrations assigned them to take, which was more of substitutions of absent teachers than actual teaching. This did not allow them to gain the expected teaching experience. School administrations represented by their principals play an important role in shaping the practicum experience which many of the participated student-teachers did not experience. These findings disagreed with those of Al-Magalbeh, (2010), yet; they confirmed those of (Masadeh, 2017) and (Alghishawi, 2010). As for the cooperating teachers in the English Department, student-teachers were dissatisfied with their cooperation, support, and level of shared experiences they offered. Cooperating teachers have a significant role in motivating student-teachers to join the profession after graduation as they share with student-teachers the necessary information about the profession, classroom management, and learning styles of students. The findings of the present study supported those of Merç (2015) and Akhtar, Abdul Majeed, and Murtaza (2013), but they were inconsistent with those of Masaedah (2017) and Koç (2011) regarding the roles of cooperating teachers.

As for the language supervisors, they have different roles to play in the language classroom like facilitating, guiding, and supporting the language teachers and student-teachers (Elsweedy, 1994; Anderson & Shannon, 1988). However, when supervisors practice more of a

judgmental rather than a developmental role in their supervisions and evaluations of student-teachers' teaching performance, such a supervisory approach will have a negative impact on their first teaching experience (Anderson & Shannon, 1988). Supervisors need to be aware of the importance of their roles in shaping the teaching experience of those student-teachers. They need to approach student-teachers professionally during and after classroom observations when passing their comments. They should be more developmental in their comments when passing them to student-teachers. Such comments should be given during evaluation conferences and not in the classroom in front of the students who will lose faith in their prospective teachers, who will in return lose self-confidence and become frustrated (Pekkanali, 2011). The evaluation process should be fair and beneficial based on known criteria to student-teachers. Otherwise, the evaluation process will be useless (Elsweedy, 1994). The findings of the present study support those of Ong, Ros, Azlian, and Sharnti (2004) and Kelly and Tannehill (2012). In general, the practicum should be healthy, happy, and motivating experiences to encourage student-teachers continue in pursuing the teaching career after graduation and not to leave the profession to join other less frustrating jobs.

Conclusion and Recommendations

Practicum is a necessary requirement for a successful future teaching performance as it offers student-teachers' chances to experience real-life teaching situations. It guarantees successful future teaching practices if it is well applied and practiced (Masadeh, 2017). Practicum proves to student-teachers whether teaching is the right future profession or not (Atkinson et. al., 2008). The findings of the present study indicated that English language student-teachers showed a moderate level of satisfaction with their practicum experience at the College of Education at Kuwait University. Such findings draw the attention to a careful follow up of student-teachers during the practicum to facilitate any encountered difficulties and provide them with the necessary support to make it a successful experience.

The second domain of the present study was a source of student-teachers' moderate satisfaction as they encountered less cooperation from the English language teachers. Such lack of cooperation will have

its impact on their performance. The cooperating teachers should be informed about their vital role in developing student-teachers performance, thus; they should be encouraged to show more cooperation with student-teachers when needed (Alghishawi, 2010). The judgemental role of the English language supervisors; who are assigned by the Ministry of Education; did not create the proper learning atmosphere for student-teachers to learn how to develop their teaching performance to a satisfactory level (Pekkanali, 2011). The supervisors need to practice more of a developmental role and guide student-teachers to know how to apply their knowledge of teaching in a relaxed atmosphere. School principals should empower student-teachers and allow them to experience the school culture. In addition, school principals need to provide them with the necessary guidance to experience the school system, instructions, and culture to be familiar with it. Furthermore, school principals should introduce student-teachers to their responsibilities and duties as well as to their rights which will allow them to be part of the school environment and practice teaching on clear grounds.

It is recommended to constantly develop the practicum program and provide students with workshops before and during the practicum for clarifications, development, and follow up. It is recommended that student-teachers get supervised and evaluated by faculty members from the College of Education to ensure a friendly and a non-threatening learning environment. In addition, this will ensure the application of learnt language learning theories and teaching methods. Finally, it is recommended to conduct further research to explore the other aspects of the practicum which were not explored in the present study to find out other sources of student-teachers' satisfaction or dissatisfaction.

رضا الطلبة المعلمين للغة الإنجليزية في جامعة الكويت عن خبرتهم في التربية العملية

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ملخص

هدفت الدراسة إلى التحقق من مدى رضا الطلبة المعلمين للغة الإنجليزية في جامعة الكويت عن خبرتهم في التربية العملية، والتعرف على أثر كل من النوع، والمرحلة الدراسية، والمنطقة التعليمية كمتغيرات للدراسة. باتباع المنهج الوصفي، تم تطبيق استبيان بمقياس ليكرت الخماسي على 78 طالبًا وطالبة من طلاب اللغة الإنجليزية؛ الذين يحضرون التربية العملية في المدارس الابتدائية والمتوسطة في فصل الخريف لعام 2018/2019. تم تحليل البيانات باستخدام برنامج الحزم الإحصائية للعلوم الاجتماعية، وبناء عليه تم حساب المتوسطات الحسابية والانحرافات المعيارية. كما تم تطبيق اختبار تحليل التباين أحادي الاتجاه واختبار (ت). أظهرت نتائج الدراسة أن الطلبة المعلمين كانوا راضين بدرجة متوسطة عن خبرتهم في التربية العملية وعن مدارس التربية العملية كبيئات تعليمية. بالإضافة إلى ذلك، وُجدت فروق ذات دلالة إحصائية بالنسبة لمتغيرات الدراسة فيما يخص المرحلة الدراسية والمناطق التعليمية. أوصت الدراسة على استمرار تطوير برنامج التربية العملية، وتزويد الطلبة بورش عمل قبل وأثناء التدريب للحصول على المزيد من التوضيحات والتطوير والمتابعة.

الكلمات المفتاحية: اللغة الانجليزية، الطالب المعلم، التربية العملية، الرضا، جامعة الكويت.

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